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FARINGDON
COMMUNITY COLLEGE

APPLICANT PACK

2017-2018

Teacher of Business and/or Economics



Focused | Committed | Caring



FCC is committed to safeguarding and promoting the welfare of children and individuals. Acting Headteacher: Colin Proffitt | Chair of Governors: Liz Holmes

Faringdon Academy of Schools is a charitable company limited by guarantee, registered in England and Wales.

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Letter from the Head teacher of FCC

Dear Applicant

Thank you for your enquiry regarding a teaching position at FCC.

FCC is a dynamic organisation, always looking for new ideas and ways forward. We have a strong and motivated staff. We have great students keen to do well and as a school, we have an energy and enthusiasm, which makes FCC a professionally rewarding place to work.

I hope you find this information pack helpful. We have tried to give you a flavour of FCC and include information that we think you may wish to refer to whilst making your decision about applying for a post at FCC. If you would like to know more about any aspect of the post, or would like to arrange a visit, please feel free to contact our Academy HR team on 01367 240375 or email academyhr@faringdon.academy who will put you in contact with the Subject Leader.

If you feel that this is the post for which you would like to apply, please complete the Application Form together with a covering letter and return to Academy HR team on academyhr@faringdon.academy

Please ensure you provide the name, address and status of two referees, one of whom should be your current employer. Candidates should be aware that referees will be approached prior to interview. The school is an equal opportunity employer and supports the safeguarding and protection of children and individuals. All appointments will be subject to Disclosure and Barring Service (DBS) Check.

I wish you well and thank you once again for your interest in what we think will be a stimulating and rewarding post.

Yours sincerely

Colin Proffitt

Colin Proffitt

Head teacher



Teacher of Business and/or Economics

Temporary part time post (0.5 or 0.6 FTE over 3/4 days)

(Would consider job share applications)

Required from: 1st January 2018

Faringdon Community College (FCC) is an “outstanding” school (OFSTED 2008), a successful and well-established 11-18 co-educational secondary comprehensive school, which embraces the idea of lifelong learning and community education. The school has an excellent local reputation and is known for inspiring exciting teaching and learning where teachers are supported and encouraged to help every student to achieve individual success and realise their potential.

As a dynamic organisation, we are always looking for new ideas and ways forward. The strong and motivated team of teaching and non-teaching staff are committed to providing the best education they can and have an energy and enthusiasm which makes FCC a rewarding place to work.

Faringdon Community College is part of the Faringdon Academy of Schools, an eight school multi-academy trust, which was established on 1st April 2012.

We are seeking to appoint a motivated, hardworking, enthusiastic and passionate teacher of Business and/or Economics who can inspire students of all ages and abilities. The successful applicant will be required to teach KS3 and KS4 Business. The opportunity of teaching A Level Business and/or Economics for a suitably qualified/experienced applicant is also available.

All applicants are welcome, including NQTs, as a full induction and support programme will be given. Two separate posts could be created and although our preference would be for one appointment, consideration will be given to applicants who are seeking a job share appointment.

If you have any questions, would like any further information or would like to arrange an informal visit to the school please contact our Academy HR Admin Manager or email academyhr@faringdon.academy who will put you in contact with the Subject Leader.

An application form and applicants' pack, giving further details, for the above post can be found on our website: <http://www.faringdon.academy>

Please return your completed application form, along with a letter of interest outlining your suitability for the position, by **noon on Monday 27th November 2017** to academyhr@faringdon.academy

Closing date: noon on Monday 27th November 2017

Interview date: Friday 1st December 2017

Faringdon Academy of Schools is committed to safeguarding and protecting the welfare of children as such successful candidates will be required to undertake a DBS check and undertake safeguarding training as part of their job role.

The Faringdon Academy of Schools (FAoS)

The Academy consists of eight schools, one secondary, one junior, one infant and five primary schools. We are proud to say that of these 8 schools, we now have three 'Outstanding' schools and five 'Good' schools according to Ofsted ratings.

The Academy history begins in 2012. It was then that the three schools in Faringdon,

- Faringdon Community College (FCC)
- Faringdon Junior School
- Faringdon Infant school

joined together to form a small Multi-Academy trust. They already had close educational links and these became closer.

In 2014 the Academy expanded when 5 other schools, all of whom were part of the catchment of FCC, asked to join. These schools were

- John Blandy Primary School in Southmoor
- Buckland Church of England Primary School, Buckland
- Longcot and Fernham Church of England Primary School, Longcot
- Watchfield Primary School, Watchfield
- Shrivenham Church of England Controlled School, Shrivenham

Under the 'Faringdon Partnership' banner all Academy schools, Head teachers, staff and pupils had previously worked together on many educational programmes and In-service training activities. This strong working foundation has been built upon to create the exciting Multi Academy Trust of today.

The Academy strongly believes that each school should maintain its own distinct ethos and identity and also be fully embedded within its own local community working with the support of a Local Governing Body.

The Academy has high ambitions for all of its schools with a core objective that all Academy schools should be 'Outstanding'. This means achieving the highest of academic standards and striving for excellence in teaching and learning. In order to support this the Academy has a School Improvement team which works closely with all schools to improve the classroom experience for our young people.

However, our biggest strength comes from our collaboration as a group of schools with the shared belief that 'if one fails we all fail, if one succeeds we all succeed.'

We have a central administrative structure that is designed to take a number of routine tasks away from the Head teacher thus allowing schools to focus their energies on their core activity. This would include support for building and repairs, HR and Health & Safety.

As an Academy we believe it is important that we add value to all member schools and provide a breadth of opportunity for our pupils that could never be replicated by any individual school.

We have a Saturday School which operates during term time catering for the majority of age groups and providing a variety of activities. Most recently we have offered archery, tennis, fencing, literacy, art meets Maths, clay and sketching. We are introducing a new Academy Choir under the Saturday School programme.



The Academy also provides a varied programme across the year of sports competitions and festivals, STEM activities and Junior Engineering projects. These range from cross country, TAG rugby, football, basketball, netball, Quadkids, tennis, Ultra Olympics, Able and Ambitious, Mechanisms, Animation, Electronics, Robotics and Public Speaking.



The Faringdon Academy of Schools is a dynamic, forward thinking organisation committed to ensuring that every young person that we look after has the best educational experience possible.

Head teacher's welcome to FCC



Faringdon Community college is a very popular 11 to 18 mixed comprehensive school situated on the edge of Faringdon, a picturesque market town in rural Oxfordshire. The school occupies a large attractively landscaped site with an excellent range of specialist accommodation and facilities. We believe that school should be hard work with the ultimate goal of examination success, but we also believe that it should create feelings of excitement and enjoyment.

My priorities are simply these: excellent examination outcomes, impeccable behaviour, great teaching and the widest possible range of high quality extra-curricular experiences for all students.

With a clear focus and lots of hard work, these things are all achievable and will deliver what I think most parents want, happy children who leave school with plenty of choices available to them and who are well-equipped to cope with the world outside. School should be an experience to evoke a lifetime of memories and friendship.

We think that it is important for staff and students to feel a part of the organisation and be involved at all levels. One of the ways we do this is through our 'Visible Leaders' programme in school, which has two strands and is currently in its second year. One aspect of 'Visible Leaders' uses the experience of the senior team where they visit students in lessons on a daily basis to engage with them, monitoring their effort and progress. The second aspect involves the 6th form students. They have attached themselves to a department and spend at least 1 hour a week in that department supporting students from all year groups with their school work. This initiative is not only designed to help students with their academic work but will also help develop positive relationships with staff and students.

