



September 2019

Dear Colleague

Cover Supervisor – Fixed term until 31 August 2020

Thank you for your interest in this post; we are looking to appoint an enthusiastic, dynamic, committed professional as a Cover Supervisor who can support our drive to continue to raising achievement and standards. As a Cover Supervisor you will work closely with members of the Cover Team to provide support to enable the school to achieve its ambitions.

This is an exciting time in education and we are a school that embraces change and supports members of staff, parents and pupils with the challenges we all face. The school is a proactive member of a number of developments of educational provision across the Bradford District and as such is considering options as a future multi-academy trust (MAT).

We are proud of our comprehensive school principles and our daily work is centred on four key values; summarised as **together** we can make a difference; **resilient** to change; **ambitious** to excel and **caring** for the lives of individuals. We are a school with great aspirations; proud of our history and heritage, yet always looking to the future – celebrating pupil well-being, high academic standards and achievement for all. Success at school is the result of pupils, parents/carers and teachers working together. Ofsted reported in February 2016:

“The school’s work to promote pupils’ personal development and welfare is outstanding.” “Relationships between teachers and pupils are excellent. Pupils enjoy learning, settle quickly and apply themselves diligently.....” “The culture and climate within the school is positive...” “Good progress across a broad range of subjects means the proportion of pupils gaining the English Baccalaureate is significantly above average. Consequently, pupils are well prepared for the next stage of their education.”

Visitors regularly comment upon the warm and friendly atmosphere created by the positive relationship between members of staff and pupils. We are a school that cares for members of staff and pupils; we provide support and challenge to ensure we continue to achieve. I encourage you to visit our website to gain an insight into our school; in particular I would direct you to:

- Prospectus
- Pinch of Salt Magazine
- Ofsted Inspection
- Examination Results

Details of our application and selection process are included in the pack. I am afraid that we cannot write to unsuccessful applicants, so if you do not hear from me again, may I thank you for your interest in our school and wish you every success in the future.

I look forward to receiving your application.

Yours sincerely

Ian Morrel
Head teacher



Job Description Cover Supervisor

**Scale: Band 6/7 (SCP 6-17) 35 hours per week, term time only + 5 days
Fixed Term until 31 August 2020**

The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description. It will be reviewed at least once a year as part of the school's Appraisal process and it may be subject to modification at any time after consultation with the post holder. The post holder may be required to take on responsibilities throughout the school as required, at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors
- Officers should not refuse to undertake work, which is not specified in this job description, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed
- As an Equal Opportunities Employer we require our employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services. The post holder is subject to all relevant statutory and institutional requirements and shall uphold the school's policy in respect of child protection and safeguarding matters
- The school is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

Prime Objectives of the Post

To supervise whole classes during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

N.B. Cover for short-term absences may be provided by persons who are not qualified teachers. The term 'cover supervision' occurs when there is no active teaching taking place. Pupils continue their learning by carrying out pre-prepared exercises/tasks under this supervision.

To provide general administrative and pastoral support to the school at the discretion of the HR Manager where necessary.

Supervisory/Managerial Responsibilities

Staff may supervise whole classes during the short-term absence of teachers. To take delegated responsibility in the supervision of pupils on work experience, trainees, and voluntary helpers with whom the postholder is working.



Supervision and Guidance

- To work under the guidance of the HR Manager within an agreed system of supervision.
- Ultimately responsible to the Headteacher but managed by the HR Manager or person with delegated responsibility.
- Working under the direction of the HR Manager on a day-to-day basis.
- Use initiative in the pursuance of school policies, procedures and programmes.

Range of Decision Making

To make decisions using initiative where appropriate within established working practices. The postholder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes.
- The correct use and care of materials by individual and small groups of pupils.
- The safety, mobility (if required) and hygiene and well being of the pupils.

Responsibility for Assets, Materials etc

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- To be responsible for the care of all equipment and materials within the classroom / Achievement Support base in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the pupils with whom the postholder is working.
- A general responsibility for the care of all equipment and materials within the department in conjunction with other members of staff.

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties

Cover Supervision

- Supervise whole classes during the short term absences of teachers.
- Maintain good order and keep pupils on task undertaking pre-prepared work.
- Respond to pupils questions and generally assist them to undertake set activities.
- Deal with any immediate problems or emergencies using the schools policies and procedures.
- Transfer the work and resources back to the teacher and feed back on any issues.
- Report back as appropriate using the agreed referral procedure on the behaviour of pupils in the class.
- Assist with arranging cover requirements on a daily basis.
- Undertake supervision of pupils in Achievement Support as required.
- Undertake before school, lunchtime and after school supervision as required.



