Department of Education
October 2018

"Surrey's Most Improved Secondary School."

Blenheim

Ofsted Inspection
Spring 2019

"The pace of lessons is fast, and pupils acquire knowledge and understanding securely. Expectations are invariably high."

Head of Music

Salary negotiable + annual Recruitment and Retention allowance of up to £5,000

September 2019



BLENHEIM HIGH SCHOOL

LONGMEAD ROAD, EPSOM, SURREY, KT19 9BH

www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim is Surrey's most improved Secondary School (DfE 16.10.18) after a record breaking set of GCSE results in 2018.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of approximately 1275 students on roll including 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent and as a result the school is very popular. The intake comprises of students from all surrounding areas and ability levels are favourable.

The school has been under new leadership since April 2017 and a number of comprehensive measures have been put in place, designed to improve the consistency of teaching, the quality of assessments and the impact of feedback, so that all students make good or better progress.

The ethos of Blenheim now revolves around a growth mindset where all members of the school community are actively encouraged to develop the characteristics of hard work, resilience, innovation and improvement. 2017 – 18 saw much change including the implementation of a new permanent Wider Leadership Team, an extended day, a comprehensive Easter Revision programme with appropriate staff remuneration and improved whole school consistency.

Several major changes were introduced with effect from September 2018. These included:

- The recruitment of a number of high quality middle managers and teachers.
- A six period school day.
- A fortnight October half term & seven week Summer holiday.
- A three year Key Stage 4.
- A Chelsea Girls' Sixth Form Football Academy.
- An alternative pathway for our less academic Key Stage 4 learners providing access to high quality local vocational provision.

In a short amount of time, many issues have been addressed and, according to our visitors, Blenheim now feels like a 'good school'. Of course, we want to continue to be better and as Headteacher I have made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and we have developed many community and primary school links. We are a well–resourced school and are fortunate to have outstanding facilities including our own grounds, grass football and rugby pitches and an artificial pitch. We are not part of a Multi Academy Trust, although we continue to investigate this. However, with a significant capital reserve, from which we have complete autonomy to invest, we are genuinely in charge of our own destiny. Together with a very supportive governing body this has meant we have been able to 'move quickly' and invest significantly in several areas, not least in the appointment of high quality teachers and site infrastructure. Our buildings are modern and have just received an internal £150,000 face lift. Visitors now comment on the calm, purposeful learning environment that pervades. A recent peer review from the Sutton Alliance cited significant improvements and few development areas.

We have an iPad for learning scheme under which all students have access to an iPad with the over whelming majority having their own personal device and, naturally, teaching staff need to be willing to engage with new technologies.

Blenheim GCSE Results 2018 - Attainment

2018 saw a significant increase in Blenheim's GCSE results. A combination of well researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well timed interventions and consistent monitoring of student performance led to increases in almost all areas of GCSE performance. This improved performance compares favourably with both Blenheim's 2017 GCSE results and 2018 National GCSE results.

In 2017, apart from Maths and English, grades were attributed A* - G grades with A* - C being considered 'higher' grades or passes. In 2018 all subjects (bar a minority) were attributed 9 – 1 grades with 9 – 4 being considered 'higher' grades or passes.

Maths and English

	Blenheim 2018	National Average 2018
5 + 9 – 4 or A*- C incl. Maths & English	64%	58%
Maths 9 - 4	74%	60%
English Language 9 - 4	72%	62%
English Literature 9 - 4	78%	73%

9 – 7 and 9 – 4 Grades

	Blenheim 2018	National Average 2018
9 – 7 grades	27%	20%
9 – 4 grades	76%	67%

English Baccalaureate Subject outcomes

% of students achieving:	Blenheim 2018	Blenheim 2017
English 9 – 5	66%	65%
Maths 9 – 5	51%	39%
English 9 – 4	75%	70%
Maths 9 - 4	74%	68%
The English Baccalaureate pass	23%	18%
Combined Science (Double Science)	66%	45%
Biology 9 - 4 or A*- C	96%	88%
Chemistry 9 - 4 or A*- C	92%	82%
Physics 9 - 4 or A*- C	92%	84%
Geography 9 - 4 or A*- C	68%	61%
History 9 - 4 or A*- C	62%	65%
French 9 - 4 or A*- C	82%	74%
German 9 - 4 or A*- C	68%	56%
Spanish 9 - 4 or A*- C	75%	75%
Computing 9 - 4 or A*- C	81%	35%

