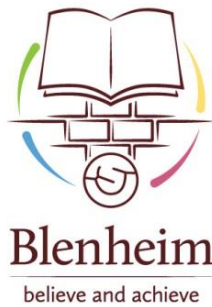


**Surrey's most
improved
Secondary School**

(DfE October 2018)



Ofsted 1st May 2019

GOOD

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

Teacher of Sociology and/or Health and Social Care

Suitable for an outstanding NQT

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

Early Applications are encouraged



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)

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 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, in May 2019, Blenheim was categorised a 'good school' by Ofsted. 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 £500,000 face lift. Visitors now comment on the calm, purposeful learning environment that pervades.

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



Job Profile

The aim

To ensure that students make maximum progress. The successful candidate will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement.

Accountable to:

- The Head of Department.

Supporting roles

- The successful candidate will be supported by other members of the department, curriculum administrative support assistants and teaching assistants.

Job Purpose:

- To ensure that all students make maximum progress. This particularly applies to pupil premium students.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To support members of the department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by 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 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 follow department and whole school protocols therefore displaying solidarity with colleagues.

- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback where they are accountable for acting upon via DIRT marking.
- To promote 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 particularly over or 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.
- To contribute to the update of schemes of work that provide a minimum entitlement to students and also challenge them to fulfil their potential.

Safeguarding

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

Key responsibilities:

- To advocate the place of Psychology and Sociology 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.
- Attend department and whole staff CPD sessions and meetings as required and actively engage in them.
- Ensure school uniform is worn correctly.
- Produce internal and external reports as necessary.
- To contribute to whole school events as necessary and weekly duties.
- Communicate effectively and purposefully with parents so they are well informed.
- 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.
- 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 be part of a wider, whole school, extended day.**

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.

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.

Please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Friday 11th October 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.

