



Head of Department - Science

For September 2019
Candidate Information Pack



<http://www.cws-croydon.co.uk/>

30 Melville Avenue, South Croydon, CR2 7HY



Welcome from the Chief Executive Officer & Headteacher

Dear Candidate

Thank you for your interest in this unusual, thrilling project to build a brand new school. This offers a unique opportunity for the staff to shape and influence the future of many Croydon students and lead the development of fresh, innovative subject delivery in a modern, multi-purpose learning environment.

The success of our Free School bid was underpinned by the distinctive ethos that contributed to the "Outstanding" Ofsted inspection at WCGS (January 2017), the other secondary phase school in Folio Education Trust. Consequently, the team at Folio are keen that this is shared and developed at Coombe Wood School and they buy into and embody this ethos, while developing what is unique to the new school. However, they will also need the strength of character to adapt these underlying aims to suit the growing needs of our new student demographic: this is a rare opportunity as our cohorts come together from varied geographical locations with no previous connections, just a strong desire to be part of a very different new school and the excitement that innovation brings.

Although we have no physical state-of-the-art building to show to parents (yet!), their commitment to our Core Ideology, and the potential future we have outlined for their children at our information evenings has resulted in two years of oversubscription for places.

Joining a dynamic team will offer you ready access to expertise and support within the Trust, but the flexibility and independence to develop your career. If you are up for this challenge, then read on and apply to join us on the journey to create something unique.

Yours faithfully,
Jonathan Wilden
Chief Executive Officer
Folio Education Trust

Dear Candidate,

Welcome to Coombe Wood School and the opportunity to be a part of a hugely demanding but rewarding project. If you relish a challenge, thrive on responsibility and have high levels of resilience and adaptability to take on new roles then please read on!

If you genuinely believe that core characteristics of successful sports people - Teamwork, Respect, Enjoyment, Discipline, Sportsmanship – are characteristics that when displayed by young learners, will equally lead to success in the classroom, you are aligned with our core values.

I am looking for passionate leaders and teachers who strive to help students understand what their very best looks like, and then work extremely hard to help students reach their best every day, because teaching matters every day.

In return I want to make your teaching experience at CWS one where you can do what you do what you came in to the profession to do – plan, teach and assess your lessons whilst accessing opportunities to 'improve your craft' on a very regular basis.

Successful candidates will join a conscientious and vibrant team that currently consists of 13 teachers and 5 non-teaching staff., we have the unique opportunity to be able to only put into place the things that make a positive difference to students and nothing else – including excessive and ineffective marking! If it doesn't make a positive difference to the whole child, let's not do it.

You will also never be alone. My job and that of my leadership group is to serve the students and serve you, the staff and to help protect the most precious thing in our school – the learning environments.

Opportunities will be many and varied for ambitious staff who produce outstanding results.

If your work ethic and educational values are aligned with mine and if you are passionate about the role that Health Related Fitness can play in developing resilient and determined young learners, then I would love to hear from you.

Barry Laker, Headteacher, CWS



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Coombe Wood School is less than a year old and working well in its erudite, temporary building: the determination and enthusiasm of Folio is driving the progress to establish the permanent, successful school. This pack is designed to introduce the ethos, values and high expectations of this new free school within the Trust.

We hope you will find this inspiring and if you buy into this vision, your application will be welcome.

Mission Statement



**COOMBE WOOD
SCHOOL**

Displaying and developing the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal bests.

TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP
STRIVING TO BECOME THE HEALTHIEST SCHOOL IN THE COUNTRY

As part of Folio Education Trust Coombe Wood School will support and promote their core ideology and long term vision on both a national and global stage. All students, parents, carers and staff will be expected to embrace and actively work towards the school's Core Values. These will act as a guiding light to determine our words and actions as we all develop into more confident adults and young people. Sport and the values it projects will be at the heart of our school epitomised as follows:

Teamwork - children working with their friends, parents and teacher to solve a challenging mathematical problem. Collaboration often leads to better outcomes.

Respect - treating others as you would wish to be treated when a mistake is made in carrying out a science experiment. It's ok to get things wrong, as long as you learn from your mistakes.

Enjoyment - life moves too fast not to enjoy school. We will encourage all students to take every opportunity on offer and participate to the best of their ability in activities such as a school play or one of the school's sports teams.

