

THE SWEYNE PARK SCHOOL

Information for Prospective Staff



An Introduction to The Sweyne Park School

Welcome to The Sweyne Park School, we are a larger than average mixed, 11-18 comprehensive school. The School became an academy on 1st April 2013 and opened its Sixth Form in September 2014.

Our school is a safe and happy environment and central to our school is a belief in respect - respect for yourself, respect for others and respect for the environment. We believe that our focus on respect leads to high expectations and excellent discipline, and this in turn leads to the highest possible achievement for each individual pupil. In December 2018 we were the first Secondary School in the East of England to achieve the prestigious Rights Respecting Gold Award.

At Sweyne Park we are determined to provide first class teaching and learning for all our pupils. This aim is supported by our commitment to recruiting and retaining the very best staff, and our nationally recognised programme of staff training. We do our utmost to ensure our pupils achieve strong examination results and progress on to high quality destinations. We provide a broad and balanced academic curriculum with a wide range of cultural, artistic, sporting and social opportunities.

We are committed to very strong partnerships between home, school and community members. We believe that the whole community can contribute to motivating and supporting pupils' progress.

In October 2017, the Sweyne Park School and Glebe Primary formed a Multi-Academy Trust, the Rayleigh Schools Trust ("The RST").

Rayleigh Schools Trust Vision Statement

The RST oversees both schools, and believes every child is entitled to an outstanding education. A strong ethos of respect underpins everything we set out to achieve as a Trust. Our inclusive approach focuses on ensuring each individual child can flourish and succeed, and providing excellent teaching and learning opportunities for all. Building on Sweyne Park's track record of school improvement, we believe the Rayleigh Schools Trust provides the right balance of challenge and support to both Sweyne Park and Glebe Primary, to secure ongoing improvements in standards and to build capacity. The reputation of both schools, as a truly inclusive environment in which to learn, continues to be at the heart of our vision and ambition. We use our strong involvement with the local community to build upon this. Our key values are:

- Aspiration for all
- An ethos of respect
- Ensuring high quality teaching
- Ensuring excellent progress and achievement for all
- An ethical approach
- A belief that "every child matters"
- A focus on community

Trustees ensure these key values are reflected through targets across the Trust, and progress is assessed at each meeting of the Board of Trustees.

The Sweyne Park School reserves the right to deploy the successful applicant across schools within the RST

The Sweyne Park School at a Glance

School Development Plan 2018 - 2019

	Priorities: Intended Outcomes 2018/19	Key Actions
1	<ul style="list-style-type: none"> Learners are driven. Sixth Formers have the skills and motivation to make excellent use of independent study time. Pupils know and use metacognitive strategies, including how to plan, monitor and evaluate their learning. Pupils starting Sweyne Park who are not 'secondary ready' are supported and quickly develop effective learning skills. 	<ul style="list-style-type: none"> Sixth Form Action Plan created and implemented to take account of 2018 results. INSET / assemblies / lessons and tutor time more explicitly teach metacognition skills. Lessons are planned using interleaving and spacing. Develop more structured approach to revision/ improve study skills (Year 11 Plan).
2	<ul style="list-style-type: none"> Pupils and students receive high quality guidance and make excellent study /career choices . Excellent CEAIG is effective in motivating pupils in all year groups and giving them high aspirations. 	<ul style="list-style-type: none"> New policy implemented.
3	<ul style="list-style-type: none"> The newly reformed curriculum is broad and balanced. The KS4 curriculum offers low ability pupils choice and opportunity. The KS4 curriculum ensures high ability pupils make excellent progress. The KS3 curriculum is effective in ensuring pupils have the knowledge and skills they need to thrive in KS4 studies. 	<ul style="list-style-type: none"> Review Y11 exam results 2018, implement Y11 Action Plan and evaluate impact of improved curriculum offer. Implement recommendations from KS3 review (Jan 2018), including new 'steps' assessment grid. Review Essex LA AS results analysis to determine whether to remove AS in Y12.
4	<ul style="list-style-type: none"> All pupils achieve high levels of progress. Outcomes of able boys are high. Outcomes of disadvantaged pupils are high. Outcomes of pupils with SEND but no EHCP are high. Outcomes improve in History and Maths. 	<ul style="list-style-type: none"> Create cross MAT PPG action plan to improve transition of PPG pupils. Implement PPG Action Plan in light of GCSE results. Remodel SEND base to ensure targeted interventions for pupils with SEND. Department action plans created and implemented for history and German. Deploy AST to improve performance of able boys.
5	<ul style="list-style-type: none"> High quality CPD is effective in further raising the quality of teaching. Teachers have greater understanding of pupils' working memory/ long term memory (schema) and retention of information. This understanding informs lesson planning and improves learning and progress. Resources highlighting key features of SPS practice are used by staff. (e.g. questioning / thinking skills / AfL / literacy). Think/ Pair/ Share is used frequently and effectively. Weaker teachers are supported to improve. Lessons are well planned and engage and push pupils, particularly disadvantaged and more able. The MAT is used as a vehicle to upskill staff and develop knowledge of the Y6 and KS2 curriculum. 	<ul style="list-style-type: none"> Time is available for leaders to share and develop strategies in R&D meetings and disseminate at department CPD level. Time for KS3 curriculum review and development is specified.