Individual performances

	Blenheim 2018
Average grades of 7 or higher	32 students
Average grades of 8 or higher	18 students

Blenheim GCSE Results 2018 – Progress (value added)

Blenheim students made significantly more progress in 2018 than 2017 (Alps, 2018). The English Baccalaureate subjects saw significant change with all subjects substantively improving, resulting in a Progress 8 score of +0.22 (DfE 16.10.18) in 2018 compared to an equivalent score of -0.12 in 2017. Blenheim is Surrey's most improved school for 2017/18.

Progress made by students
Progress in the top 25% nationally
Progress in the middle 50% nationally
Progress in the bottom 25% nationally

GCSE Results 2018	GCSE Results 2017
Subject	**Subject**
German	Drama
Dance	DT Food
Spanish	DT Graphics
Music	DT Res Mats
Health & Social	Leisure & Tourism
Combined Science	Art
DT Graphics	DT Textiles
Leisure & Tourism	German
History	Dance
French	English Language
Geography	English Literature
Computing	History
Religious Studies	Sociology
Drama	Spanish
English Language	Biology
English Literature	French
Biology	Geography
PE	ICT
Chemistry	Music
Maths	PE
DT Res Mats	Chemistry
Art	Health & Social
DT Textiles	Child Dev.
Sociology	Maths
ICT	Physics
Child Dev.	Science Additional and Core
Physics	Business
Business	Computing
	Religious Studies
	Economics





Job Profile

The aim

To ensure that students make maximum progress; particularly pupil premium students. The Head of Department will emphasise a Growth Mind set modelling the characteristics of hard work, resilience, constant improvement and the taking of appropriate risks.

Accountable to:

- A member of the Leadership team.

Supporting roles

- The Head of Department will be supported by other members of the department, the school secretariat and teaching assistants

Job Purpose:

- To ensure that all students make maximum progress. The successful candidate will work closely with senior colleagues.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To support and challenge members of the department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by the department delivering creative, innovative and rewarding lessons.
- To role model excellent practices, actively encouraging other members of the department to do the same, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- To support and challenge Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons.

- To effectively lead the department so protocols are consistently followed e.g. deadlines are met, registers are taken, iPads are dropped off at the front of the class at the start of each lesson, students' have challenging starter activities, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc.
- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT marking.
- To encourage a culture of shared practice in the department where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly.
- To communicate with parents on a range of issues, particularly where students are underachieving.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To be highly visible and a point of contact for students.
- To keep abreast of national developments in specifications, examination requirements and teaching processes within the Department.
- Regularly review specification taught, initiating and leading change as required, thereby ensuring that pupils within the Department follow appropriate specification and schemes of work that meet legal requirements and provide challenge to enable pupils to fulfil their potential.

Safeguarding:

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key Responsibilities:

- Be a champion for the department advocating its place in the curriculum and the benefits it will provide students once they leave school.
- Ensure vulnerable and pupil premium students can succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Lead department meetings.
- Ensure school uniform is worn correctly.
- Produce internal and external reports as necessary.
- Work within school systems to inform teaching and non-teaching staff about students' progress.
- Communicate effectively and purposefully with parents so they are well informed about the department's procedures, expectations and upcoming events.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure students with unique needs are effectively catered for.
- To analyse student data and to intervene swiftly, as necessary, communicating with parents of underachieving students on a regular basis.
- Uphold and promote the values and ethos of the school.
- **The post holder will be expected to run after school, each week, at least one voluntary 60 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will not**

be part of the role of Head of Department rather it will be part of a wider, whole school, extended day.

- **In addition, the Head of Music will be expected to run extra-curricular activities at least three times a week.**

Person Specification:

- A willingness to embrace a growth mind set.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good'.
- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their academic and recreational potential.
- Commitment to provide a supporting and challenging environment for students, particularly pupil premium students including those with Special Educational Needs.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.
- Students taking GCSE Music may need accompaniment for their performance, therefore piano skills are desirable.

General

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the senior leadership team, publicly.
- To challenge school policy, and the senior leadership team, privately.



The Application Process

Please complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

Deadline

Please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 12th August 2019** and interviews will be shortly afterwards. The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