Discipline - structure liberates and so a set of clear expectations for parents, staff and children will ensure our community is organised, positive and collaborative. All of these stakeholders are essential to achieving an outstanding education and should agree to these expectations through our Home-School-Agreement.

Sportsmanship - by showing empathy we can intensify our celebration of people's achievements. We can also offer the necessary support to ensure we all reach our personal best together.



School context:

To meet the local rising demand, CWS opened in its two-year temporary accommodation in South Croydon in September 2018 to 180 Year 7 students. When full it will offer a maximum of 1680 school places. South Croydon is a combination of mixed housing with leafy suburbs.

Following a hugely successful opening period, CWS welcomed 2,500 people to its open evening in mid-September and has received in excess of 1,200 applications for 180 Year 7 places for September 2019.

The planned growth in numbers is illustrated below showing the school will be full by 2027

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2018	180							180
2019	180	180						360
2020	180	180	180			150		690
2021	240	180	180	180		150	150	1080
2022	240	240	180	180	180	180	150	1350
2023	240	240	240	180	180	180	180	1440
2024	240	240	240	240	180	180	180	1500
2025	240	240	240	240	240	180	180	1560
2026	240	240	240	240	240	240	180	1620
2027	240	240	240	240	240	240	240	1680
2028	240	240	240	240	240	240	240	1680

The temporary and the future permanent accommodation are both located on a beautiful expansive green site opposite Lloyd Park in South Croydon, 150 metres from Lloyd Park tram stop. Beyond the £35 million new-build on our 75-acre site, we still have extensive green space at our disposal with outdoor learning opportunities including amphitheatres, chickens and bee keeping facilities already in the planning to enrich our students' life skills and experiences. Further details on this are in the facilities section.

Coombe Wood School students walk into lessons alive, engaged, resilient, respectful, empathetic and confident young learners as a result of positive and personalised Health Related Fitness experiences throughout the school day. They derive from a range of geographic locations and socio-economic backgrounds with a number requiring the specialist support of our Transition class; this enables them to better access the secondary curriculum. Having worked hard to establish clear expectations, our students are a pleasure to teach.





Student Experience - Learning

Curricular features:

The focus on learning and teaching at CWS is relentless. Whether it be teachers planning exciting lessons, students engaging and working to their very best, parents sending their children to school in stunning uniform after a good night's sleep or indeed the support staff at CWS making sure everything runs smoothly, it is fair to say that many people invest time every day in making our classrooms special places of learning. Our job is to make sure they stay special, every lesson, every day. That is why the leadership group visit every lesson every day and staff benefit from regular learning and teaching development sessions, looking for new ways to improve their teaching styles and techniques. In addition to this, all staff will be training as examiners as part of their professional development so that when it comes to preparing students for GCSEs, they know what the markers are looking for and can pass on this expertise directly to their students.

As part of Folio Education Trust and we have adopted many of the curriculum and assessment practices put in place by our partner school, Wallington County Grammar School, to further enhance the outstanding provision we offer to our students.

We do not just have happy students, we have students who are going places and who, as our mission statement says, are given every opportunity to discover and reach their true personal bests.

CWS focuses upon three main academic strands which, for some students, may overlap to provide them with a well-rounded education full of opportunity and memorable experiences.

Strand 1: Sport and Health Related Fitness

Strand 2: Creative and the Performing Arts (a developing area that will begin to flourish more fully once in our permanent accommodation)

Strand 3: Academic Studies (including non-vocational subjects leading to FE)

Key Stages 3, 4 and 5

Coombe Wood 'Lower School' will provide the necessary support mechanisms to ensure that all students transition from Key Stage 2 to Key Stage 3 with minimal disruption. This will be a particular challenge while still learning in temporary accommodation. The progress during our two-year Key Stage 3 will be monitored carefully to ensure all students acquire and develop the core skills necessary to make informed choices regarding which strand they are best suited to for Y9. By the time students arrive at Easter in Year 8 they should feel confident in their own ability, be able to choose the right GCSEs or Level 2 BTECs that will be on offer and are ready for the next stage in school life.

