



The Ashcombe School



CANDIDATE INFORMATION 2024

WELCOME TO OUR SCHOOL

A Message from the Headteacher

Thank you for being interested in The Ashcombe School – we want to attract and retain the best people with the most potential and in return offer a stimulating and worthwhile environment and great opportunity.

The Ashcombe School is a genuinely comprehensive school with high academic standards for all, a strong and caring pastoral system, and a wide range of extracurricular activities aimed at preparing and enabling young people to lead fulfilled lives.

We are very proud of our students and what the school can help them achieve and are not only ambitious for our students but for our staff as well - this is an exciting opportunity to join a widely recognised, friendly, welcoming and supportive team and to take advantage of the many developmental and other opportunities we provide.



I hope that this pack will give you a positive and meaningful insight into the life of the Ashcombe School and that you will take the opportunity to join us online and visit to experience it for yourselves. I am very much looking forward to meeting and working with you.

A handwritten signature in black ink, appearing to read 'CP' followed by a stylized surname.

Chris Panting

About The Ashcombe School

Overview

The Ashcombe School is a high-achieving genuinely comprehensive school with a very successful Sixth Form and is a vibrant and inspiring place to work. We continually look to support exceptional pastoral care, high levels of attainment across the ability range and provide an enviable range of extracurricular activities to prepare and enable young people to lead fulfilled lives.

Ethos

The core elements of our ethos are focused on providing a caring environment that enables every individual within the school to realise their potential:

- We are a fully inclusive school that focuses equally on students of all ability levels.
- We provide a calm and welcoming environment with a significant emphasis on pastoral care.
- Our community is based on mutual respect and high quality teacher-student relationships.
- We encourage a culture of self-betterment for all who work at the school, with high quality training and development opportunities for all staff.
- The school operates a no-blame culture that emphasises the importance of collaboration and mutual support.

We strive to create well-rounded individuals, believing that great education is about much more than the lessons we deliver in the classroom.

What we do every day

- Curiosity and challenge
 - Compassion and decency
 - Consistency
 - Courage
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"The school has an ethos which matters"

About The Ashcombe School

Structure

With almost 1500 students, including 290 in the Sixth Form, and over 170 teaching and support staff, the school is at the heart of the community in Dorking, and benefits from a spacious and attractive setting at the foot of Box Hill.

Our key successes include:

- High value-added scores across the full breadth of subjects and ability ranges
- A long tradition of students gaining places at Oxbridge and Russell Group Universities
- A student-centred approach for pastoral care and careers support
- A thriving Sixth Form, encouraging a wide intake where we believe students have the ability to succeed at A Level
- Many high-quality events which link students, staff and the whole community.

We are part of a small independent Multi-Academy Trust (South East Surrey Schools Education Trust - 'SESSET') comprising three secondary schools; The Ashcombe School, Therfield School in Leatherhead and Carrington School in Redhill. The Trust was established in 2017 and allows the schools to benefit from an overarching supportive umbrella whilst still retaining their unique character and ethos.

"Vision for an academic curriculum, supported by high quality teaching and learning...is shared by all staff at the school"

About The Ashcombe School

Our core aims

The school is highly regarded and oversubscribed as a direct result of its outlook, approach and values as demonstrated by its academic results, standards of teaching and outstanding pastoral care. The four strands which inform teaching and learning for staff and students are:

- **Learning in the classroom - Curriculum and its delivery**

We will provide all students with an inspiring and ambitious curriculum that equips every student with the knowledge and skills to flourish. Our students will become resilient, well qualified, life-ready citizens with a strong sense of social responsibility and adventure, leadership, and a global perspective.

- **Learning to live - Strong relationships and community**

We will provide an inclusive community which allows all members to feel safe and supported. This is underpinned by decency, compassion, and humility. Every child matters - there is an adult for everyone, and everyone is noticed.

- **Learning beyond the classroom - School is more than the classroom**

We will educate beyond the classroom, to develop resilient, creative, and life-ready citizens with a strong sense of social responsibility, leadership, a sense of curiosity, adventure and a global perspective.

- **Learning for Life - Preparation for life after school**

We will provide expert career and life guidance, so our students make informed decisions about their futures which facilitates their transition to life beyond the school.



"A society grows great when people plant trees in whose shade they know they shall never sit"

What We Offer

A Strong Culture of Self-Betterment

We believe that great training is always at the heart of an effective school and recognise that investing in staff development helps us to remain open to innovation, and directly improves the offer to our students and enables our staff to grow. The whole-school coordinated CPD programme is led by an experienced middle leader. The highly successful ECT programme is led by a group of experienced mentors and a coaching programme is offered to all staff. Staff are actively encouraged to engage in leadership courses, which sit alongside less formal groups such as a group discussing emerging pedagogy, as well as teaching and learning discussion workshops. Ideas and feedback are encouraged through many different channels, including direct access to the Headteacher who maintains an open door policy.

