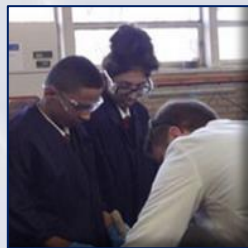




Foxford - for Learning, for Creativity, for Success!



TEACHER OF ENGLISH
TMS/UPS

Recruitment Pack

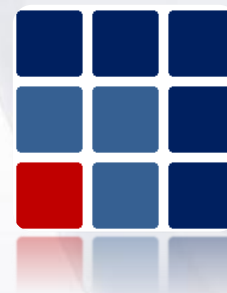
Foxford School and Community Arts College, Grange Road, Coventry, CV6 6BB

Tel: 024 7636 9200

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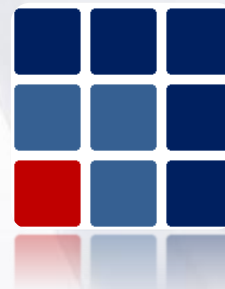
Email: aliw@foxford.coventry.sch.uk

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INTRODUCTION



At Foxford we believe that:

- Success is realised in a variety of ways
- People can and do change
- Growth is achieved through learning and partnership

We will, therefore, continue to develop a curriculum which matches the learning needs of all our students, taking account of their special needs or particular gifts and talents.

Our fundamental aims are:

- To promote educational attainment
- To work in partnership with other agencies and organisations to ensure that children are ready for learning
- To place particular emphasis on those learners who may be at risk of underachievement, marginalisation or exclusion.

We want all our young people to grow into successful adults.

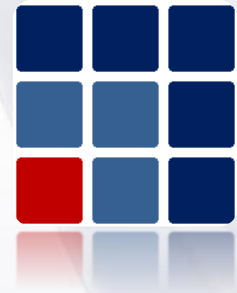
The work we undertake with students is based on a clear understanding of what education is about. We know that it is important for the whole school community, parents to share these principles in order to help to build a meaningful partnership between home and school.



Foxford is a thriving and dynamic city comprehensive with Trust Status that has chosen to maintain its distinctive Arts specialist ethos. The school continues on its journey towards an overall Ofsted judgement of Good.

“Senior Leaders are ambitious. They have raised expectations of staff and pupils. Teaching and pupils’ outcomes, behaviour and attendance are all improving as a result”.

Ofsted report, May 2016



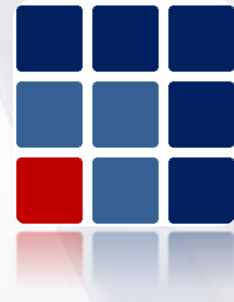
EXAMINATION SUCCESS

While our students join the school with levels of attainment significantly below the national average our final key stage 3 assessment data (July 2016) showed that our students had made accelerated progress across the key stage.

In 2016 with the advent of Progress 8; the school achieved a DfE draft score of 0.19 for progress. Well above the floor target; however an outcome we look at greatly improving in summer 2017 with a stronger cohort of students. At Post 16 our Yr 12 students increased their % A*-E grades by 10%, and at A level, improvements were also made.

Our students have high aspirations and the vast majority of them leave the school for either university or apprenticeships. We have an excellent record for students joining Russell group universities. Our first student started at Oxford University in September 2016 to study Mathematics at Somerville College.

CONTEXT OF THE SCHOOL



Opened in 1956, Foxford is a mixed comprehensive school serving families in a complex catchment area in the north east of Coventry.

The catchment is socially and ethnically diverse and serves the Alderman's Green, Edgwick, Little Heath, Courthouse Green, Holbrook, Foleshill and Longford districts of Coventry. Some areas have levels of deprivation above the City and National Average.

Foxford has been an Arts College since 2000. Despite the school no longer having a specialist designation financially supported by Central Government Foxford continues to maintain its Arts focus. In July, 2001, Foxford was one of the first schools to achieve an Arts Mark Gold Award, which was re-awarded at each renewal date since.

We also currently hold recognition as a Healthy School, for Investors in Careers and Investors in People (3 times). In 2012 we received the Coventry Anti Bullying School Award and in the summer of 2013 were proud to become the first school in the City to be designated a School of Sanctuary.