Sixth Form

Not all students will progress through to Key Stage 5. The Sixth Form pastoral care team will ensure that students are able to make informed choices which will include other Sixth Form colleges in the area. Our intention is that students do not stay at Coombe Wood School for reasons such as; familiarity, following the decisions of friends, etc. but will make decisions based upon aspirational career progression. For those students who choose to stay, their academic performance at GCSE will be of the highest level matching that of local selective provision. Their progress will be monitored by the school and the relevant targeted intervention applied. For those who choose to leave the school, their destinations will be monitored to ensure they find the right path. We will encourage the expectation that former students will continue to engage with Coombe Wood School to share pathway



experiences with younger students. We expect the majority of Coombe Wood Sixth Form students to move onto University study in the UK or to access the US College system with the support of the Trust.

At A level as well as at GCSE, CWS will draw and share expertise with its fellow trust member, Wallington County Grammar School (WCGS), to establish a curriculum offering that is academically strong and challenging where appropriate. This school with a 0.81 Progress 8 score last year sits in the top three percent of schools nationwide for progress, from which CWS can draw useful experience.

This selective grammar school within Folio will in time support CWS with UCAS applications, progress to US colleges and other 'destination' support mechanisms.

The belief at CWS is academic excellence for all students, whatever their starting points. By holding high expectations for every student, and by raising aspirations for everyone, we will ensure that outstanding teaching and excellent pastoral care combine to create one of the best schools in the country. In making progress well above national averages, and adding value to all students, we will achieve excellent outcomes.

Lessons at CWS

Currently lessons at Coombe Wood School are an hour long, students have five lessons per day. Games lessons on a Friday morning are 90 minutes. Lessons at CWS should contain the following six strategies, this is what we believe makes for an excellent lesson:



1. The big picture and measurable lesson objectives
2. Positive Behaviour and Environment for Learning
3. Differentiation
4. Assessment for Learning
5. Outstanding visible progress by all
6. Engagement and Enjoyment



Lessons are expected to be clearly planned, the saying 'structure liberates' is very true for teaching and consistency conveys and reinforces expectations for all our students. However, we do not want to 'straight jacket' our teachers. You will own your classroom and you have the flexibility to adapt our lesson structure according to individual requirements. We are looking for a sensible balance between common structure to bring a shape and focus to lessons whilst at the same time never wanting to curb or limit your creativity in delivering your subject.



Pastoral Care - The House system at CWS

Initially we have six houses named after people and places linked to Croydon history. Students and staff are assigned to houses and with the arrival of more year groups will create a vertical system bringing the ages groups together and fostering healthy competition in both creative and performing arts, sports and academic challenges.

Health Related Fitness

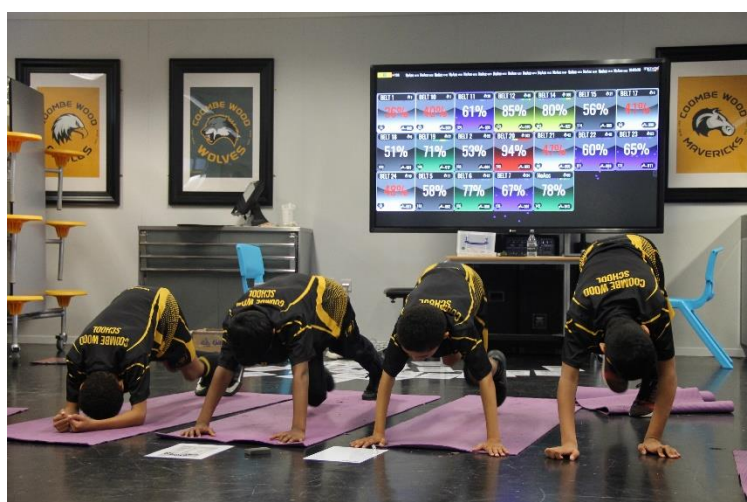


Coombe Wood School is not a 'sports college.' We are a school that has a relentless focus on Health Related Fitness through our core values - TEAMWORK, RESPECT, ENJOYMENT, DISCIPLINE and SPORTSMANSHIP.

Every student follows an individual HRF plan, which motivates them to make remarkable HRF progress. This happens in an individual and private way, from the student who has never played sport or even thought about HRF before, to our elite athletes (some, but not all, of whom may have gained a place via our sporting aptitude assessment) who are already competing at a high standard of sport outside of school - and everyone in between. With the



latest fitness tracking technology in place, our less confident HRF students can visibly see themselves getting fitter, this is likely to inspire them to want to compete in a chosen sport. Games lessons and after school clubs, all delivered by our professional coaching partners, gives them the platform to begin to do this, as do our sporting house competitions and our after school clubs.