6	<ul style="list-style-type: none"> • Assessment processes effectively inform pupils, parents, teachers and leaders of the progress pupils are making and give teachers information about gaps in pupils' knowledge and skills. • KS3 steps system is introduced successfully. • High quality feedback to pupils improves learning and progress. • The structure of internal examinations is effective in enabling higher achievement. 	<ul style="list-style-type: none"> • Ensure staff trained in application of new 'steps' system and departments' assessment systems improve in the light of the 9-1 GCSEs. • Give HoDs more regular feedback about assessments being made. (After each data trawl.) • Internal examinations' timetable and invigilation are reviewed and modified to enhance pupil outcomes. • Improve impact of Learning Reviews
7	<ul style="list-style-type: none"> • Pupils enjoy school and attendance is high. • Attendance of disadvantaged pupils is monitored and intervention is swift. Pupils are supported in 'catching up' work missed through absence. 	<ul style="list-style-type: none"> • Develop use of Show My Homework system re: school absence.
8	<ul style="list-style-type: none"> • Pastoral support is a key strength of the school and is responsive to changes in society. • Exclusion rates are low. • Pupils with mental health problems, including issues relating to exams, stress, friendships, social media and identity, are identified and support is in place both internally and in liaison with external agencies to help pupils effectively. • Transgender pupils are supported well and systems are in place to ensure good progress is made. • Pupils understand the critical importance of respect and tolerance in modern Britain. They demonstrate this in their relationships with others and bullying is rare/ dealt with effectively. 	<ul style="list-style-type: none"> • SLT/ HoY training to share strategies on promoting respect and improving pupil relationships. • Continue to chair local BAP. • Rights Respecting Gold Award achieved.
9	<ul style="list-style-type: none"> • Pupils have a deep appreciation of the Arts and a wealth of cultural opportunities are available to them. • Pupils regularly engage in extra-curricular activities. 	<ul style="list-style-type: none"> • Target use of PPG funding to support participation in the Arts. • Ensure cross-phase Arts projects with Glebe via MAT. • AHO to continue to work with Arts Council allocate to secure additional funding. • Platinum Arts Mark Award is achieved.
10	<ul style="list-style-type: none"> • Develop MAT to improve SPS curriculum, retain staff, ensure greater efficiency savings, ensure GDPR compliance. 	<ul style="list-style-type: none"> • Regular meetings with Glebe primary to share practice.