The Student Voice has developed greatly over recent years. As well as School and Year Councils, we also have a number of subject and issue related student groups, eg Sports Council, Arts Council, and Foxfam. The Student Liaison Committee meets with the Head Teacher each half term in order to have regular dialogue around current matters and further the development of key issues. Recent examples include the innovative new reward bands, and updating of rewards in general. Students are also involved in supporting the establishment of a Health Youth Council at the University Hospitals, Coventry and Warwickshire, and work developing further the behaviour for learning culture in the school.

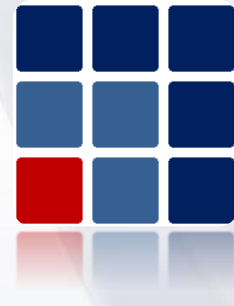
Foxford is an active member of the Coventry Improvement Partnership – providing collaborative provision Post 16.

On 1 March, 2010, the school became a Trust School, our partners currently being:

- Coventry City Council
- Coventry University
- Henley College
- The Ricoh Arena, Coventry
- University Hospitals Coventry and Warwickshire
- Changing Cultures

Partners have already greatly enhanced the curriculum experience of the students at Foxford through projects, placements and joint planning and delivery of aspects of the curriculum.

OUR SCHOOL SITE



Foxford moved into new buildings in September, 1997, on a site immediately adjacent to the old school. Four of the existing buildings have been retained and re-furbished, and provides accommodation for English, Mathematics, Catering/Dining, and Personal Learning, most community uses and sport and P.E.

New accommodation was provided for, Modern Languages, Humanities, Administration, Careers, Learning Support, the Library, Sciences, Technology, Visual and Performing Arts.

The new and refurbished buildings are clustered around a very pleasant paved courtyard, and many existing mature trees have been retained on the new site.



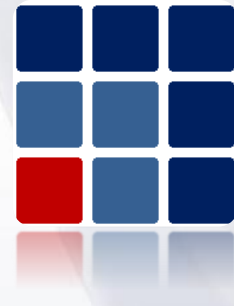
In September, 2006, we added a further building to our site. A new Post 16 Centre provides us with modern facilities for our Year 12 and 13 students. Set back from the central site, in very attractive surroundings, the new facility offers much enhanced accommodation for our 16+ students.

Coventry was part of the fourth phase of Building Schools for the Future. We expected Foxford to have all of its remaining, very dated, facilities replaced as part of this programme in the next few years. With the demise of BSF, however, this is not to be. We have, therefore, tried to continue a programme of refurbishment, completely refurbishing our 3 storey block.

We are currently engaged in a feasibility study with the City Council regarding possible expansion to help accommodate recent increased numbers in primary schools moving to secondary schools.

Our sports facilities form Foxford Leisure Centre which, out of school hours, provides gym and sports facilities to the local community.

CURRICULUM ORGANISATION



At Key Stage 3 broadly the same curriculum is offered to all students: English, Mathematics, Creative Arts, Modern Languages (Spanish in Years 7, 8 and 9, students in the upper school still study French, with the option of



studying Panjabi or Urdu after school); Integrated Science, Humanities, Technology and Physical Education. For a group of our vulnerable students, a competency based “Flex” curriculum is delivered in Year 7 – with some following the model into Year 8. The students have English, Maths, Humanities and Languages taught in an integrated way by a small number of teachers.

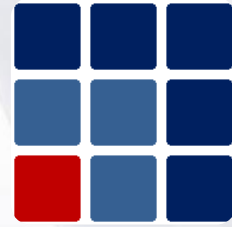
The school’s Personal Learning Facility offers a very wide range of support strategies for students experiencing difficulties, including in-class support, corrective reading, ICT based independent learning, support for children whose first language is not English, and intervention and support for children with behavioural needs. The school also provides extensive provision for students who are characterised as gifted or talented.

At Key Stage 4 our curriculum has been revised for September 2016 in order to embrace Progress 8. All students follow a core curriculum comprising of English, Maths, Additional Science or Triple Science, English Literature, Geography or History and then two additional option subjects. Additionally all students follow non exam courses in PSHE and PE.

Careers Guidance and Education is planned as part of the pastoral curriculum in Years 7 – 11, and personal counselling sessions are available to all individuals at KS4.

As part of Foxford’s Secondary Guarantee students are involved in a number of enrichment opportunities which include residential visits, educational visits, speakers and workshops during the year. All such experiences are recorded on each individual student’s profile.