I am very proud to be the Head teacher at FCC. You are very welcome to come and join us.

Colin Proffitt

Our core values

As an organisation, as teachers and as students we are:

F

- **Focused to achieve outstanding academic outcomes**

This means:

- I always take my teachers advice
- I give maximum effort in class
- I always look to stretch and challenge myself
- I work to achieve my target grades or even better
- I do not give up
- I ask for help when I get stuck

C

- **Committed to being the best one can be**

This means:

- I push my limits
- I accept failure as a part of learning
- I have pride in myself
- I engage in extracurricular activities
- I listen carefully to what others, my teachers, my parents and my friends, tell me in order to improve
- I try new experiences

C

- **Caring for the community and the environment**

This means:

- I respect others and their views
- I am tolerant, considerate and courteous
- I say thank you to my teachers after each lesson
- I do not bully
- I recycle whenever possible
- I feel proud to be part of the FCC community

Our vision, expectations and the future 2017 - 2018

The Comprehensive Deal

FARINGDON COMMUNITY COLLEGE represents comprehensive ideals and is proud of it. We are proud that we cater for students of all abilities coming from a wide cross section of society. We believe that if our students are to become worthwhile citizens of the future then they need to know and understand that our society consists of many individuals with very different skills and talents and often different values and beliefs.

FARINGDON COMMUNITY COLLEGE is a college which celebrates these differences and recognises and respects each student for what they are. However, we are a college with high standards and high expectations and this is reflected through our commitment to excellence in our Mission Statement:

For our students we aim to provide a climate where they can develop confidence in themselves and a love of learning; where they recognise and use their talents to the full; where they respect the rights of others and accept their own responsibilities in creating a caring and supportive environment; where they strive to excel and where they find a positive direction to take then into adult life.

We do not aspire to be the average college down the road but a college recognised for its excellence in all aspects of its work across and beyond our national boundaries.

Recognition by Ofsted that we are an Outstanding school and our designation as a **National Support School** by the National College of School Leaders, is a recognition that we are achieving this objective.



Our Aims and Objectives for 2017 - 2018

Academic

To lay sound academic foundations upon which each student can build throughout their lifetime according to their interests, abilities and aspirations.

- To produce an entitlement curriculum for each student, built around the National Curriculum, which has breadth, balance and continuity.
- To have an expectation of each student to produce work of the highest quality but commensurate with their ability.
- To provide a quality learning experience for each student, within a challenging environment, which has a balance between understanding, knowledge and skills.
- To help the student develop independence of thought.
- To enable the student to gain a sense of achievement and self-fulfillment from what is undertaken in school
- To help the student appreciate the concept of education as a lifelong and enjoyable process.
- To enable each student to communicate ideas, thoughts and feelings through the most appropriate and effective method of expression.

Personal

To prepare the student for an independent adult life by developing their confidence and self-knowledge and by understanding their own physical spiritual and emotional needs.

- To help the student to develop confidence and a sense of self-worth.
- To help the student to develop self-discipline.
- To help the student to develop a sense of personal morality where they can judge the difference between right and wrong and consider the consequences of any of their actions.
- To enable the student to reflect on experiences, evaluate their current situation and then plan for the future.
- To enable each student to understand their own feelings, their strengths and their weaknesses.
- To help the student to understand their body, the way it works and how to look after it.

Social

To provide a caring and supporting environment where the student will learn a sense of responsibility for the community in which they live and thereby develop an awareness of the needs of others.

- To provide a caring and supportive environment where the student recognises and responds to the needs of others as well as themselves.
- To help the student develop and recognise the value of positive relationships with others.
- To help the student understand, be tolerant of and respect all members of society.
- To help the student appreciate the world in which they live and the importance of protecting the environment.
- To produce a member of society capable of contributing to that society's wellbeing and growth.

What OFSTED says about FCC

It has been over 9 years since our last OFSTED inspection when we were graded as outstanding.

We know the new OFSTED framework is much more demanding and that maintaining an OFSTED rating of “outstanding” will be a challenge, but a challenge we are ready for.

Schools who have an OFSTED rating of ‘Outstanding’ are not routinely inspected although they are ‘risk assessed’ every year on their standards and we are pleased that we have met these standards over the last 9 years.

Overall Effectiveness of the School: Outstanding

Performance and Results

“Faringdon Community College is an outstanding school with a good sixth form.”

The OFSTED Inspectors recognised the outstanding progress our students make between Year 7 and 11; and that both our Year 9 SATs results and our 5 A*-C GCSE results (including English and Maths) have been well above national averages for the last 4 years.

Students with learning difficulties and special educational needs make excellent progress, as do the small number of students from minority ethnic backgrounds.

Teaching and Learning

“Excellent relationships between teachers and students, and between students themselves, contribute to a positive atmosphere for learning.”

OFSTED recognised the hard work going continually into raising the quality of teaching at FCC and rated most teaching as good and some as outstanding. Amongst the specific positives noted were:

- the very good individual support for students in lessons
- students know their targets, which are challenging
- progress is closely monitored

The college also recognises the need to improve and one area noted was the consistency when implementing assessment for learning.

Personal Development and Well Being

“It provides an outstanding caring and supportive environment in which students can flourish as both individuals and as part of the community.”

The report highlighted the value the college places on all individuals and the strong emphasis on personal development, as well as academic achievement. It was particularly pleasing that the inspectors recognised that FCC “students value their education and want to succeed.” Key measures supporting this include the very high attendance levels we enjoy and that our students are proud to belong to the college. Parents are also very supportive and pleased with how their children develop and achieve at FCC.

Students’ spiritual, moral, social and cultural development is good; and students “feel safe, happy and secure in school.” They know the importance of healthy living and “engage enthusiastically in a wide range of physical activities and competitive sport.”

Curriculum Choice

"The school offers a very rich and varied range of courses with considerable choice and flexibility."

Not only does the college meet all statutory requirements for the curriculum, but the breadth of what we offer was also recognised, especially at Key Stage 4. Equally our wide range of extra-curricular activities was acknowledged as excellent, with 2/3 students taking part in at least one activity.

Leadership and Management

"The head teacher, well supported by governors and the senior leadership team, has established a clear direction for the school."

Leadership and management in the main school is rated as outstanding and as good in the sixth form. The main elements are seen as: strong strategic planning and financial management, plus a sharp focus on improving standards. The capacity for further improvement is also evident, so we can get even better!

Sixth Form

"Good teaching and excellent support from tutors enable students to make good progress and achieve results that are at or above the national average."

Recognising that the head of sixth form has a clear vision for how the sixth form should develop, the OFSTED inspectors also highlighted:

- students' combined points scores for all their A level subjects are well above national averages and in the top 50 of all comprehensive schools in England.
- the curriculum is very well adapted to meet individual needs and interests
- progression rates to higher education or employment are very good
- all 6th form students participate in extra-curricular activities, contributing "to their outstanding personal development"
- realistic targets are set and closely monitored, with students receiving "excellent academic and personal support".