Curriculum Vision Statement

The purpose of our curriculum and of our work as a Thinking School is to inspire pupils, to secure strong academic outcomes and engender in them an enduring sense of curiosity. By exploring the broad and rich variety of subjects we offer, pupils can find their unique strengths, value their own ability to learn, find their voice and use it with confidence and eloquence. They can grow into truly independent learners who are inspired and driven to learn.

Our curriculum is designed to give each pupil a broad and secure body of knowledge about the world around them, and the perspectives and lives of others living both now and in the past. In addition to this, they learn about the key scientific, literary, mathematical, artistic and technological achievements of the human race to date. Through their learning, pupils will develop their thinking skills and practical abilities. They will learn to analyse, evaluate, make judgements and justify their reasoning. Reports now include a curriculum overview statement for every subject. This helps parents and carers to understand the curriculum intent. Pupils are empowered to make choices about the subjects they will study in Key Stage 4. Decisions about syllabus selections are made with a view to facilitate the richest learning experience rather than what is expedient for league tables. Our approach is ethical and supports Post 16 choices and progression, and to this end we opened a Sixth Form in 2014. We are committed to ensuring all pupils have high aspirations, make informed decisions relating to the world of work, and have the skills and habits of mind, which will secure their success.

Over several years now, departments have built comprehensive curriculum maps which place great emphasis on developing skills and confidence. Teachers are constantly adapting and improving these schemes, pre-empting and addressing misconceptions and developing in their pupils a love of learning.

Cross-curricular themes are valued, but we believe in the rigour and purity of discrete subject disciplines to explore the human condition. In 2008, departments formed their own vision statements summarising the intent and purpose of their curriculum. These have evolved over time and are shared with pupils. They provide an anchor which underpin lessons, bringing a cohesive sense of meaning and purpose to every lesson. All teachers interviewed since 2006 have been asked about the philosophical essence of their subject, and we expect teachers to be able to articulate this.

Teachers actively develop pupils' schema and ensure that new knowledge is both retained and accessible from the long term memory. We look to inspire and support all pupils, giving them a thirst for learning, satisfied through hard work. Our school is a highly inclusive one, where barriers to learning are actively sought and overcome.

We offer a broad curriculum and a diverse extra-curricular offer. Our Key Stage 3 curriculum has always been taught over three full years. This gives a breadth of knowledge and skills which pupils can draw from as they specialise and make choices. We value the Arts and pupils are encouraged and supported to explore and develop their creativity, and are given the opportunity to discover their talents. The Arts are integral to the ethos of the school, challenge and sustain our culture, valuing every human being as an individual, as well as recognising and celebrating the great mystery of life.

Crucially, our curriculum also supports spiritual development, and looks to build in our pupils a moral strength that enables them to understand and express their identity and actively contribute to society and life in modern Britain. The values of respect and rights are at the heart of our school and are recognised through our work as a UNICEF Rights Respecting Gold School.

Pupil achievement

Key Stage 4 GCSE Results 2018

Progress 8	-0.23
Attainment 8	44.8
Students entered for EBacc	56%
EBacc (grade 4)	39%
Ebacc (grade 5)	19%
EBacc APS	4.08
English and Maths (combined) at grade 4	64%
English and Maths (combined) at grade 5	39%
Number of pupils gaining at least one grade 9	17
Pupils gaining 5 or more GCSE passes	99.5%

Key Stage 5 A-Level Results 2018

L3VA +0.1

Average A Level Grade C plus

46% A*/A/B grades

70% A* - C grades

Students on BTEC courses also achieved very well with an average grade of Distinction -



Continuing Professional Development

A strong culture emphasising respect has been built at Sweyne Park School. Pupils are seen as active and vital participants in their education. Their opinions are sought and valued. An active school council frequently discusses matters relating to teaching and learning and teachers. The outcomes of these discussions, along with the views of parents and staff, are a valuable sources of information used in the school's evaluation and development processes.