A Friendly and Welcoming Teaching Community

We pride ourselves on treating people well and this was identified by Ofsted which noted that “the school has dedicated, enthusiastic, skilled staff who are supported by a fabulous senior leadership team”. The school has held Investors in People accreditation for almost 20 years and there is a “genuine and sustained commitment emanating from the top to looking after and investing in the staff”. We offer a genuinely warm and welcoming environment at all levels and there is real support from Leadership staff who are visible around the school at all times.

A Beautiful and Well-Connected Location

In the foothills of the North Downs, the school is within walking distance of some of the most beautiful countryside in Surrey, including direct access to Box Hill and Denbies Vineyard – the surroundings are used by the school for sports lessons, sponsored walks and Duke of Edinburgh practices. There are excellent rail links to London, Brighton, Guildford, Reading, Horsham, Reigate and Redhill, along with access to the major road networks via the A24, A25 and the M25 which is just 5 miles away. Dorking is a thriving town with excellent sports and leisure facilities, entertainment venues and a wide range of food and retail outlets.

What we offer



Financial

- Competitive salaries at all levels, London Fringe, Teacher Pension
 - Free meals for lunch duties and INSET
 - Competitively priced dining service
 - Full benefit and protection of Teacher National Pay & Conditions
 - Complimentary tea and coffee and regular staff treats
 - Green Commute Scheme.
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Community

- New staff Fitness Suite
 - Staff Association and regular social events
 - Staff choir
 - Participation in cultural trips locally and abroad
 - Half-termly Good News Raffle to recognise staff and teams
 - Culture of self-improvement
 - Open channels for feedback.
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Work/Life Balance

- Two-week timetable and 4-period day
 - Family supportive - "no-one misses a child's nativity/graduation"
 - Opportunities for part-time working
 - Staff laptop
 - Staff meetings recorded for convenient access
 - Online parents evenings with refreshments if staying after school
 - E-mail etiquette.
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"Amazing pupils, excellent parent engagement, warm and friendly staff"

What we offer



Location and Travel

- Ample free and secure car and cycle parking
 - 5 minutes walk to 2 main rail lines
 - Short walk to Dorking High Street and amenities
 - Easy access to London, Redhill, Leatherhead, Crawley, Horsham and Brighton
 - 15 minutes from junction 9 of the M25
 - On the A24 and near A25.
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Wellbeing

- Well-equipped and spacious work areas
 - Employee Assistance Programme
 - Up to 10 days paid leave for dependent care
 - Term-time Nursery on site with preferential staff rates
 - Wellbeing newsletter and activities
 - Health checks available on INSET days.
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Career

- Regular CPD programme
 - Dedicated CPD Teams page with extensive resources
 - Middle leader and advanced middle leader courses
 - Opportunities to complete NPQH courses
 - Coaching programme
 - Participation in the SAfE network courses encouraged
 - National College programmes of professional development supported
 - IRIS Connect- to help with professional development
 - Rich programme of INSET run by national experts such as Marc Rowlands, Michelle Miller, and Tom Sherrington
 - New staff induction programme
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Why we love The Ashcombe



ECT RS and
Politics teacher

I'm **Lauren** and joined **The Ashcombe** in **September 2023** as a **Religious Studies teacher**, teaching Key Stages 3-5, and A Level Politics. I had two quite different placement schools which gave me a clear idea of the kind of school I wanted to teach in (and those I didn't want to!). Despite my mentor's advice not to take the first job I was offered, The Ashcombe showed the range and diversity I wanted: a large mixed school, 6th Form teaching, and as became clear when I met the Headteacher, an ethos of openness and self-development. After experience working in a variety of jobs and doing outreach with disadvantaged school students while at university, I always came back to wanting to work with young people and teach. As a Year 7 tutor, I am very involved in all the Year 7 activities and trips and developing my involvement with the 6th Form. What impresses me most is **the transparency and open and welcoming nature of the school combined with respect** – there are so many opportunities for feedback, and nothing is sprung on you as a surprise.