What some of our students say about FCC

Year 7:

- *I like Faringdon Community College because I feel safe and that my opinion is taken seriously and taken into consideration, also the staff are very kind and make moving up years so easy.*
- *Because the lessons are interesting and we learn lots. The teachers are all nice.*
- *There are a wide range of good teachers and they push me to the best of my ability as I strongly believe that I have progressed a lot.*
- *FCC is a really supportive place because when I moved here I was the only person from my primary school and felt really lonely. I received lots of encouragement from the staff to make new friends. My tutor is really nice and helps me a lot.*

Year 8:

- *There are lots of welcoming and friendly faces.*
- *I enjoy the lessons. I have improved in quite a lot of subjects since coming to FCC.*
- *You get help when you struggle.*

Year 9:

- *I like FCC because it helps you get more friends.*
- *The teachers are enthusiastic and I learn lots in lessons*
- *It is a safe environment for learning and I feel like it will help me progress further in the future when compared to other schools.*

Year 10:

- *I feel that some teachers give their all to make sure that we understand, enjoy and succeed at their subjects. I really appreciate it and it makes all the difference.*
- *I learn new things every day, and it is helping me achieve my grades. I also have fun at school, during break and lunch, are good times for talking with friends and having fun.*
- *Everyone is kind and considerate. Also the teachers are friendly.*

Year 11:

- *I have made loads of new friends and have been given plenty of amazing opportunities. I feel that I am now more equipped to tackle the world outside of school thanks to all of the support I have received.*
- *All of my subject teachers are very nice, they will always help me, as long as I have been putting in the effort. I have made a lot of new friends at school, which makes school more enjoyable.*
- *FCC has pushed me to get the best for myself by pushing me to get good target grades and helped me do the things I love in school.*
- *From a Year 11 student who is new to the school this year: There is a lot more technology available at FCC. This provides online educational resources where we can study online and do homework online as well. This really helps me.*

What some of our staff say about FCC

Faringdon genuinely is a great place to work. The staff are friendly and supportive and the students are eager to learn and succeed. Whenever I visit other schools, I'm always reminded of how lucky I am to work at FCC and am filled with a sense of pride. Our students are polite and respectful, making walking around the school a really enjoyable experience: students and staff alike greet you or smile as you walk by and there is always a sense of calm around the school.

SLE

I have just joined FCC after many years teaching elsewhere.

I have thoroughly enjoyed working in this school so far, and have been considering as to why it has felt such a positive move.

A couple of things:

1 – I think that there is a general culture of compliance within the school. The twice weekly assemblies have perfect behaviour.

2 – Relating to the above; I feel that the power in the school still lies with the staff, rather than the students/parents. I think that this is really important and is unfortunately not the case in many schools.

Subject Leader

As a former teaching assistant, trainee teacher and at present an NQT, I thoroughly enjoy my work here at FCC. I work within a fantastic department and a fantastic school. There is a very big support network at FCC which has provided me with lots of help from lots of different members of the teaching staff about many different topics as well as supporting me with my teaching and learning. FCC provides its staff with lots of opportunities to learn new areas of teaching through internal and external CPD. FCC is also a great place to be heard and to share your ideas; it's always trying new things and adapting to be the best it can be.

NQT

I would describe FCC as a welcoming community in which colleagues support one another. The induction process and continuing CPD mean that settling in is both enjoyable and as easy as possible. The other benefit of FCC is the beautiful area which surrounds the school, with easy access to Oxford and its dreaming spires.

NQT

The first impression of FCC was of over-whelmingly friendly staff who were always prepared to take time to offer a kind or supportive word and provide practical help (often in cake form!). There is a real desire to enable staff to achieve a healthy work-life balance.

SLE

Teaching and learning at FCC

At FCC, we believe in the ennoblement of the teaching profession. Great results are only possible when there is a great practitioner in the classroom and we value that teacher's integrity and judgement. We believe that the progress and welfare of the students is at the core of their practice: that they will do their utmost to deliver what the students need, when the students need it, in the way that the students need it.

With this in mind, we have no prescriptive ideas of what great teaching and learning 'look like' at FCC; on one occasion, for example, it may be that group work is best for students; in another lesson, it may be necessary to deliver in a lecture-style, with the teacher doing most of the talking. Whatever is necessary will be considered as being the best for students if it is clear that they are at the core of the teacher's approach. We believe that the teacher is to be regarded as the best person to make the decisions about what it is that students need. If this means that the teacher feels compelled to forego their planned lesson to 'follow the learning', this is seen as being preferable to doggedly forcing activities upon a class because that is what was planned.

However, there are structures in place, such as lesson planning formats, for those who feel that they need this kind of support; these - along with shared ideas about teaching and learning from across the college - are held within the teaching and learning folder of the college's shared area. We support the taking of measured risks, such as more creative approaches to learning, and some approaches to support this can also be found in this folder.

During every lesson, there is a senior member of staff assigned to being on Leadership Team Support (LTS). This member of staff visits various lessons around the college for different reasons, e.g. to support a particular subject or year group. These members of staff may leave a postcard for you or the class TA to compliment you on particular aspects of your teaching.

Once a day, there is also a focused tour by one or two members of SLT; examples of this focus are Pupil Premium students or any students who might be in need of a boost or causing concern. A member of SLT may turn up to your lesson to withdraw or observe and speak to a student whose effort has improved or declined significantly over recent weeks and ways that this can be sustained or improved. The college calendar shows when data is collected for each year group to support this strategy. On Monday mornings, SLT meets before the college day starts to discuss the practice seen, celebrate the many successes witnessed and to consider what support may be needed in the light of these visits.

Within subjects, too, Subject Leadership Teams carry out learning observations, reviews of pupils' work, discussions with pupils and learning walks to see what teaching and learning is like in their subjects and to offer any support that might be needed.

If a member of SLT or the Subject Leadership Team turns up to your lesson, it is not to check up on the teacher, to scrutinise practice or to catch teachers out. Activities planned should not be curtailed because someone has walked into the room. If you have faith in yourself that you are doing what is best for the students, we have the experience and understanding to see that. As a college, we need to be able to 'tell the story' of teaching and learning and the best way to do this is to see what quality teaching takes place - day-in, day-out (typically) - across the college.

Twice a year, SLT collects 'typicality' data. This is where teachers evaluate their practice against the teacher standards and Ofsted criteria. Information used to support these evaluations can come from observations, learning walks, looking at students' work, discussions and feedback from SLT or Subject Leadership Team feedback, especially any teaching and learning postcards received. These grades are validated by Subject

Leadership Teams and SLT and will help to inform performance management reviews. This information will also be used to support the college's Ofsted self-evaluation grade in the event of an inspection.

The three main teaching and learning areas of focus for us as a college are assessment, workload and the teaching and learning principles behind Assessment Without Levels. While our assessment practice is something to be proud of and is constantly improving, we feel that keeping this as a main focus is vital. The Education Endowment Fund (Sutton Trust) cites good quality feedback as having the most positive impact on learning and we keep this at the forefront of our minds when planning and teaching. Rich questioning, in particular, is one of the tenets of effective Assessment Without Levels and an aspect of learning that we are keen to hone across the college.

Using students to support one another with assessment and learning is a key part of assessment, with the goal being to create highly effective self-assessors of the students so that they can build their independence. Working with others to see where their learning is good and where support is needed is also intended to build their resilience. Of course, with such independence and the ability of students to identify their strengths and needs comes a reduced workload for teachers – without compromising standards - so that they can get on with working on what students need next and how best to create the opportunities for this to happen.

Observations are now referred to as 'learning observations', which is reflected on the observation sheets that are used to record details of the lesson. These are teacher standards based. They can be found in the staff room. There is also a reflection sheet for completion by the observer and observed teacher, together, during their feedback discussion. The completed reflection sheet should be sent to Linda Sutton, who will process the feedback and discuss needs for CPD with Nona Lewis. You do not have to provide a lesson plan for observed lessons but you can if this is preferred.

