



Aspirant Teacher Appointment: June 2017 Information for candidates

Introduction

We wish to appoint someone who is looking to develop the skills necessary to train as a teacher and make a valuable contribution to the wider school. The person appointed will be passionate about teaching and learning as a whole as well as their specialist subject.

The School

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do as does our absolute commitment to ensuring our students get a better deal here than they would in any other school in the country.

It was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1st November 2011, a move which allows us greater financial freedom and security, as well as giving us the opportunity to continue to push the boundaries of excellence. Since March 2015 the school has been the lead school in the **Vyners Learning Trust** which also includes a local primary school. The current school roll is **1155 with 240 in the Sixth Form**. Our standard admission number is 180 and we are a six form entry school with a significant number of families wanting to send their children to Vyners to be educated.

Despite being a relatively small site, the school has developed some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. We have invested over £800,000 improving the learning environment over the past four years and have exciting plans for the future.

The school was graded satisfactory by Ofsted on two consecutive visits, most recently in April 2012. They visited the school again in December 2013, agreeing fully with the school's self-evaluation, grading us as **Good** overall with **Outstanding** judgements for Behaviour and Safety and Leadership and Management. *"Leaders at all levels including student leaders are highly ambitious for their school. Plans for improvement are systematic and rigorous. Everyone works together to make sure that teaching and achievement improve rapidly."* The school's Progress 8 score in 2016 was +0.46 which place Vyners in the **top 9th percentile of all schools** in the country. Our GCSE performance in 2015 and 2016 means that we have been ranked in the **top 100 non-selective state secondary schools in the country** for attainment and progress measures. We are very proud of our A-Level results with a third of all grades A*-A and 58% A*-B grades. We firmly believe that we can build on this success again this year. As a result of our success we have recently been accredited as a **Leading Edge School**, a network comprising of the very best schools in the country who work together to innovate and share good practice.



Location

The School is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the Green Belt. Although only thirty minutes or so from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The School itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

Teaching and Learning

"Focus on the main thing and the main thing is learning."

The current agenda and aspirations for the school are both challenging and motivating as we move towards Outstanding. We continue to develop our curriculum to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work the whole school community is committed to improving teaching strategies and understanding better how students learn. We know that effective learning cannot be left to chance; we have to refine and change our approaches if we want to make real and lasting improvements. We recognise the need to prepare students for the 21st century and make extensive use of new technologies (mobile technology, Web 2.0 tools) and are striving to develop more independent learners. Google Classroom is embedded in the school as tool to support learning. Our key focus this year is developing reading and extended writing skills to develop students' vocabulary, ability to access challenging texts and further improve their success in written exams.

Developing and training Middle Leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual Staff Conference, with a particular focus on developing teaching and learning with a focus on developing a Growth Mindset in 2016.

The Staff

Staff morale at Vyners is high, supported by a positive working environment and reviewed through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focussed on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in one of our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, all staff are members of a Creation and Innovation Group which act as a Think Tank for the school and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. All staff opt into a Talent Development pathway as part of our unique CPD Network provision map. Our innovative practice in staff training and development has been recognised by the SSAT who have accredited us as offering **Transforming Practice in Professional Learning** as part of the Framework for Exceptional Education. Many staff give freely of their time to run numerous lunchtime and after school activities.



The Students

Central to everything which happens at Vyners are our students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; raised voices are seldom heard and students appreciate the fact that they are encouraged to express and discuss their views. The Student Council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.

Job description - Key responsibilities

- To cover for absent teachers/support staff as necessary in lessons by covering classes, tutorials or duties
- To manage the supervision of students excluded from, or otherwise not working to, a normal timetable as necessary
- To teach whole classes when required and undertake duties around the school on a regular basis
- To establish productive working relationships with students, acting as a role model
- To arrange and develop one-to-one mentoring arrangements with students as required
- To provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- To support students' access to learning using appropriate strategies, resources etc.
- To implement agreed learning activities/teaching programmes, adjusting activities according to students' responses/needs
- To be aware of and support differences and ensure all students have access to opportunities to learn and develop
- To contribute to the overall ethos and aims of the school
- To attend and participate in relevant meetings
- To participate in training and other learning activities as required
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To participate in the cover duty rota including before and after school
- To provide technician /administrative support to a curriculum area