Job Description Cover Supervisor

- Provide general administrative and pastoral support at the discretion of the HR Manager.
- Administer and assess routine tests and invigilate exams/tests.

Support for the Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Implement the school's Positive Behaviour Strategy.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Establish an appropriate learning environment.
- Be responsible for keeping and updating records, contributing to reviews of systems/records as requested.

Supporting the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school.
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with teachers, to support achievement and progress of pupils.
- Attend and participate in regular team meetings.
- Participate in the school's Appraisal system and in schemes for Staff Development set up by the school.
- Explore opportunities to extend own personal development.
- Supervise pupils on visits, trips and out of school activities as required.



Job Description Cover Supervisor

- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Appraisal and CPD

To support CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system (as appropriate)
- Specifying areas for development identified through the School Development Plan and with regard to individual needs and aspirations
- Involvement in the Professional Development Review systems and processes
- Overseeing the effective induction and development of new staff
- Participating in staff development schemes as implemented by the school
- Exploring opportunities to extend own personal development

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.



Key: A = assessed at application I = assessed at interview T = assessed through selection processes

Requirement	Attributes and how demonstrated	
<p>Developing Self and Working with Others - Qualifications and Training To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement includes our pupils, staff, governors, parents/carers and members of the community. Our aim is to build a professional learning environment that enables others to achieve. In addition there has to be a clear willingness to learn from others.</p>	<p>Essential</p> <ul style="list-style-type: none"> GCSE or equivalent in English and Maths (A) Very good numeracy/literacy skills. (I,T) Good standard of ICT skills (A,I) Relevant training or willingness to participate in such training. (A,I) Willingness to participate in development and training opportunities (I) 	<p>Desirable</p> <ul style="list-style-type: none"> Social work, youth work, counselling, teaching or mentoring qualification or experience. (A,I) Training in Health & Safety, (A,I) Child Protection training. (A,I)
<p>Shaping the Future - Experience It is critical to have the skill and ability necessary to work with a range of teams when developing a shared, strategic vision which inspires and motivates pupils, staff and other members of the school community; leading to increased levels of attainment, achievement and progress.</p>	<p>Essential</p> <ul style="list-style-type: none"> Experience of working with pupils of the relevant age, assisting in their development. (A,T) Experience of working with pupils with additional educational needs. (A,T) Experience of working as part of a team. (A,T) 	<p>Desirable</p> <ul style="list-style-type: none"> Experience of working with pupils who demonstrate challenging behaviours. (A,T)
<p>Special Knowledge - Learning and Teaching To make significant contribution to the provision of effective learning and teaching. The Cover Supervisor should have high expectations and be able to inspire our pupils to become effective, enthusiastic, independent learners who achieve their full potential.</p>	<p>Essential</p> <ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. (I,T) Working knowledge of national curriculum and other relevant learning programmes. (I,T) Understanding of principles of child development and learning processes and in particular, barriers to learning. (I,T) 	<p>Desirable</p> <ul style="list-style-type: none"> Knowledge of Health and Safety requirements. (I/T) Behaviour Management. (I,T)
<p>Practical and Intellectual Skills To make a significant contribution to the effective organisation of Cover and to seek ways of improving organisational structures and functions. To fully support the HR Manager to ensure that the people and resources within Cover are organised and managed to provide an efficient, effective and safe learning</p>	<p>Essential</p> <ul style="list-style-type: none"> Ability to relate well to pupils and adults. (I,T) Ability to work constructively as part of a team. (I,T) Ability to remain calm under pressure. (I,T) Demonstrate good co-operative, interpersonal and listening skills. (I,T) Approachable, courteous and able to present a positive image of the school to callers and visitors. (I,T) Maintain confidentiality in matters relating to the school, its pupils, 	<p>Desirable</p> <ul style="list-style-type: none"> Ability to drive. (I) Mini Bus licence. (I)



Requirement	Attributes and how demonstrated	
environment.	<p>parents and carers. (I,T)</p> <ul style="list-style-type: none">• Ability to prioritise conflicting demands and pressures. (I,T)• Ability to use ICT effectively in relation to the post. (I,T)• Ability to identify existing and potential barriers to learning and engage in strategies to overcome these. (I,T)	

Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.