Every year, all teaching staff select a class of students to give feedback in an anonymous, electronic questionnaire. This is conducted by a member of SLT or someone on the Department Leadership Team. This data is confidential between the teacher, the Department Leadership Team and SLT. This activity is intended to help teachers to reflect on student perceptions, celebrate their successes and consider any areas for development. It can also be used to inform typicality data and performance management reviews. For this academic year, the questionnaire has been updated to allow students to give written feedback to some questions and to enable the person conducting it to carry out the questionnaire in the fairest way.

There is a teaching and learning SLT sub-group (a working party) that meets several times a year to discuss current practices across the college and how we can improve. This is supported by Duncan Millard, Deputy Head, who is a practising Ofsted inspector. We constantly strive to improve our teaching and learning practices across the college and welcome feedback from teachers that will help us to develop teaching and learning.



CPD, Induction and training at FCC

Faringdon Community College is a forward thinking, dynamic and friendly place to work. We have a strong belief that staff are at the heart of an outstanding school and their professional development has to be invested in to achieve our outstanding performance. There is a strong commitment across the whole staff to support new teachers as well as a principle that we are all continuing to learn how to improve our practice.

We have an excellent and thorough internal CPD & Induction programme for new staff, newly qualified teachers (NQTs) and those who are training with us. This programme runs on Mondays after school. For existing staff, they are welcome to attend any part of the programme and can choose which CPD sessions they want to attend. This may be linked to their appraisal or be something they have selected to improve their teaching or to further their knowledge and understanding of educational issues.

All NQTs have a mentor who has the same subject specialism as the NQT. Regular meetings, between the NQT and the mentor, take place both informally and formally. Lessons are observed throughout the year by the mentor, Subject leader, Professional tutor, Head teacher and other colleagues. NQTs are actively encouraged to observe the teaching of other colleagues both within their subject and outside it. It is hoped that every NQT will spend a day at another school during their first year to learn from successful practice seen elsewhere. The positive vocational commitment that our new entrants to the profession have is appreciated and nurtured. NQTs have a voice amongst the staff and their opinions are listened to and respected. It is our aim that they are involved and empowered.

On-going support is something which we value highly. Second-year teachers also have a mentor and the support is tailored to someone teaching in their second year. The second-year mentors may not be subject specific mentors but linked to an identified development need or at the request of the second-year teacher. Those staff picking up new professional responsibilities will also be given support and guidance in the form of a mentor, usually a colleague who has a similar role in school. All new staff, regardless of their experience or role, will be allocated someone who will support them through the transition from their previous educational establishment to their new one.

Additional CPD sessions are organised through the year as the need arises or in response to requests from staff. Each termly Full staff meeting has a CPD item which is usually linked to SEND. Subject leaders have relevant CPD as part of their termly Subject leadership meetings. Many staff attend external CPD often linked to the GCSE or A level courses they are delivering. The career development of our teachers has importance.

School improvement Teaching and Learning briefings are held weekly for ten minutes every Friday morning. This regular forum is a great way for colleagues to share knowledge and skills about aspects of Teaching and Learning and to disseminate good practice throughout the College. It also allows opportunities for discussion and debate.

Oxfordshire is an area which is steeped in education with a deep commitment to teachers' continued professional learning and career development. We work closely with local ITT providers and offer PGCE placements for Oxford Brookes students and Oxford University interns. We also offer school centred initial teacher training and we have both salaried and non-salaried School Direct placements in partnership with OTSA and NWSCITT. OTSA offers CPD and leadership development opportunities for teachers at all stages of their career. <http://www.otsa.org.uk/>

"The CPD sessions that I attended at FCC during my training year and my NQT year were invaluable. The specialist guidance and support I received allowed me to focus my attention on specific skills and gave me the confidence to try new things. The sessions helped me to talk to experienced staff about issues I may be dealing with and also gave me an opportunity to seek professional guidance which was hugely important during this time. It was also extremely comforting to speak to others who were at the same stage of their career as me and share strategies, words of wisdom and a cup of tea".

"I found the CPD sessions at school both valuable and very informative, not only to improve my teaching practice but also a great opportunity to share ideas and get any advice and support needed as an NQT".

"The CPD sessions are valuable for a number of reasons; They allow you to discuss progress and strategies with other members of staff who are not in your department, they serve as a refresher to remind you of the various ways to deploy differentiation, SEND, Teaching assistants, technology and more into your classroom environment, they also simply allow you time to talk in a relaxed atmosphere which is something we tend to dismiss due to work load".

"Although I have covered the vast majority of the topics previously, it has proved really useful to myself in terms of refreshing my memory on certain things and to hear other teacher's views and queries on the topics in question".

"I have found it a great support to meet every week with other NQT's to share our experiences and also to share practice. When I was having difficulties with a class or student that another teacher also taught we had time to talk about it and in some cases come up with a consistent approach to behaviour management. It really has been invaluable".

"For new and experienced staff alike, the opportunity to reflect on aspects of our practice and share experiences and perspectives is a great benefit - all staff can take away something constructive from these sessions".

CPD Calendar 2017 - 2018 Autumn term

| Day | Wk | September | | Wk | October | | Wk | November | | Wk | December | |
|-----|----|-----------|--|----|---------|--|-----|----------|---|-----|----------|-------------------------------------|
| T | | 31 | Holiday | | | | | | | | 30 | |
| F | | 1 | Holiday | | | | | | | | 1 | Staff breakfast NL |
| S | | 2 | | | 30 | | | | | | 2 | |
| S | | 3 | | | 1 | | | | | | 3 | |
| M | 1A | 4 | INSET Day 1 | 5A | 2 | Working with parents CP & NL FA1b | | | | 13A | 4 | T & L A & A CV FA5b |
| T | | 5 | Safeguarding JW | | 3 | | 8B | 31 | | | 5 | |
| W | | 6 | | | 4 | | | 1 | OTSA NQT Induction 4.30 - 6.30 | | 6 | |
| T | | 7 | New staff & mentors NL | | 5 | | | 2 | | | 7 | Full staff meeting Ofsted update DM |
| F | | 8 | Pupil premium CV | | 6 | Staff breakfast NL | | 3 | Sixth Form MB | | 8 | Data JBe |
| S | | 9 | | | 7 | | | 4 | | | 9 | |
| S | | 10 | | | 8 | | | 5 | | | 10 | |
| M | 2B | 11 | Behaviour for Learning JW FAoS epipen training 3.45-4.45 SHN | 6B | 9 | Use of Data JBe FA2a | 9A | 6 | Safeguarding JW FA3b | 14B | 11 | New staff & mentors Reflections NL |
| T | | 12 | | | 10 | | | 7 | | | 12 | |
| W | | 13 | | | 11 | | | 8 | | | 13 | |
| T | | 14 | | | 12 | | | 9 | | | 14 | |
| F | | 15 | Appraisal LS | | 13 | Assessment JBe | | 10 | Cover lessons JB | | 15 | Visible leaders CV |
| S | | 16 | | | 14 | | | 11 | | | 16 | |
| S | | 17 | | | 15 | | | 12 | | | 17 | |
| M | 3A | 18 | The role of the Tutor JW | 7A | 16 | Settling in, the year ahead NL FA2b | 10B | 13 | T & L 6th Form teaching MB FA4a | 15A | 18 | No CPD |
| T | | 19 | | | 17 | | | 14 | | | 19 | |
| W | | 20 | TA training FCC JF/JT | | 18 | | | 15 | TA training FAoS JF/JT | | 20 | Holiday |
| T | | 21 | Twilight & Department meeting | | 19 | Twilight & Full staff meeting Epipen SHN | | 16 | | | 21 | Holiday |
| F | | 22 | Open Evening CP | | 20 | Pupil premium JN | | 17 | Exam resources GG | | 22 | Holiday |
| S | | 23 | | | 21 | | | 18 | | | 23 | |
| S | | 24 | | | 22 | | | 19 | | | 24 | |
| M | 4B | 25 | Using SIMS, SMHW & MINT class TR FA1a | | 23 | Holiday | 11A | 20 | T & L Supporting SEN students SEN Dept FA4b | | 25 | Holiday |
| T | | 26 | | | 24 | Holiday | | 21 | | | 26 | Holiday |
| W | | 27 | | | 25 | Holiday | | 22 | | | 27 | Holiday |
| T | | 28 | | | 26 | Holiday | | 23 | | | 28 | Holiday |
| F | | 29 | Pastoral update & safeguarding JW | | 27 | Holiday | | 24 | Pupil premium CV | | 29 | Holiday |
| S | | | | | 28 | | | 25 | | | 30 | |
| S | | | | | 29 | | | 26 | | | 31 | |
| M | | | | 8B | 30 | T & L M, A & F LS & CK FA3a | 12B | 27 | NQTs & Mentors NL FA5a | | 1 | Holiday |
| T | | | | | | | | 28 | | | 2 | Holiday |
| W | | | | | | | | 29 | | | 3 | Holiday |

