



# **CANDIDATE INFORMATION BROCHURE TENDRING TECHNOLOGY COLLEGE (Frinton Campus and Thorpe Campus)**



To inspire young people to make their best better



## Welcome from the Principal

Welcome to Tendring Technology College (TTC) and thank you for your interest. We are a large College on the North Essex Coast.

TTC is a place where students are at the heart of everything we do. Our students are happy, have fun and enjoy being engaged in their learning and challenged in their thinking.

Our staff are highly skilled, willing to learn and determined to get the best results for every student.

We aim to provide every student with the opportunity to follow a personalised pathway to success and become confident, creative, and technologically aware. We want them to become leaders ready to take on the world.

Students will leave us with a core set of values and a lifelong love for learning, fully prepared with the skills, qualities and desire to compete in the global future. At TTC we believe in being innovative. Everything we do is designed to increase engagement and maximise learning potential.

Outstanding teachers that can adapt, change and promote creativity and collaboration are the backbone of TTC and an essential part of our vision. We know our teachers are highly committed, each one a leader in the making. They have high expectations and deliver challenging lessons that cater for the needs of every student.

Each one of our students is fantastic. We know and value them as unique individuals. Their **“behaviour is outstanding and their attitudes to work and learning are exemplary.”** We strive to ensure they are fully prepared for the rapidly evolving future that lies ahead of them, standing shoulder to shoulder with the best in the world. They leave school with confidence, ready to dismiss social barriers and face the challenges of adult life.

Above all, we want everyone to wake up every morning and look forward to coming to TTC. We welcome visitors and we look forward to welcoming you to our College.

Yours faithfully



Mr Michael Muldoon  
Principal



## **Tendring Technology College (TTC)**

TTC serves a wide catchment area in the Tendring District that is a mix of rural and coastal environment with easy access to the vibrant town of Colchester with London Liverpool Street a straightforward train journey.

TTC is unique in that it is a split site College with approximately 1900 students. The Thorpe campus is dedicated to our Key Stage 3 students and nearly 5 miles away is the Frinton campus for our Key Stage 4 and 5 students. For staff and students alike the split site at TTC offers the breadth of opportunity and experience of a large school, with the intimacy and care of a small school.

We pride ourselves on the support that we give to all new staff. If you want to be part of a dynamic, forward thinking, happy school then make an appointment, we would be very pleased to meet you.

To get an even better feel for our school, follow the link to our College prospectus;

<http://www.tendringtechnologycollege.org/about-us/college-prospectus>





## **Mission**

Our Mission is to be a school that:

- o Fully prepares students for their futures
- o Provides a personalised and relevant pathway of progression for each student
- o Exploits technological developments to the full
- o Nurtures creative students with the skills, knowledge and motivation to compete on an international level
- o Develops confident leaders ready to dismiss social barriers and take on the world
- o Excels in creativity, mathematics, computing, communication and language across the whole curriculum
- o Achieves success in every league both nationally and internationally
- o Adopts innovative design for learning to increase engagement and learning potential
- o Is the provider of choice for students, parents and staff
- o Has a corporate commitment to putting the customer at the heart of service delivery and leaders in our school actively support this and advocate for customers.



## **Staff Profiles**

### **Kacey Pennifold, Teacher of Religion, Ethics and Philosophy**



I first joined TTC in 2013, where I gained experience as a trainee member of staff, teaching Religion, Ethics and Philosophy. The support and encouragement I received from members of staff not only in my department but other areas of the College was very reassuring. I carried on working at TTC for my NQT year, where I was able to develop my teaching and receive the continued support that I had as a trainee teacher. This helped me develop my Teaching and Learning and also encouraged me to be a reflective practitioner. I am currently in my fourth year working at TTC and now support trainees and NQTs by delivering training sessions and mentoring. TTC is a very supportive and rewarding place to work where you can develop your career in your focused area.

### **Paul Welch, Teacher of Physical Education**



Since joining TTC I've thrown myself fully into Academy life. I've been involved with lots of the sports run at the college, especially athletics and rugby along with assisting the Head of PE with regards to improving T&L and outcomes within the department. Having led on lots of department CPD sessions, I was delighted to be informed by the Head of Department they wanted me to lead the athletics and rugby development within the College due the recent success we have had at the Coastal, District and National level. This responsibility has enabled me to work with some of the College's most able sports students within Star Squad, to aid them in their development both sporting and academic. These students also attended CPD courses with international and national coaches to learn and develop how we can keep this talent pool of athletes coming through TTC. These workshops and courses have helped me to continue to improve my own practice and to improve the PE departments teaching and learning as a whole, to ensure the PE curriculum enables everyone to have an inclusion programme of study.

TTC have been very supportive through this whole process, including approving courses for me to attend to further enhance my own knowledge and that of the PE department as a whole.