Titus Salt School General Data Protection Regulation GDPR Privacy Notice for Candidates

Introduction

Candidates for employment at Titus Salt School have many legal rights about how their personal data is obtained, stored and transmitted (i.e. 'processed') both during the period of recruitment and after. The school has to obtain certain information before a candidate is interviewed and further information before a contract of employment may be offered. This privacy notice details how the school will comply with the law and gives you an understanding of why and how the school uses the information about you.

The notice may be updated at any time. All people working with or for the school must comply with this policy when processing candidates' data.

The Governing Body and Leadership of Titus Salt School acknowledge the absolute necessity for correct and lawful treatment of data and are committed to ensuring security for your data.

Roles and Responsibilities

The school is a **Data Controller** as we are responsible for decisions about how and why we use your personal information.

At times the school acts as a **Data Processor** when we are required to obtain, process and transfer data on the behalf of external organisations (such as the Local Authority).

The school has appointed a **Data Protection Officer**

Claire Lockyer, Safeguarding Monitor
gdp@safeguardingmonitor.co.uk
0330 400 4142
2 Wellington Place, Leeds, LS1 4AP

Usually the school will coordinate data protection practice through

The GDPR Team
GDPRTeam@titussaltschool.co.uk

The governor who oversees data security for the governing body is

Roberto Espindola
gre@titussaltschool.co.uk

Mr Stygall may be contracted directly should any candidate feel that their concerns about data protection are not being addressed by the school. Amongst the DPO's duties are:

- Advice on the secure storage and transmission of data (both physical and digital)
- Support for a data processing record system
- Support with securing from third parties who might hold personal data through the school certification that they are also complying fully with GDPR duties
- The DPO will communicate with the Information Commissioner's Office should there be a confirmed or suspected data breach
- The DPO will communicate with any person whose data might have been improperly accessed, deleted, lost or stolen



Titus Salt School General Data Protection Regulation GDPR Privacy Notice for Candidates

The principles under which the school will process data

- Data will be kept securely - all employees share this duty
- Personal information will be stored no longer than is necessary to exercise the school's duties and statutory requirements
- All candidates will be informed clearly about the purposes for processing data
- The school will keep data relevant, current and up-to-date
- The school will only use personal information in a legal and transparent manner

The categories of information and the bases for which that information is processed

In broad terms the school will collect, store, process and transmit data to meet its duties under

- Employment law
- Safer recruitment
- To meet the school's responsibilities under the Equalities Act

Specifically the school will process the following information

Data processed on the legal basis of public task for safe recruitment, promotion and pupil safeguarding

Your application with references, proof of qualification, proof of identity, right to work in the UK, DBS certification, any disability, notes on your recruitment process, images captured within the school site by CCTV equipment, your data of birth, and any disciplinary or capability notes should the need arise

This cannot be an exhaustive list, but any further information will be collected and used legally and on either the basis of public task or consent. We have to collect some information from candidates for other agencies such as the Disclosure Barring Service. This information will only be used for successful candidates. The principal use of your information will be for the school to meet its duty for safe recruitment.

If information required on the basis of the school's public task is withheld then the school might not be able to perform the contract that applies to our working relationship.

You will be notified if we need to use your information in ways other than those so far stated and you will be informed about which legal basis has been selected.

The school regards certain information as particularly sensitive - such as information on physical and mental health, religion, ethnicity and sexuality. Such information will be gathered to support the school's equal opportunities obligations, but will only be gathered given your specific written consent if your application is successful. Such information may also be used to ascertain your fitness to work and to ensure your health and safety and/or to make reasonable adjustments to your working environment and work pattern.

The school does not use your information to make automated decision making.



Titus Salt School General Data Protection Regulation GDPR Privacy Notice for Candidates

We share some information with third parties most commonly for HR tasks and as required by the law

- o *Support with recruitment for senior appointments, general advice on appointments*

All third parties are required to maintain data security as the law requires. We require certification from third parties that your information is secure.

After the recruitment process successful candidates will have their personnel data maintained for a period of six years after your period of employment (any records of safeguarding issues will be kept for longer). For unsuccessful candidates data will be held in a secure manner for six months then deleted/destroyed.

Your duty to inform the school of changes

The school must have up-to-date information which is accurate. Please keep the school informed of any changes to your information during the recruitment period.

Your rights to 'see' your data

Under law, under most circumstances, you have the right to request access to your personal information (usually this is known as a 'subject access request'). Under this right you may request a copy of the information we hold on you and to check that processing is lawful.

You may request correction or completion of any of the data.

You may request that your personal information is erased or restricted if there is information for which there is no good purpose for the school to continue to hold.