In recent years, the school has done a great deal of work to ensure pupils develop as effective and confident thinkers. This has involved all staff. Sweyne Park School teachers read and share current research relating to the brain and how people learn. Teachers are encouraged to engage in further study and a high proportion of teachers have or are working towards gaining a Masters' degree.

Reflection is encouraged at Sweyne Park School and a well-developed performance management system supports the development of each individual.

A successful NQT induction programme operates within the school.

The school has strong links with several universities, and trains many teachers each year. We have strong mentoring and coaching practices.

Weekly professional development workshops are an established part of the school's development programme and increasingly middle leaders lead this training under the direction of the Deputy Headteacher. Developments are shared with the whole body of staff through the weekly school bulletin and via the staff training VLE site.

As a school, we are totally committed to sharing our best practice with others, as well as learning from excellence in other schools. High quality staff development lies at the heart of our strategy for securing pupil success, and this is reflected in our systems and practices. We are conscious to guard against complacency and so a large part of our work involves engagement with the latest research and encouraging all staff to be highly reflective practitioners. To this end the school is a Centre for the Teacher Learning Academy and has been involved in a number of prestigious national research projects with both Cambridge University and the London Institute of Education.

The Application Process

Applicants are requested to read the information carefully, especially the job description and person specification. Please ensure that your application satisfies all the criteria in the person specification and you display evidence of this. Please specify the role that you are applying for, and ensure that you complete an Essex Application Form (available online or, by request from the school) and return it, together with a covering letter, addressed to "The Headteacher".

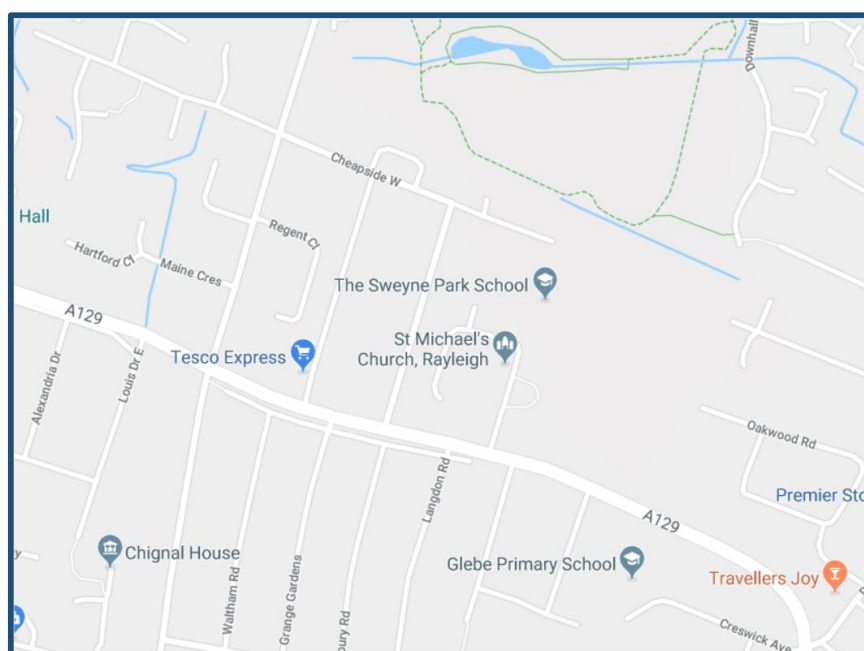
Applicants must ensure that they provide two references, and please note that the first reference should normally be your present, or most recent, Headteacher.

Once you have completed your application please print, sign and return either **by post to:**

The Headteacher
The Sweyne Park School
Sir Walter Raleigh Drive
Rayleigh
Essex, SS6 9BZ

Or by email to: admin@sweynepark.com

If you have any queries, please contact Kerry Wilby, Headteacher's PA, on 01268 784721 or kwilby@sweynepark.com



Contact Us

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