The Post 16 curriculum comprises a variety of courses at Advanced (AS, A2 and AVCE) and retake English and maths GCSE. There are strong links with the other nine schools in East Coventry and Henley College, forming the Coventry East Partnership, which provides students with an even wider range of courses. Post 16 students also follow an “Enrichment Curriculum” covering additional courses e.g. OCN Drug Awareness; OCN Sex Health Education; Basic Counselling; Emergency First Aid Certificate and Fitness Training. Individual students will also have “shadowing” placements in primary schools, industry and commerce.



All students at Key Stage 3, Key Stage 4 and Post 16 have one tutor period each week, taken by their Form Tutor.

Assemblies are an important part of the corporate life of the school for reinforcing community values and celebrating achievements. As a multi-faith school, the Governors have accepted our present mode of delivery as the most suited to our needs.



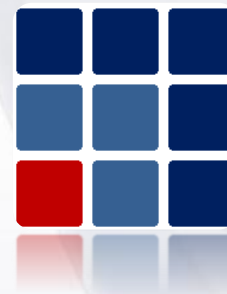
Great importance is attached to the role of the Form Tutor, and many tutors remain with the same group of students for most of their school life. Each tutor works with his or her own tutor group in a tutor period each week. There are strong emphases on active tutoring, personal development and reviewing achievement.

The work of the tutors is managed by six Directors of Learning including Post 16, who have responsibility for setting and maintaining the ethos of their cohort.

Directors of Learning have an increasingly important role in coordinating and evaluating the curriculum for their cohort and working with Directors of Teaching and Learning to improve the match of teaching and learning styles to the needs of the students.



ORGANISATIONAL STRUCTURE



Over 70 members of teaching staff are employed at the school and, with the non-teaching support staff; the total number of employees at Foxford exceeds 180.

Our Head Teacher is supported in the senior leadership team by two Deputy Head teachers, three Assistant Heads and the School Business and Finance Manager.

The formal curriculum is organised into faculties each with a Director of Teaching and Learning as leader.

The Faculties currently are:

English

Mathematics

Sciences

Technology

Modern Foreign Languages

Creative Arts

Personal Wellbeing

Humanities

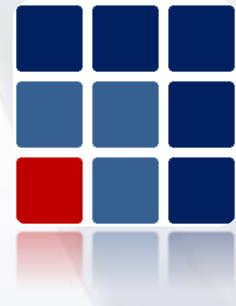
Personal Learning

The Pastoral organisation is based on Year Teams, with a Director of Learning and tutor team who currently move with the students through Key Stage 3 and Key Stage 4.

Each student has a Progress Reviewer who is their tutor, or another member of staff who meets with them at least termly to review their progress.



STAFF DEVELOPMENT



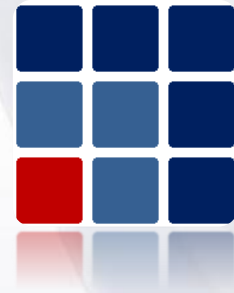
We support the development of all staff at the school with our range of professional development programmes. These include externally accredited courses and qualifications as well as bespoke internal programmes and interventions that help individuals or groups of staff develop.

We have a number of trained coaches on our staff who work with colleagues to develop their practice and skills. We also employ a consultant from Changing Cultures who supports individuals to develop creative approaches to their teaching.

Our Staff Innovations Group (SIG) is a thriving group which meets half-termly, led by a Middle Leader. It is the hub for innovation and sharing of Teaching and Learning. Members have recently showcased some of their work locally and nationally.

In addition we have our Teaching, Learning, Community – comprised of Assistant Directors of Teaching and Learning – whose focus is to become leading teachers within their subject areas. They are currently involved in action research focused on Pupil Premium.

CITY OF COVENTRY AND IT'S SECONDARY EDUCATION



Coventry continues its tradition as a pioneering city, bringing in new innovations. The city that led the way in ribbon weaving and watchmaking as well as the cycling and motor industries, is now preparing to be at the forefront of technology such as driverless cars and superfast broadband.

JLR has long been a Coventry success story and this year it announced it is making the city the heart of its future through a £3.8billion investment in a global HQ and product development at Whitley. Continuing the city's long and proud links with the motor industry, Geely, owners of the London Taxi Company and makers of the famous black cabs, have announced a £250million investment in a new HQ and assembly plant at Ansty, creating up to 1,000 new jobs as the company steps up production to cope with worldwide demand.

Helping to drive innovation are the two universities of Coventry and Warwick – with thousands of students bringing their skills to the area.