| | | | |
|-----|-----------|---------|----------------|
| All | New staff | NQTs | Twilight |
| TAs | T & L | Academy | FA = First Aid |

Pastoral care at FCC 2017 - 2018

We believe that children learn best when they feel safe, secure and are cared for. At Faringdon Community College we have a behaviour for learning policy, which encourages and rewards positive behaviour.

All staff, teaching and non-teaching, are responsible for pastoral care. The school seeks to create a positive caring atmosphere with our core values being Focussed, Calm and Considerate. Most full time, and some part time teachers are expected to be form tutors and are the 'first point of contact' for all students. This system, along with key contacts for PP students and Lead year group TA's ensure that all students have someone to talk to and communication is kept open between home and school.

We have a firm and fair approach to discipline, which is reflected in our Behaviour for Learning System which supports staff and provides a framework for expectations in the classroom.

Parents are informed if there is a concern about their child's behaviour so that we can work together to initiate an improvement. This is in line with the School's Behaviour for Learning Policy.

Key Contacts



Mr Joe Winter, Deputy Headteacher

(JOWinter@fcc.faringdon.academy)

(Designated Safeguarding Lead)



Special Educational Needs at FCC 2017 - 2018

Faringdon Community College is an inclusive establishment, which welcomes all children. We strive to give every child the best possible chance to succeed. Working to this aim is a dedicated team including two SENCOs, 18 Teaching Assistants, and a part-time specialist dyslexia teacher, an Inclusion Manager and a SEN Administrator. We provide a safe, welcoming and positive environment for students to work in, consisting of two classroom areas, and two smaller rooms suitable for one to one work.

Our aim in the Special Educational Needs Department is to help and encourage students to become independent learners who are able to access the school curriculum and function confidently in school. We work with students to help them reach their maximum potential in class subjects and exams, developing transferable study skills and strategies that they can use throughout the school and beyond into further education or the world of work.

Intervention for students is provided at three different levels:

- For those needing a small amount of extra support we provide TAs in classes who are available to a number of students often working with groups as requested by the class teacher. The SEN Department also manages and staffs an after school Homework Club which is available in the Library Mondays to Thursdays.
- For those students requiring a greater degree of intervention we run a number of targeted small group support programmes within the SEN Department. These include Accelerated Reader, Spelling Groups; Year 7, 8 and 9 Literacy and Numeracy Groups; Year 10 and 11 Study Support sessions to help KS4 students keep up with class work, assignments and homework. We also provide a Breakfast Club for our pupil premium students and break time and lunch time clubs in the SEN suite for certain students in need of a quiet and calm environment during less structured times of the school day.
- For students needing more sustained and individual attention we provide 1:1 targeted support. This includes: the Toe by Toe phonic reading programme; targeted TA or teacher interventions with individual students and dyslexia support for students with significant specific learning difficulties.

In addition to our support programmes, we are able to conduct assessments with students who staff believe may have learning difficulties and arrange access arrangements for students with special learning needs, who meet exam board indicators, and are taking GCSE, AS or A2 exams. We also liaise closely with colleagues in the Attainment, Inclusion and Mentoring (AIM) team, Student Support, and the college Careers Guidance Officer to ensure the smooth transition of SEN students on to further and higher education programmes or apprenticeships when they leave FCC.

The SEN Department at Faringdon Community College has access to and works closely with a number of specialist external services who support our students in a number of ways, either directly with the student, monitoring progress or offering advice to the teaching staff. These services include among others: Speech, Language and Communication Services; Autism Outreach; the Educational Psychology Service; CAMHS/PCAMHS; Hearing and Visual Impairment Support Services; Occupational Therapy Services; Outreach services and programmes offered by Special Schools, in particular Fitzwaryn based in Wantage.

The SEN Department at FCC has an excellent record of supporting students with a diverse range of learning needs. There were 27 Year 11 students on the SEN register during 2017-18. All the students achieved at least 4 GCSE (or equivalent) passes and 33% achieved at least 5A* - C passes. These results reflect the students' hard work as well as the support given by a dedicated team.

GCSE Case Study: Mya entered FCC with a level 3 in English and a level 3 in Maths. Mya was on the SEN register for SEN support because of speech, language and communication needs. She achieved 304 GCSE points, 112 points above her expected target. Mya was the SEN student who made the most progress, including above expected progress in both English and Maths.

GCSE Case Study: Imogen was our highest achieving student with SEN. She was on the SEN register for SEN support because of specific learning difficulty. Imogen achieved a total of 554 GCSE points which included a grade 9 in Maths, grade 7 in English Language and Literature and five further A*/A grade passes. In total, Imogen gained 10 A* - C grades and is now studying for her A levels at FCC.

A level case study: Amy was on the SEN register for SEN support due to a specific learning difficulty. She received 1:1 tuition to help her with her dyslexia and was entitled to extra time for her exams. Amy studied History, English Literature and Art at A level, achieving grades B, B and C. She also studied for the Extended Project Qualification, equivalent to half an A level, in which she achieved a B grade. Amy is currently studying Archaeology and History at university.

A number of students on the SEN register join FCC sixth form and go on to University success or into apprenticeships.



Reading is very important at FCC and all the books in our recently refurbished library are clearly identified with their Accelerated Reader level.

We invite authors in on an annual basis.

The Curriculum at FCC for 2017 - 2018

School Timetable Arrangements

Each day consists of 5 periods, each for one hour. We operate a two-week timetable to give us more flexibility in how we distribute the 50 lessons in a timetable cycle. In addition, each day the students have 15 minutes in the morning with their tutors – assemblies take place twice a week for each year group during the morning tutor time.