We have committed to investing in MyZone technology to provide HRF monitoring belts for every student. Using MyZone will mean the teachers will be truly engaged with every aspect of the students' health, providing motivation and rewarding effort whilst allowing the students to flourish in the development of their health and wellbeing. Coombe Wood School has

secured the services of Adam Daniel MBA who is the Lead Educator for MyZone to support the PE team in effectively integrating MyZone into the Health Related Fitness Programme.

HRF is not competitive across students, the only competition is each student pushing themselves along, the systems and technology we have in place enables students to see and take inspiration from the progress they are making on a daily basis. We are rigorous in ensuring that no student 'slips through the net' and is allowed to ignore their HRF plans. We celebrate the HRF progress students make but equally they are not allowed to be passive in this area. Our HRF programme is a real and positive step towards better student well-being, self-esteem, confidence and concentration.

Appraisal and CPD

All staff (teaching and non-teaching) will meet individually for 15-20 minutes with the Headteacher in the Summer term to build upon the job description and is the opportunity to agree a focus for the academic year ahead, take ownership of how staff want to structure their professional growth and develop their key areas of interest. In particular, during the growth of the school there is ample potential for role development and this is an important meeting for staff to highlight the areas they feel they might like to explore.

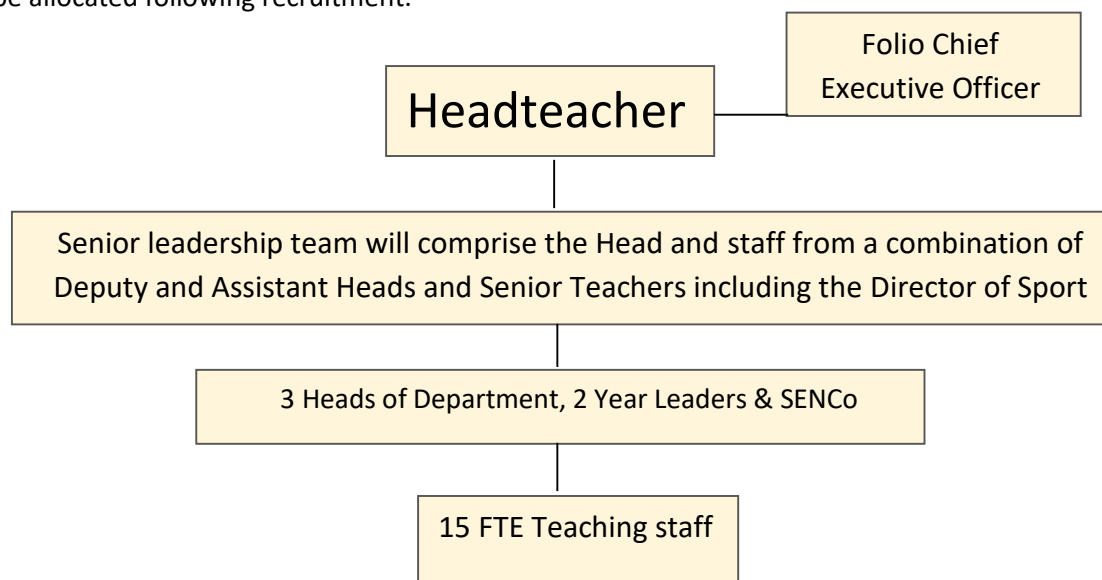
Your CPD is something that we take very seriously. As a result, we have taken the unusual step of building in nine INSET days to our academic year calendar in order to adequately cater for staff CPD requirements.





Staff Structure

Recruitment will complete the senior team outlined below; there is one vacancy and the SLT posts will be allocated following recruitment.



Facilities

Wates have been awarded the contract for the permanent buildings which are due for completion in July 2020. Over £35 million is to be invested in building a purpose built, state-of-the-art school funded by the EFSA, which will include enhanced sports facilities such as a competition venue within the sports hall for Basketball and Netball and a full-size 3G artificial floodlit surface.