## **JOB DESCRIPTION**

**Post:** Teacher

**Responsible to:** Head of Department

**Department:** Various

**Post Holder:** Vacant

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**Teachers will meet the professional standards for teachers in relation to both their teaching and their personal and professional conduct**

### **Particular Duties:**

A teacher is responsible for:

#### **Their own Professional Development**

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with VP Curriculum
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to school policies and practices
- setting a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

#### **Teaching and Managing Pupil Learning**

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- setting appropriate and demanding expectations for pupils' learning and motivation
- setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Adapt teaching methodology to ensure that SEND and PP students make at least good progress

- ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- ensure that examination board rule and regulations are fully complied with
- liaising effectively with support staff working within Department
- providing extra-curricular activities to extend and challenge pupils for at least two after school sessions per week each of forty-five minutes

### **Tutorial Responsibilities**

- establish relationships with students for all-round success and to promote their welfare
- mentor students including academic overview of progress and help set targets for improvement
- promote ethos of College community at all times
- support physical, intellectual, emotional and social development of students via PSE and Tutorials
- carry out appropriate administrative tasks in support of tutorial role

### **Monitoring and Assessing Pupil Progress**

- marking and monitoring pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress
- assessing how well learning objectives have been achieved and use this assessment for future teaching
- maintaining full records of attendance, homework, attainment, achievement and examinations for pupils taught, including members of the tutor group
- producing and analysing teaching group examination predictions and results as requested by the Head of Department and the VP
- participating in departmental discussions of pupil targets and progress and of the development of strategies to meet departmental target
- overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees

### **Resources within the Department**

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring that departmental rooms present a stimulating and tidy environment
- implementing the Academy Health and Safety Policy

### **Communication with Parents**

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Head of Year, particular concerns regarding tutees with parents



## **Internal Communication**

- representing the views and interests of the Department to the Head of Department and LG
- providing information required by HODs., HOY, SENCO or LG
- actively participating in Departmental Meetings

## **Staff Absence**

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

## **Additional Specific Responsibilities**

- as negotiated with the HOD or HOY in the interests of the pupils and of the CPD of the member of staff

## **Other clauses:**

- Have a working knowledge and understanding of:
  - (a) School Teachers' Pay and Conditions document
  - (b) Teachers' legal liabilities and responsibilities relating to race relations; sex discrimination; health and safety at work; responsibilities for health and safety when supervising students on and off the school site; safeguarding children's welfare; child protection against abuse; guidelines for appropriate physical contact with students; detention of students
- Establish effective working relationships with all colleagues on site(s)
- Set a good example to students, through your presentation and personal and professional conduct
- Be committed to ensuring every pupil can achieve full potential and meet expectations set
- Understand professional responsibilities for College policies, including tutorial and personal safety matters, bullying, substance misuse and sex education
- Liaise effectively with parents, careers, and welfare/education agencies
- Be aware of the role and purpose of school governing bodies

## **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.

5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Post holder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

## **PERSON SPECIFICATION**

<b>Essential</b>	<b>Desirable</b>
<p><b><i>Qualifications and Experience:</i></b></p> <ul style="list-style-type: none"> <li>• A good honours degree or equivalent and QTS.</li> </ul>	<ul style="list-style-type: none"> <li>• A good honours degree or equivalent and PGCE.</li> <li>• Evidence of further subject-based professional development.</li> </ul>
<p><b><i>Teaching:</i></b></p> <ul style="list-style-type: none"> <li>• Evidence of good classroom practice.</li> <li>• Good understanding of effective and engaging teaching methods.</li> <li>• The ability to engage, enthuse and motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the use of ICT to enhance the teaching and learning process.</li> </ul>
<p><b><i>Assessment:</i></b></p> <ul style="list-style-type: none"> <li>• An understanding of the use of assessment to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of improved student outcomes.</li> <li>• The ability to monitor student progress through the use of ICT</li> </ul>
<p><b><i>Planning:</i></b></p> <ul style="list-style-type: none"> <li>• The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students.</li> <li>• The ability to set consistently high expectations for all students through class work and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to be involved in extended curriculum opportunities in the subject area.</li> <li>• The ability to manage time effectively and prioritise work.</li> </ul>
<p><b><i>Professional Attributes:</i></b></p> <ul style="list-style-type: none"> <li>• Highly motivated.</li> <li>• Respond well to a challenge.</li> <li>• Maintain high professional standards.</li> <li>• Excellent communication skills.</li> <li>• Commitment to own professional development.</li> </ul>	

## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

## **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

## **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

## **Learning and Development**

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



## **Google for Education**

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

## **Staff Benefits**

### **Career Development**

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes



### **Family Friendly**

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

### **Financial**

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

### **Health and Wellbeing**

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits

## **Academies Enterprise Trust, Safe Recruitment Procedure**

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

### **Equal Opportunities**

The Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you

are appointed, in which case the data you have supplied will form the basis for your individual staff record.