Please contact The GDPR Team in writing should you wish to review, correct or erase personal information. Or you may contact the DPO directly. The school has 30 days to meet your request, this can be extended for a further two months.

Please note that the school has a primary duty of care to the children and may withhold access if it can be demonstrated that this is necessary in the vital interests of a child. You will be informed if this is the case in writing.

There is no fee required for your access to data or for any amendments.

You have the right to withdraw the consent that you have previously granted the school to process certain data. If this is the case then please contact in writing The GDPR Team.

School compliance

Titus Salt School has appointed a Data Protection Officer to oversee compliance with this privacy notice. If you have any questions about your data security or this privacy notice, then please contact the DPO initially.

You have the right to make a complaint to the Information Commissioner's Office (ICO) which is the UK supervisory authority for data protection.

Titus Salt School, Baildon, Shipley, West Yorkshire
Number on Roll: 1489 (including 249 Sixth Form learners)



Titus Salt School

Information for Applicants

2019 - 2020

together - **r**esilient - **a**mbitious - **C**aring





Overview

Titus Salt School is an exciting school in which to work in with a friendly and supportive body of staff. All faculties have a close link with a member of the Senior Leadership Team and are well supported. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to both the Faculty and the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking educational initiatives.

Senior Leadership Team (SLT)

Ian Morrel	Headteacher	
Richard Foster	Deputy Head	(Pastoral and Academic Progress)
Amanda Dutton-Taylor	Assistant Head	(Behaviour and Attitudes)
Richard Field	Assistant Head	(Quality of Education)
Simon Halliwell	Assistant Head	(Leadership & Management)

As a Senior Leadership Team we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential and we have made the most of a series of opportunities and challenges to establish a clear direction for the school.

Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and can be summarised as:

together - **r**esilient - **a**mbitious - **C**aring

“together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals.”

On Examination Results Days 2019 we were once again delighted to have so many happy pupils, proud parents and teachers celebrating the success of examination outcomes. It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can. We had over 2000 entries and 65% of outcomes were at grade 4 and above. We had some stunning individual performances with 62% of pupils attaining 5 or more 9 to 4 and A* to C grades and 38% of pupils attaining eight or more grades at 9 to 4.

Our Denys Salt Sixth Form Centre outcomes are again in line with the national average and we saw an increase in our learners gaining on average a grade C+ at A Level and a grade Distinction in Vocational and Technical examinations. Almost fifty percent of A Level entries were awarded grades A* to B, with very strong performance in the STEM subjects; over 80% of Vocational and Technical outcomes were awarded the top grades of Distinction* and Distinction. Every learner who joined our Sixth Form has progressed to take a place at university, further education or work-based training.

With our NEET figure for the last eight consecutive years at 0%, we ensure everyone is prepared for the next stage in their life whether it is education, employment or training.



Visitors to the School comment upon the friendly ethos and the level of good relationships between staff and pupils. Parents are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: "The school's work to promote pupils' personal development and welfare is outstanding." (Ofsted February 2016). Our Achievement Support Faculty area houses our Pupil Support Centre, Learning Support Centre, Special Educational Needs Centre and our Designated Specialist Provision (DSP) for pupils with Severe Learning Difficulties (SLD); this was originally a 15 place provision but due to its success and the growing demand across the District for mainstream specialist places our DSP has increased capacity to a 30 place setting with demand for it to increase still further.

We are very proud of our staff and pupils, especially the progress we have made. The role we are offering is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and in return for hard work and enthusiasm we will work to ensure the successful candidate is fully prepared for the next step in their career.

School Organisation

At present our structure provides 105 teaching staff including the Headteacher, one Deputy Headteacher and three Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, there are two Senior Leaders with whole school responsibility for Pastoral and Academic progress. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are nine faculties:

- English
- Mathematics
- Science
- Modern Foreign Languages
- Technology
- PE and Outdoor Education
- The Arts
- Humanities
- Computing / Business / Media / Economics / Psychology & Sociology

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.





Introduction to the School

Titus Salt School is a large, dynamic mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial archaeology of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We have been delighted recently to welcome back the Salt family to the new school, where they took part in a ceremony to place the original seals in the Reception of the new building.

Over the moor above the school is Baildon. Once a small village it now has a thriving population of 62,465, largely commuting into the nearby cities of Bradford and Leeds. The surrounding area is one of natural beauty with the Yorkshire Dales only a few miles away.

Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13-18 years upper school of 1,000 pupils into an 11-18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Glenaire, Christchurch Academy, Shipley CE, Low Ash, Wycliffe and High Craggs. The school has been over-subscribed for many years and recently the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2019 we have a Year 7 of 256 pupils.