Key Stage 3 (Years 7-9)

Students cover a common curriculum meeting the requirements of the National Curriculum Key Stage 3 programme of study. The range of subjects taught and the time allocated to them is shown in the table. Most subjects are taught to mixed-ability tutor groups in Y7 with ability setting in Maths. Setting in some subjects such as English, Science and Languages is introduced in Y8 and Y9. We have been redesigning our schemes of work in all subjects to aid smooth progression across KS3 and onto KS4, based around Key Performance Indicators (KPIs) which will help them develop the skills they need for their GCSE studies.

All students study one foreign language in KS3, either French or Spanish. Parents have the opportunity to request which language is studied although we cannot promise that all requests can be met. Students who do well in this language in Y7 will be offered a chance to take up German as an additional language in Y8.

The allocation of lessons in KS3 is as follows:

| Subject | Number of hours per fortnight | | |
|---------------------|-------------------------------|--------|--------|
| | Year 7 | Year 8 | Year 9 |
| English | 6 | 5 | 6 |
| Maths | 6 | 5 | 6 |
| Science | 5 | 6 | 6 |
| Design & Technology | 5 | 5 | 4 |
| History | 4 | 4 | 3 |
| Geography | 4 | 4 | 3 |
| RE | 2 | 2 | 3 |
| PE | 4 | 4 | 4 |
| Languages | 5 | 5 | 6 |
| Art | 2 | 2 | 2 |
| Music | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| ICT | 2 | 3 | 2 |
| Business | 1 | 1 | 1 |

Key Stage 4 (Years 10-11)

These years focus on the preparation for GCSE. There is a common core of subjects taken by all students, enriched by some option choices which allow individual interests and abilities to be developed.

Most students will take GCSE or equivalent examinations in between 8 and 12 subjects but the combination of subjects varies for different individuals, with a focus on vocationally-based and life-skills courses for some, and on academic study for others.

The allocation of lessons in Y10/11 is as follows:

| Subject | Number of hours per fortnight |
|--|-------------------------------|
| English | 8 |
| Maths | 8 |
| Science | 9 |
| Design & Technology or other practical subject | 5 |
| Option 1 | 5 |
| Option 2 | 5 |
| Option 3 | 5 |
| PE | 3 |
| Philosophy & Ethics (RE) | 2 |

English provides the opportunity for students to gain GCSEs in both English Language and English Literature. The more able Mathematicians have the opportunity to take an additional GCSE in Further Mathematics.

Science is taught as separate lessons in Biology, Chemistry and Physics, taught by subject specialists. The most able science students take separate GCSEs in each of these subjects, others take a Combined Science qualification which counts as 2 GCSEs, still has separate exam papers in all three subject areas and does form a suitable basis for A level study for students who do well on it.

In Design & Technology, a choice of specialism is offered—currently Electronics, Textiles, Graphics, Resistant Materials, Food and Nutrition, Product Design or Engineering although a choice of an alternative practical subject such as Art or Music may be possible depending on demand.

For their options, students currently choose three subjects from a range including in Art, Business, Child Development, Computing, Creative Media, Drama, French, Geography, German, History, IT, Music, PE, and Spanish.

We expect almost all of our students to be aiming for at least the level 2 threshold equivalent of 5 higher grade GCSE passes, but most will go well beyond this.

Key Stage 5 (Years 12-13)

Many of our Year 11 students stay on to study academic A levels in our Sixth Form. They can choose from a broad selection of subjects all taught by specialist teachers.

A Level Exam results 2017

| (ALPS 2016/17) | ENTRIES | A* | A | B | A* - B % | C | D | E | U | A - E % |
|-------------------------------|----------------|-----------|-----------|-----------|-----------------|-----------|-----------|-----------|----------|----------------|
| Art (Fine Art) | 5 | 1 | 1 | 0 | 100 | 3 | 0 | 0 | 0 | 100 |
| Biology | 21 | 0 | 5 | 3 | 38 | 2 | 7 | 3 | 1 | 95 |
| Business Studies | 11 | 0 | 0 | 2 | 18 | 1 | 7 | 1 | 0 | 100 |
| Chemistry | 17 | 0 | 2 | 2 | 23 | 2 | 5 | 6 | 0 | 100 |
| Computing | 3 | 0 | 0 | 2 | 67 | 0 | 1 | 0 | 0 | 100 |
| Critical Thinking | 1 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 100 |
| D & T Food | 4 | 0 | 1 | 2 | 75 | 0 | 0 | 1 | 0 | 100 |
| D & T Product Design | 2 | 0 | 1 | 1 | 100 | 0 | 0 | 0 | 0 | 100 |
| Drama & Theatre | 6 | 1 | 0 | 0 | 17 | 0 | 2 | 2 | 1 | 83 |
| Economics | 7 | 0 | 0 | 2 | 27 | 1 | 2 | 2 | 0 | 100 |
| English Language & Literature | 13 | 0 | 0 | 4 | 31 | 3 | 5 | 1 | 0 | 100 |
| English Literature | 21 | 2 | 6 | 9 | 81 | 3 | 0 | 0 | 1 | 95 |
| Film Studies | 9 | 0 | 1 | 6 | 78 | 1 | 1 | 0 | 0 | 100 |
| French | 4 | 0 | 3 | 1 | 100 | 0 | 0 | 0 | 0 | 100 |
| Geography | 17 | 0 | 2 | 6 | 47 | 5 | 4 | 0 | 0 | 100 |
| History | 20 | 0 | 1 | 10 | 55 | 7 | 2 | 0 | 0 | 100 |
| Mathematics | 20 | 0 | 8 | 3 | 55 | 2 | 5 | 2 | 0 | 100 |
| Mathematics (Further) | 3 | 0 | 1 | 0 | 33 | 0 | 2 | 0 | 0 | 100 |
| Physical Education | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 68 |
| Physics | 9 | 0 | 0 | 2 | 22 | 2 | 2 | 3 | 0 | 100 |
| Psychology | 23 | 0 | 4 | 5 | 39 | 7 | 5 | 2 | 0 | 100 |
| Religious Studies | 7 | 0 | 5 | 2 | 100 | 0 | 0 | 0 | 0 | 100 |
| Spanish | 4 | 0 | 1 | 3 | 100 | 0 | 0 | 0 | 0 | 100 |
| World Development | 26 | 7 | 7 | 7 | 89 | 3 | 1 | 1 | 0 | 100 |
| SUMMARY | 256 | 11 | 49 | 73 | 52 | 42 | 51 | 26 | 4 | 98 |
| General Studies | 5 | 0 | 0 | 1 | 20 | 3 | 1 | 0 | 0 | 100 |
| EPQ | 18 | 1 | 1 | 5 | 39 | 4 | 4 | 3 | 0 | 100 |