In addition to the sporting facilities, Coombe Wood School aims to be a centre for the creative and performing arts developing close links with other providers and performance venues in the local area. We anticipate that these superb facilities will encourage our students to participate in their chosen activity in the evenings and at weekends, as well as creating a hub for extra-curricular activities for other children and members of the community in the local area. (Local Plan Ref: 662 - Coombe Road Playing Fields, CR0 5RB).





What the staff are saying:

It has truly been a roller coaster so far, full of uphill challenges that sometimes cannot be expected, but also full of so many rewarding loop the loops!

I couldn't imagine anything better than working with such a close-knit and enthusiastic group of people who are striving to make a difference to Croydon. It is amazing to be able to mould the school and be a part of what will continue to be such a huge project.

Working with more limited resources and space is certainly challenging but also throwing up new ways of doing things, some of which I will never look back from, and it is also pushing me to realise strengths I didn't know I even had!

I wake up feeling full of purpose each morning to experience the blueprint coming to life



Our core values prepare students to be productive citizens and simply kind people

I could also never have imagined how vibrant every member of the team is, and their passion rubs off on me. I can feel myself becoming a better teacher through the ethos and systems of the school which are all put in place perfectly to protect the learning environments, and the pupils and parents/carers all understand and support these elements of the school. It's lovely that even the pupils feel that we are all part of the same family or team.

Every single day is a joy and I am so proud, feel so lucky, and am still so excited to be part of Coombe Wood School.



Application procedure

For a confidential discussion on current vacancies please contact Jacqueline Baker our HR Manager on 07891 671226 or careers@cws.foliotrust.uk

Please complete the Trust's application form – available for download at <http://www.cws-croydon.co.uk/Career-Opportunities> and return this with your supporting statement to careers@cws.foliotrust.uk PLEASE ENSURE YOUR NAME IS AT THE START OF THE TITLE OF ANY DOCUMENTS YOU SUBMIT AND MENTIONS YOUR SUBJECT SPECIALISM.

In compliance with Safer Recruitment Guidelines CVs will not be accepted.

VISITS by appointment, please enquire via Jacqueline Baker.

Closing date: **10am Monday 14th January 2019**

Interviews: **22nd & 23rd January**

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

Safer Recruitment

Folio Education Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

At Coombe Wood School we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Candidate Privacy Notice can be viewed on the website at

<http://www.folio-education.co.uk/Current-Employment-Opportunities>

***Coombe Wood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
Our Candidate Privacy notice can be found on the Folio website.***

Some notable dates: where practical successful candidates will be asked to attend on 21st June

Friday 21st June	Induction day for all new Coombe Wood teachers, covering ethos, values and team building
21 st June	Staff INSET and Taster day for some Y7 students (EHCP)
24 th June 2019	Staff INSET and Induction day for all Y7 students
2 nd , 3 rd 4 th September	Staff INSET days
5 th September	Y7 students arrive



HEAD OF DEPARTMENT - Job Description

Salary Scale: M1- M6 or UPS1-3 plus TLR2a

Duties: The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document. The precise activities described below may develop and vary over time according to the needs and demands of the subject and other school-wide or Trust-wide demands. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.

Responsible to: Members of the Senior Leadership Team

Responsible for: Ensuring high standards in: Teaching, Learning and Assessment; Outcomes for Students; Personal Development, Behaviour and Welfare; Leadership and Management.

During the growth phase of the school, Heads of Department may be called upon to be flexible in the delivery and discharging their duties. This role will support the school in preparing for the arrival of an additional 180 students in September 2019 which (with the current intake) will form the 'Lower School' (Key Stage 3). Following on from this the school will open its 'Upper School' and 'Sixth Form' will follow with the completion of the new buildings. It is important to recognise that the responsibilities of this role are likely to vary during the start-up phase.

CWS has a clear Learning and Teaching methodology that lends structure and consistency across all classrooms, whilst at the same time allowing middle managers to style their departments in a way that suits their educational beliefs. 'Structure liberates' but too much structure stifles and CWS is constantly reviewing the balance in this regard to allow teachers to teach in their own style within organised classroom environments.

Significant work has been done by relevant subject teachers in year one to establish clear schemes of work and lesson structures that enable all students to make at least expected progress on their individualised GCSE flightpaths.

The Subject Leader will play a significant role in building on these foundations as they shape the curriculum structure and methodology ready for delivery of the three year GCSE course starting in September 2020, where they will lead in their designated areas.