With the tourism draw of the Cathedral and ruins that drive the city's reputation as a centre for peace and reconciliation, the impressive Transport Museum, Herbert Art Gallery, and Belgrade Theatre, the city also hosts top events that bring in thousands of spectators, such as the Godiva Festival, SkyRide and Motofest.

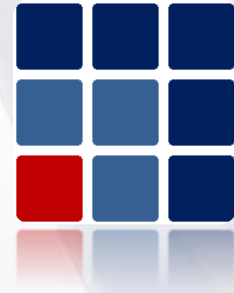
Coventry, and in particular the location of Foxford has excellent links to the main motorway networks.

There are nineteen secondary schools in the City, all 11-18 age range, two are community schools, two are voluntary aided and fifteen are now academies; added to in recent years by three free school and one UTC (Yr10 - 13). All schools continue to work together through the Secondary Heads' Forum and many other city networks. A good range of training opportunities are offered to each other by schools across the city.

WHY WORK AT FOXFORD?



- We are committed to the development of all staff. This includes:-
 - Full appraisal programme (teaching staff) – including 2 milestone reviews
 - Annual appraisal for non-teaching staff
- We offer comprehensive support for Teach First and NQTs with each teacher having an individual mentor / coach and a twilight inset programme.
- Clear progression support programme including:-
 - Training to become a coach
 - Teaching and Learning community
 - School Improvement Group
 - Middle leadership development programmes
 - Extended leadership board
- Opportunities to be supported on externally validated programmes including:-
 - Teaching Leaders
 - Leading from the middle
 - NPQH
 - Contribution towards further qualifications or degrees.
- Laptops are provided for all teachers
- Free tea and coffee in the staff room
- Subsidised staff events
- Occupational Health and counselling support
- Long service awards
- Free*/low-priced leisure centre membership (* depending on time of day)
- Employee benefits via 'wider wallet' offering access to corporate benefits and discount packages



INFORMATION ABOUT THE POSITION

June 2017

Dear Applicant

VACANCY FOR TEACHER OF ENGLISH – TMS/UPS

Thank you for your interest in the above position. If you would like more detailed information please call or email aliw@foxford.coventry.sch.uk

Foxford is a dynamic, multi-cultural school where colleagues work together to support each other in providing an enthusing, broad and relevant curriculum for our students.

The catchment area is wide and varied, and our student body is diverse encompassing the age and ability range. We provide excellent support for our students including a well-staffed EAL and SEND team. We are very proud of our Post-16 curriculum which comprises of a range of 'A' level and level 3 vocational courses. Over 90% of our Post-16 students went on to university; with students going to Oxbridge and in our current cohort, over 30% are holding Russel Group offers.

We put students at the heart of everything we do, providing regular enrichment opportunities for all; as well as a variety of additional trips, visits, residentials and extra-curricular clubs and teams.

Staff development is also key to our ethos, and development with excellent CPD opportunities for staff to both take part in and lead on. All of our teaching staff participate in action research projects throughout the year.

If having read the further particulars you would like to apply, please complete the application form, including your personal statement of no more than two or three sides of A4, outlining why you feel your experience, qualifications and interests make you a suitable candidate.

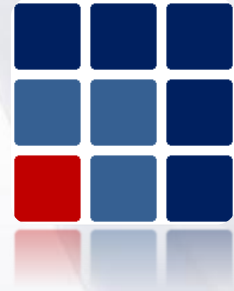
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Closing date for applications is Noon, **Monday, 12th June 2017**. If you have not heard from us by mid-March, please assume your application has been unsuccessful on this occasion.

Thank you for your interest, I look forward to hearing from you.

Yours sincerely

Ali Wilkins
HR Manager



The English Faculty

The English faculty is a vibrant, imaginative and aspirational team, who work hard to achieve the highest outcomes for our students. We promote and sustain creative teaching strategies to engage our learners; the team works hard to promote engagement and enhance the life chances of our students. Literacy skills are at the heart of our practice; to enable all learners to fully access the curriculum; not only in English but across the school.

The English faculty is comprised of 8 specialists led by a highly committed Director of Teaching and Learning; we also benefit from a full-time HLTA, and an intervention tutor. Professional development is actively encouraged and the faculty prides itself on sharing best practice to enhance learners' experiences.