GCSE Exam results 2017

| Subject Name | Entries | APS | % 7+ | % 4+ | % 3+ | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|--------------------|---------|-------|--------|--------|--------|---|----|----|----|----|----|----|----|----|
| English Language | 186 | 41.31 | 17.74% | 66.67% | 88.17% | 6 | 10 | 17 | 27 | 41 | 23 | 40 | 15 | 5 |
| English Literature | 185 | 41.03 | 20.54% | 69.73% | 82.16% | 8 | 13 | 17 | 22 | 38 | 31 | 23 | 21 | 10 |
| Maths | 184 | 43.14 | 28.26% | 77.17% | 88.59% | 9 | 26 | 17 | 27 | 29 | 34 | 21 | 9 | 10 |

| Subject Name | Entries | APS | A* to A | A* to C | A* to D | A* | A | B | C | D | E | F | G |
|--------------------------------|---------|-------|---------|---------|---------|----|----|----|----|----|----|----|----|
| Art | 42 | 43.29 | 23.81% | 85.71% | 88.1% | 5 | 5 | 11 | 15 | 1 | 3 | 2 | |
| Astronomy | 6 | 43 | 16.67% | 83.33% | 100% | | 1 | 2 | 2 | 1 | | | |
| Biology | 50 | 49.36 | 56% | 98% | 100% | 7 | 21 | 16 | 5 | 1 | | | |
| Business Studies | 68 | 30.79 | 1.47% | 33.82% | 55.88% | | 1 | 7 | 15 | 15 | 13 | 9 | 3 |
| Chemistry | 50 | 48.52 | 48% | 94% | 100% | 9 | 15 | 17 | 6 | 3 | | | |
| Child Development | 17 | 34 | 5.88% | 35.29% | 70.59% | | 1 | | 5 | 6 | 3 | 1 | 1 |
| Computing | 29 | 45.17 | 41.38% | 79.31% | 93.1% | 3 | 9 | 6 | 5 | 4 | 2 | | |
| Drama | 29 | 42.28 | 20.69% | 79.31% | 93.1% | | 6 | 9 | 8 | 4 | 1 | | 1 |
| DT Catering | 13 | 32.15 | 0% | 23.08% | 46.15% | | | 1 | 2 | 3 | 6 | 1 | |
| DT Electronics | 10 | 45.4 | 20% | 90% | 100% | | 2 | 6 | 1 | 1 | | | |
| DT Food Technology | 30 | 52.4 | 70% | 100% | 100% | 11 | 10 | 9 | | | | | |
| DT Graphics | 19 | 45.37 | 47.37% | 84.21% | 84.21% | 1 | 8 | 5 | 2 | | 2 | 1 | |
| DT Product Design | 30 | 48 | 46.67% | 90% | 96.67% | 8 | 6 | 9 | 4 | 2 | | 1 | |
| DT Textiles | 18 | 50 | 55.56% | 94.44% | 100% | 6 | 4 | 5 | 2 | 1 | | | |
| French | 41 | 43.07 | 31.71% | 70.73% | 87.8% | 4 | 9 | 9 | 7 | 7 | 4 | 1 | |
| Further Maths | 28 | 49 | 42.86% | 100% | 100% | 6 | 6 | 12 | 4 | | | | |
| Geography | 82 | 40.85 | 34.15% | 63.41% | 79.27% | 12 | 16 | 11 | 13 | 13 | 7 | 5 | 3 |
| German | 20 | 40 | 15% | 60% | 90% | 1 | 2 | 4 | 5 | 6 | 1 | 1 | |
| History | 89 | 38.63 | 28.09% | 55.06% | 70.79% | 13 | 12 | 11 | 13 | 14 | 10 | 9 | 5 |
| Music | 15 | 46.8 | 40% | 93.33% | 100% | 1 | 5 | 5 | 3 | 1 | | | |
| PE Full Course | 38 | 41.11 | 15.79% | 65.79% | 94.74% | 2 | 4 | 8 | 11 | 11 | 2 | | |
| PE Short Course | 3 | 38 | 33.33% | 33.33% | 66.67% | | 1 | | | 1 | 1 | | |
| Physics | 50 | 49.6 | 52% | 100% | 100% | 11 | 15 | 17 | 7 | | | | |
| Religious Studies Full Course | 147 | 40.76 | 28.57% | 65.31% | 78.91% | 15 | 27 | 29 | 25 | 20 | 14 | 12 | 3 |
| Religious Studies Short Course | 34 | 21.12 | 2.94% | 17.65% | 20.59% | | 1 | 2 | 3 | 1 | 3 | 8 | 10 |
| Science Additional | 135 | 37.75 | 10.37% | 57.78% | 79.26% | | 14 | 25 | 39 | 29 | 17 | 6 | 4 |
| Science Core | 131 | 36.23 | 6.87% | 52.67% | 74.81% | | 9 | 21 | 39 | 29 | 19 | 7 | 5 |
| Spanish | 24 | 45.75 | 54.17% | 87.5% | 87.5% | 1 | 12 | 4 | 4 | | 2 | | 1 |
| World Development AS | 8 | 30.47 | | | | | 3 | 3 | 2 | | | | |

BTECS/Vcert/ICT – grades (%)

| Subject Name | Entries | APS | %L2 Dist | % L2 Pass | Level 2 Dist* | Level 2 Dist | Level 2 Merit | Level 2 Pass | Level 1 Dist* | Level 1 Dist | Level 1 Merit | Level 1 Pass |
|---------------------------------|---------|-------|----------|-----------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|
| Business Vcert | 3 | 40 | 0% | 100% | | | | 3 | 3 | 1 | | |
| Media VCert (Level 2 only) | 8 | 15 | 0% | 37.5% | | | | 3 | N/A | N/A | N/A | N/A |
| Music Tech VCert (Level 2 only) | 9 | 19.11 | 0% | 44.44% | | | 2 | 2 | N/A | N/A | N/A | N/A |
| DT Engineering BTEC | 14 | 45.79 | 21.43% | 92.86% | 3 | | 7 | 3 | N/A | N/A | N/A | 1 |
| ICT Award Cambridge Nationals | 1 | 40 | 0% | 100% | | | | 1 | N/A | | | |
| ICT Cambridge Nationals | 201 | 35.66 | 4.98% | 46.27% | | 10 | 38 | 45 | N/A | 55 | 31 | 19 |
| Sport BTEC | 10 | 31.6 | 0% | 40% | | | 1 | 3 | N/A | N/A | N/A | 6 |
| Travel & Tourism BTEC | 11 | 38.09 | 0% | 72.73% | | | 4 | 4 | N/A | N/A | N/A | 3 |

Our targets for 2018

English & Maths 'Standard Pass' Threshold

(Grade 4+ in both English and Mathematics) = 82%

English & Maths 'Strong Pass' Threshold

(Grade 5+ in both English and Mathematics) = 60%

5 Grades 9 to 1 = 99%

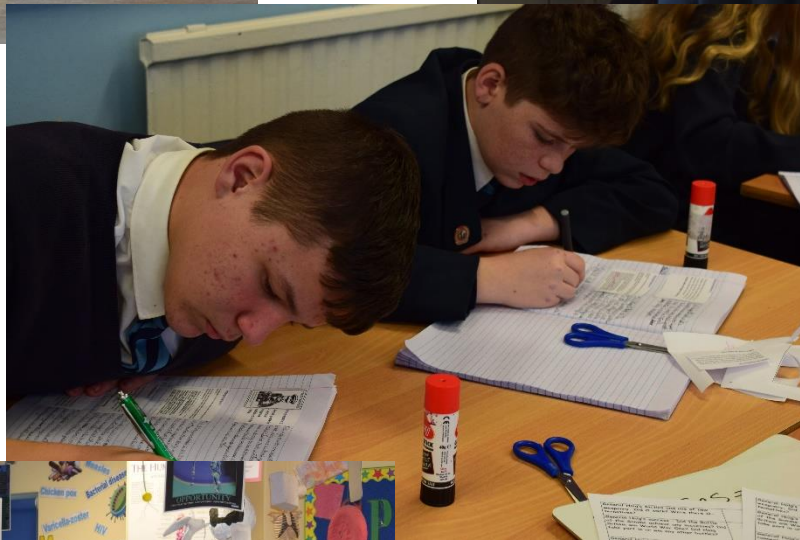
5 Grades 9 to 7 = 30%

Attainment 8 Grade = 55

Percentage achieving Ebacc = 40%

It is our aim that no student should finish Year 11 without a positive progression route beyond GCSE, whether FCC 6th form, college or employment