RESPONSIBILITIES

Ensuring high standards of Teaching, Learning and Assessment:

- Deliver high quality lessons in the spirit of the vision for learning set out by the Leadership Group of the school and the Learning and Teaching principles of the school.
- Plan effectively for high quality teaching, learning and assessment through the creative design and effective implementation of Assessment Schedules and Schemes of Work.
- Engage in a collaborative approach to planning as far as possible.
- Engage in or deliver appropriate Continual Professional Development opportunities to enhance the quality of teaching, learning and assessment.
- Maintain a high awareness of current pedagogical and subject specific developments and adopt as appropriate.
- Assist in, and engage with, the monitoring and evaluation of the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, student/parent/staff voice and assessment moderation.
- Ensure homework is used effectively to enhance and develop student learning.
- Accept and use regular feedback from monitoring and evaluation exercises.
- Plan and lead high quality educational trips and events that will enhance learning.
- Create a high quality learning environment in the Subject Area through learning focussed displays and resources.

Ensuring excellent outcomes for students:

Students must be exceptionally well prepared for the next stage of their education (Key Stage 4 and Key Stage 5), comparing well against national progress measures. All students are given opportunities to start to discover future career plans so that they are confident in making the correct GCSE, BTEC and A Level option choices at the end of Year 8 and at the end of Year 11.

- Students are able to articulate their knowledge and understanding in an age appropriate way. They can hold thoughtful conversations with each other and adults.
- Maintain a high awareness of how students can secure excellent outcomes in public examinations within your Subject Area through CPD, examination board training and thorough analyses of past papers, recalled scripts and examiners reports.
- Ensure Personal Learning Checklists, Assessments and Schemes of Work in all Key Stages are designed to give students a high awareness of how to be successful and equip them with the skills to do so.
- Give students effective feedback in line with the School's assessment policy that is responded to effectively to enable them to be successful.
- Use School and departmental systems to track student attainment, progress, effort, conduct and organisation.
- Ensure attainment and attitudinal data, as well as written progress reports, are submitted to the School in line with School expectations.
- Use internal and external attainment, progress and attitudinal data to identify students or groups of students causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.



- Design and implement high impact interventions both in and outside of lessons that remedy these concerns and close attainment/progress gaps between groups of students such as SEND and Pupil Premium.
- Use attainment and progress data to differentiate effectively in lessons to ensure appropriate levels of challenge for students.
- Liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about student attainment, progress and behaviour.
- Communicate key information about students to parents/carers in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parents' evenings.
- Use Individual Education Plans and advice from key professionals to ensure personalised provision and high rates of progress for disadvantaged students.
- Students read widely and often across subjects to a high standard with fluency and comprehension appropriate to their age.

Ensuring high standards in Personal Development, Behaviour and Welfare:

This includes students' spiritual, moral, social and cultural development which must equip them to become thoughtful, caring and active citizens in school and in wider society.

- Students are confident and self-assured learners. They are proud of their achievements and of their school.
- Students are provided with opportunities to discuss and debate issues in a considered way showing respect for others.
- Deliver a curriculum that successfully enhances students' social, moral, spiritual and cultural development and reinforces key British values.
- Ensure there is a positive culture within your areas of work in which students are passionate about learning and conduct themselves impeccably.
- Build excellent, professional relationships with students based on mutual respect and trust.
- Use the School's Behaviour and Culture and Ethos policies correctly and effectively.
- Ensure students in your care are safe at all times and work in accordance with current School and nationwide child protection procedures.
- Record and log all sanctions, praise and intervention in accordance with Subject Area and School policy.
- Be visible before school, during break and lunchtimes and after school, offering support for staff and students within your Subject Area
- Model high standards of professional conduct and dress at all times when representing the school.
- Deliver high quality form time sessions following guidance provided by Heads of Year when given.
- Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.
- Encourage your students to understand the importance of staying fit and healthy and make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Promote an excellent understanding of how students can stay safe online and encourage an awareness regarding the inappropriate use of technology which includes social networking.