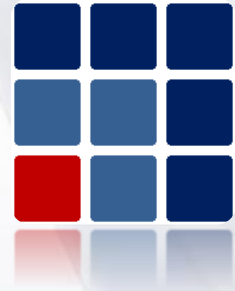
KS3 Schemes of Learning are informed by the new GCSE syllabus to ensure that are learners continually develop their skills bank and knowledge. They aim to stretch and challenge all learners to enable them to achieve aspirational progress. There are many extra-curricular activities offered by the faculty including a creative writing club and a film club.

In KS4 we are committed to ensuring our curriculum continues to meet the needs of our students. Our focus is to raise ambition and achievement for all. 2014-2015 cohort of students will be sitting both the English IGCSE and the Edexcel English Literature Certificates examinations. From 2017 all students will be sitting both the AQA English Language and AQA English Literature examinations.

At Post 16 English Literature is taught to A Level with many students choosing this subject. Our 2014-2015 cohort sat the OCR English Literature with future cohorts sitting the AQA English Literature examination at AS and A2. KS5 teaching would be available for the right candidate.

“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and hitting the mark”
Michelangelo

We are passionate about our school and our students. We are looking to appoint someone with the drive and ambition to help our student reach their full potential. If you are committed to collaboration, inspirational teaching and create a positive learning environment to build relationships with our students that lead to a life-long love of learning them we would like to hear from you.



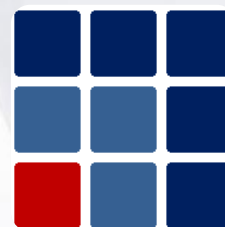
THE ROLE OF THE TEACHER

Foxford's priority is to keep effective teaching and learning at the top of the school agenda to create the physical, emotional and intellectual environment in which all students can succeed. Teachers' main role is to lead, facilitate and encourage learning which enables students to achieve high standards; you will develop effective teaching strategies and promote successful learning by:

- Continuously striving to improve your own practice by evaluating what does and does not work and drawing on examples of good practice from other colleagues
- Valuing all students eg knowing their names
- Using the available data on students and your own knowledge of them, prepare work and use resources to ensure that learning is differentiated, varied, appropriate, interesting and stimulating
- Ensuring that the needs of all students are recognised and met
- Following the provisions of the SEND Code of Practice in respect to individual students in your care
- Maintaining high expectations and contribute to achievement of whole school and faculty attainment targets
- Ensuring progression for all students

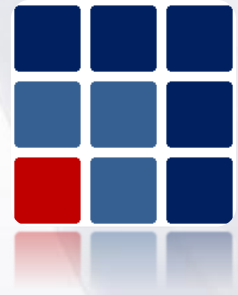
Role includes:

- Start and end lessons on time
- Use a variety of teaching and learning styles to engage students and encourage good learning behaviours
- Implementing school and faculty homework policy, including setting, marking of homework and home study tasks and monitoring homework
- Marking in line with school policy
- Keeping a record of work covered by classes, work completed by individual students, and assessment
- Providing positive, aspirational learning opportunities for all students
- Apply the school's Behaviour management system
- Award praise appropriately and fairly
- Apply the School Behaviour Management Systems so that learning can take place; record incidents consistently on BMS / CPOMS



THE FOXFORD CHECKLIST FOR TEACHERS

| | Have you...? | Yes/ No |
|---------------------------------------|---|------------|
| Before the lesson | Planned a lesson with challenge for all students | |
| | Set objectives where all students can meet or exceed their targets and show progress | |
| | Marked your books in line with the School and Faculty policy | |
| | Manned your area outside the corridor and greeted students at the door | |
| At the beginning of the lesson | Ensured equipment is out on the desk including planner and pencil case | |
| | Displayed the homework on the first slide for students to copy into their homework planners | |
| | Engage students with a starter which is relevant and engaging | |
| | Checked that students have copied down the title / date | |
| | Take the register in the first 10 minutes of the lesson | |
| | | |
| During the lesson | Ensure that students know their targets and what they need to do to be on or above target | |
| | Used targeted questioning / whole group responses to check students are on or above target | |
| | Given out praise points | |
| | Checked students' learning through a meaningful plenary | |
| | Checked students have met the objectives and made progress before the end of the lesson | |
| At the end of the lesson | Asked students to stand by their desks at the end of the lesson | |
| | Dismissed students in an orderly manner | |



Growth is achieved through learning and partnership

People can and do change

Success is realised in a variety of ways