Some photographs of FCC students in school



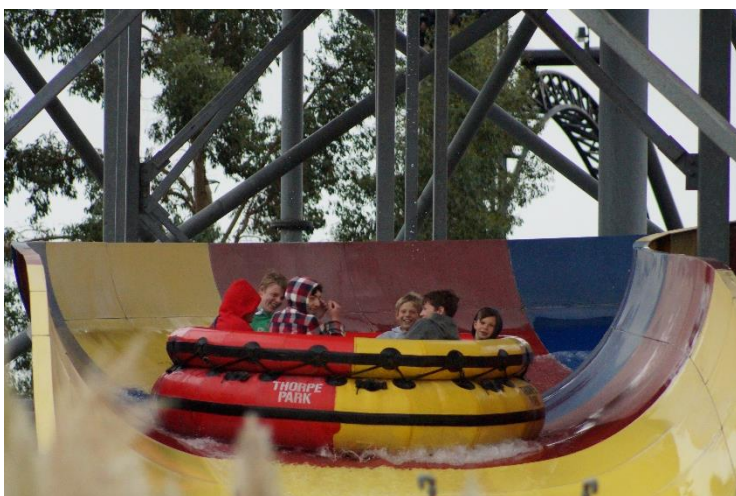
The Business and Economics Department

Our aims:

- To achieve the highest student achievement which is our central purpose of teaching and assessment
- To provide opportunities and feedback for students to improve work
- To help the students to develop a range of skills including personal learning and thinking skills to provide the best opportunities for students to develop
- To provide students with the use of technology and resources
- To support students through their studies, use of extra-curricular support and revision sessions
- To ensure that students are challenged and stretched within the lessons
- To give our students the opportunity to develop their skills and explore a wider learning context
- To enable students to go out into the world of work or continued education and training with the attributes necessary to be successful
- For our students to be entrepreneurial, independent learners, confident presenters and strong team players
- For our students to meet the aspects of Social, Moral Spiritual and Cultural through their learning
- To engage students in the wider society (bigger picture).

As a department we use a number of accredited courses to ensure we reach the goal of preparing our students to be tomorrow's citizens, equipped and able to be successful at anytime, anywhere, any place and to become independent life-long learners.

We strive to reduce the attainment gap between groups of students by making effective use of data to inform teaching and learning any by constantly developing our skills as a teaching team. All staff have up-to-date knowledge and understanding of our subject and working as a team helps us to help our students to reach their full potential. We play a key part in developing skills that will prepare students' workplace skills, which in turn will contribute to their economic wellbeing. Our curriculum contextualises learning through the use of real life situations and problem solving scenarios. Our students develop personal qualities such as the ability to work effectively in teams.



We have a small but dynamic team that teaches across all Key Stage groups and a number of KS4 and 5 curriculums. With both V.Cert and GCSE Business Studies, we give access to the subject across a variety of abilities. While at A-level we offer both Business and Economics, allowing all levels of students a progression path onto their next pathway.

We have the shared belief in our students and a very positive ethos of teamwork, sharing best practice and mutual support. The nature of the subject requires that not only the teachers but also lessons are dynamic and continually updated in order that they maintain relevant with the students and current affairs.

The Curriculum

KS3

In Year 7, students have access to 1hr per fortnight to 'enterprise' lessons. This give all students access to content to ignite their understanding and potential passion for the subject.

In Year 8, Business is set alongside their DT subjects and as such, each tutor group is given the time and opportunity to complete an enterprise-based project.

In Year 9, students are given access to more GCSE levelled lessons and as such, given an insight into the course and expectations of KS4 work. This is taught once a fortnight and designed to promote the subject as a potential option choice.

KS4

GCSE and presently V.Cert* are taught are KS4. Both are very popular and frequently oversubscribed. The new GCSE subject presently follows the Edexcel syllabus. We currently have three members of staff teaching across the two levels.

KS5

Again, this is a popular subject choice for students. Both Business and Economics are taught at this level and again the teaching load is shared across three members of staff. With all members of the teaching team having specialist knowledge of their area or even past practical working experience, there is a strong knowledge base.

The Post

This is a position in a forward-thinking Department for someone with energy, enthusiasm and the ability to engage and motivate students. The post involves working closely alongside other Department staff to continue and complement their hard work in moving the Department forward. There will be opportunities to develop your role within the Department according to your skills and interests. As a learning organisation we provide excellent opportunities for professional development. We wish to appoint someone to the Business and Economics team with a positive attitude and a high level of commitment to students both in and out of the classroom.

Application and Interview

We hope you are interested and wish to follow up your enquiry with a firm application. Please apply by sending your application form along with a covering letter by **noon on Monday 27th November 2017** to the Academy HR Admin manager on academyhr@faringdon.academy

Please include details of any relevant skills and experience. We would also be interested in your ideas of how to develop the teaching of Business and Economics at Faringdon Community College and in particular how to raise the achievement of all students in these subjects.

Thank you for showing an interest in our College. If you would to know more about any aspect of the post, or would like to arrange an informal visit please feel free to contact our Academy HR Admin manager on 01367 240375 or email academyhr@faringdon.academy who will put you in contact with the Subject Leader.

Person Specification – Professional Teacher

We seek the following in our teachers and have identified from where we anticipate gaining the information.

| Specification | | | Application/ reference | Lesson observation | Interview |
|---|-----|---|---------------------------|-----------------------|-----------|
| Education and professional qualifications | 1. | Graduate in required subject or a related subject | X | | |
| | 2. | Qualified Teacher Status (or the ability to achieve this under current Department for Education regulations) | X | | |
| Experience and training | 3. | Evidence of participation in professional development or study or a willingness to learn and develop professionally | X | | X |
| | 4. | Successful teaching experience in a secondary school across a range of ages and abilities, or evidence of the successful completion of initial teacher training | X | | X |
| Knowledge, aptitudes and abilities | 5. | Knowledge and understanding of the National Curriculum requirements (KS3 & KS4) in the subject(s) area | X | X | X |
| | 6. | Understanding and a familiarity with teaching and learning strategies | X | X | X |
| | 7. | Ability to plan, deliver, monitor and evaluate students' learning | X | X | X |
| | 8. | Ability to communicate ideas clearly to a variety of student groups and deliver high quality first teaching | X | X | X |
| | 9. | Knowledge and understanding of the principles of assessment and record keeping and their use to promote the educational and personal development of students | X | | X |
| | 10. | Ability to effectively manage, relate to and motivate all groups of students | X | X | X |
| | 11. | Ability to use IT creatively as a teaching and learning tool | X | X | |

| | | | | | |
|----------------------|-----|---|---|---|---|
| | 12. | Understanding of the requirements of students with special needs | X | X | X |
| | 13. | Ability to demonstrate a commitment to equality of opportunity and the welfare of all students | | | X |
| | 14. | Ability to demonstrate a commitment to high educational standards and to maximising the achievement of all students | X | | X |
| | 15. | Ability to self-review effectively and set appropriate targets | X | | X |
| Interpersonal skills | 16. | Ability to work well within a team and to contribute to team development | X | | X |
| | 17. | Ability to relate well to students of all levels and to colleagues | X | X | X |
| | 18. | Ability to communicate an enthusiasm for the subject | | X | X |

Teacher Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1: Teaching

A Teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2:

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.