Effectiveness of Leadership and Management:

- Maintain high quality working relationships with staff that contribute to creating a productive and happy working environment.
- Engage with the School's appraisal system and use it proactively to develop as a professional.
- Assist by reflecting on the effectiveness of subject delivery both informally and through the whole school Self Evaluation Form and School Development Plan which are 'live' documents referred to and progress checked regularly at CWS.
- Prepare for Subject Area meetings using the 'common agenda'. Also attend all other meetings as timetabled or required in directed time.
- Support the School in fulfilling the School Development Plan.
- Work with school leaders internally and externally in reviews and partnerships to develop good practice.
- Contribute to the formulation and review of School policies and procedures.
- Support the induction and mentoring of NQTs during their induction.
- Support the training of PGCE students within the school.
- Equality of opportunity and diversity is promoted exceptionally well within the school. The whole culture and ethos of the school prevents any form of direct or indirect discriminatory behaviour.
- Safeguarding is effective and there is a culture of vigilance where students' welfare is promoted. Students are listened to and feel safe. Exceptional work is carried out to protect students from radicalisation and extremism.

Other duties

- Attend all training and events required as part of directed time.
- Perform supervision duties as required.
- Contribute to the wider life of the school.
- Perform all other reasonable requests from the Headteacher.

Outcomes

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP).



HEAD OF DEPARTMENT – Person Specification

Area	Essential	Preferred
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree • PGCE, QTS 	<ul style="list-style-type: none"> • Higher degree or evidence of further study • A commitment to obtain further qualifications
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant Continuing Professional Development (CPD) 	
Experience	<ul style="list-style-type: none"> • Experience of teaching good and outstanding lessons across KS3 & KS4 • Experience of raising student attainment in an aspect of school work • Experience of planning and managing change within an aspect of subject based school work • Experience of working with a group of students offering pastoral support. 	<ul style="list-style-type: none"> • Teaching Advanced Level • Experience of researching and initiating subject focused initiatives • Experience of subject focused self-evaluation
Knowledge and Skills	<ul style="list-style-type: none"> • An outstanding subject knowledge and understanding of its place within the national curriculum • Understanding of specific subject focused curriculum development initiatives for students aged 11-19 • The ability to teach good and outstanding lessons • The ability to communicate how to teach outstanding lessons • Strong interpersonal and communication skills • Highly effective time management, organisational and administrative skills • Up-to-date knowledge of best pedagogic practice and an understanding of strategies to improve Teaching & Learning • Advanced ICT skills and an imagination about the future impact of ICT on learning • Aware of how to deal effectively with child protection issues 	<ul style="list-style-type: none"> • Ability to analyse data for specific subject and pastoral focused purpose • Evidence of broader research into chosen subject(s)
Personal Qualities	<ul style="list-style-type: none"> • Swiftly earn respect from staff and students • A drive for continuous improvement • High standards embracing honesty, integrity, loyalty and trustworthiness • Strong intellect, energy and a positive approach to opportunities and challenges and resilient in times of adversity • Capacity to think incisively and strategically • Ability to be flexible and to welcome change • Ability to maintain sound judgement under pressure • Good team player and collaborative worker • Supportive of the drive for health and fitness among the school community 	



Further information on Folio Trust can be found at <http://www.folio-education.co.uk>



FOLIO EDUCATION TRUST



Our future - what do we want to see in 10 years?

Our Academy Trust will support academies that are the first choice of local families because of the 'gold standard' education that is provided. All academies within the Trust are student centred and this drives our decision making. Smiling faces are common place for students and staff as they are happy being part of the academy and part of a wider Trust community. Being educated as part of this Trust will mean something to not only the individual but also those who provide the next step of a young person's education, training or employment.

The service provision which helps drive the individual organisations within the Trust is focused on quality –listening, understanding and adjusting to meet the needs of those it is designed to serve. A main objective is to provide a system of self-challenge, self-improvement and collaboration with a shared passion to raise standards and allow all students to reach their personal best. No student or member of staff is neglected but inspired to develop improved life chances and live long and happy lives. As part of the collaboration between academies there is a desire to research pedagogy and influence social change to remove the barriers which limit well-being and opportunities for recognising and reaching personal best. Every person deserves the best and the Trust will do what it takes to deliver this while ensuring efficiencies and economies of scale which deliver outcomes beyond outstanding on a global scale.

Long term goal on a national scale

Contribute towards the changing face of British Education and be one of the top five performing Multi –Academy Trusts in the country, designing and sharing academy improvement strategies.

Long term goal on a global scale

Open an international school which removes barriers to poor education and limited life chances.