The School Today

In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21st Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and lap tops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all weather pitch with access and lighting for community use as well.

We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud of our academic record and our achievements across a wide range of sporting and extra curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils have received commendations from Examination Boards at GCSE and A' level pupils have been placed amongst the first five in the country for a range of subject and the majority of our post 16 pupils go on to higher education.



The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Bench marking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeders.

Key Stage 3

The Key Stage 3 curriculum is developing as a 3-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Work have been either adapted or re-written to focus on a model of "Competency" to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence based programmes that are impacting on school improvement.

All pupils study:

Science, English, Literacy (Year 7), Mathematics, Numeracy (Year 7), History, Geography, French, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts, Lifetracks and Residential Experience.

Our approach to changes at KS3 has been to build on the incremental changes already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and 4 years ago we introduced a literacy lesson into the Year 7 curriculum which includes pupils having dedicated one to one reading sessions and tackling the production of newspaper and media articles to support and extend a love of reading. In addition, many of our pupils struggle with the ability to understand and work with numbers which is why in September 2018 we introduced numeracy as an additional lesson for pupils in Year 7.

Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

We have a strong EBacc focus with over 40% of pupils studying the EBacc combination of subjects.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC Science courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational GCSE's in Health and Social Care, Business and Computing, Science, Dance and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, PE, Music, Social Studies, Dance, Drama, Engineering, Food Technology, Design, French, Spanish and German. Other vocational and



work related curriculum activities are offered through a number of projects and schemes, some instigated locally, through Confederation support and also through national organisations.

STEM is a strength of the school and we are proud that this has been acknowledged through the Excellence in STEM Award – we are the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

Sixth Form

The KS5 leadership team rigorously monitors the progress of each individual learner and has established high expectations supported by mentor programmes and quick response systems to underachievement. This is clearly understood by learners, parents and members of staff and has proven very effective. NEET is 0% for Years 12 and 13. Progress outcomes for GCSE English and Maths have further improved in 2019 and are likely to be statistically significant; in Maths, learners improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a team of two Academic and Pastoral Leaders who closely monitor learner progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure learners are on track to achieve their best.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Product Design, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.

School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of Remodelling. We already have in place:

Administration Manager	IT Operations Manager
Admin Assistants (4)	IT Operations Technician (two posts)
Attendance Manager	IT Operations and Media Technician (Curriculum)
Attendance Officer	Cover Supervisor
Business Operations Manager	Learning Resource Centre Manager
Data and Exams Officer	Learning Resource Centre Apprentice
Exams and Data Assistant	Lettings Supervisor
Data Officer	Marketing PR
Finance Manager	PA to Headteacher/SLT and Governor Link
Three technicians for Science, two for Technology	Procurement Officer
HR Manager	Pastoral Support Assistant
Arts Technician	Receptionist



Activities

Drama/Dance productions and Musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving in to our new school we have had annual productions including Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield. Our newly created Arts Faculty (September 2014) with a newly recruited Leader of Dance and Leader of Music together with our Faculty Leader have ambitions to achieve even greater success.

Our new Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three year Erasmus Plus project to produce a Language Learning App - "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and well-being; our PE Faculty was revised in 2015 to include Outdoor Education which includes cycling, orienteering, an annual residential to Beverley Park as well as a successful Duke of Edinburgh programme - we became a D of E Direct License Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise skiing trips to the USA; water-sports trips to the Ardeche; visits to London to enhance learning in Media Studies, Art, History, Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.

“The teaching of literacy is a strength. The school uses a range of imaginative and innovative strategies to promote a lifelong love of reading.”
Ofsted February 2016

“Pupils benefit from an extensive range of extra-curricular opportunities and partnerships with employers. Good careers guidance helps all pupils progress into education, employment or training. The wider curriculum caters well for pupils’ social, moral, spiritual and cultural development.”
Ofsted February 2016



“The school’s work to promote pupils’ personal development and welfare is outstanding. Pupils who struggle to cope in mainstream provision receive outstanding care and support to overcome barriers to their learning and progress. Pupils in receipt of such support told inspectors the school ‘goes the extra mile’ to support their emotional and mental health. As a result, pupils who might otherwise fail to gain qualifications go on to achieve positive outcomes and take the next step in their education.”
Ofsted February 2016

“There is a harmonious atmosphere around the school and behaviour is good. Pupils are keen to come to school. Attendance is well above average and punctuality is exceptional.”
Ofsted February 2016