Teacher in charge
of Media

I'm **Michael** and joined **The Ashcombe** in **September 2023** as **Teacher in charge of Media**, also teaching English. Having taught in schools nearer to London, I was looking for a location which offered community and a balance of family life. The Ashcombe School is at the heart of the community in Dorking and despite its size, the strong pastoral provision has confirmed to me that every student is known and that kindness is at the forefront of the education available. I have felt warmly welcomed to the great range of school events which I have participated in: Careers Fair, Christmas Fair, Bugsy Malone production, Christmas Carols, trips to Cologne, visits to the BFI on the South Bank – the calendar this term has been full of activities beyond the classroom for all students. Staff and students are given so many opportunities to challenge themselves and develop, and the school is truly open to feedback and review. **When I walk around the school I see warmth, kindness and authenticity.**



Physics Teacher

I'm **Deirdre** and I joined the **Science Department** in **September 2022** as a **Physics teacher**, after qualifying and spending 5 years in another Surrey school. I was ready for a change but what made the biggest impression on me was when our Headteacher hosted a Zoom call to introduce us to Ashcombe before I even applied – it was so personal and I could appreciate the ethos of decency at The Ashcombe straightaway. I have found this ethos being embodied every day among the staff I have met. I enjoy being an ECT mentor, and planned a Year 12 to CERN in Switzerland next year – I've found my ideas are encouraged and enabled. Oh, and a 4-period day is a definite planning plus! From an international IT career to now, what keeps me loving my work is that **every day I find joy and reward in supporting our wonderful students whilst also feeling supported by my colleagues and leadership team.**

Our staff say :

- a culture of community where students and staff feel supported
- a safe and calm learning environment
- camaraderie and shared dedication amongst staff
- strong student/staff relationships
- education is holistic
- a collaborative culture
- culture of openness, trust and support
- caring about individual students
- understanding, friendly and caring environment

I hope this has given you an understanding of some of the key features of The Ashcombe School and why we believe it is such a special place to work - at the heart of the community and with a positive ethos.

Come and join us!





Job Profile – English Teacher with Classical Civilisations A Level

Introduction

Working as part of a lively, well-managed and successful team to deliver interesting and stimulating lessons, we are seeking someone with commitment and enthusiasm. There is a supportive climate of cooperation, resulting in detailed schemes of work and excellent resources.

The department is led by an experienced Head of Department and is fully staffed with a mixture of full and part time members. Teaching and Learning Responsibility points are available to lead on Classics A Level. The successful candidate is likely to be a form tutor.

Salary

Main Pay Range – Upper Pay Range (plus Fringe)

£31,350 p.a. – £47,839 p.a.

ECT Salary backdated to 1st August 2024

Full benefit and protection of the School Teacher Pay and Conditions

Contract

Full time permanent role

Responsible to

Head of English



Person Specification – English Teacher with Classical Civilisations

In selecting candidates for interview and eventual selection, the school will be looking for teachers with relevant education, experience, job-related knowledge, aptitudes, and skills, and many of the personal qualities listed below. The school welcomes applications from teachers who consider they could meet most, if not all, the requirements listed.

Education, Training and Experience

- Qualified Teacher Status
- First Degree or equivalent in English, Classics or related subject
- Evidence of Continuing Professional Development.

Knowledge, Aptitude & Skills

Curriculum and Pastoral

- Commitment to the comprehensive ideal and to the principles and practice of equal opportunities and inclusion
- The knowledge and vision to put these into practice to meet current and future challenges within your subject and pastoral areas
- A keen interest in young people as individuals, in how they learn, and in a collaborative approach to learning
- A good understanding of student needs, support and interventions.

Contribution to Department

- An ability to teach the full age range of 11 – 18 in English, including A Level Classical Civilisations (OCR)
- Ensure effective learning for all students through excellent teaching and delivery of well-planned and organised lessons
- Assess, record and report on the development, progress, and attainment of all students
- Use appropriate strategies to ensure outstanding student progress and wellbeing
- Support the development of teaching materials and revision resources within the department
- Support necessary intervention and/or enrichment activities for students to further develop their experience of English and Classics within the school.

Personal Qualities

- Confidence, imagination and drive
- Flexibility, ability to prioritise and manage time effectively
- Effective oral and written communication
- Reflective, approachable and have a sense of humour
- Ability to work as part of a team, establishing good working relationships with a wide range of people including students, parents, governors, and colleagues.



About the English Department

The skills we teach in English go so far beyond any exam and will stay with students throughout their lives. We are a research-led department: trialling new ideas and constantly evaluating our practice. As such, within our department meetings we aim to collectively develop our subject knowledge and pedagogy.

Courses

As a department, we aim to engender a love of reading in our students through broadening their knowledge of literature and the greatest words written across different time periods and nations. We develop not just students' awareness of different ideas, but also their ability and confidence to express their own opinion and viewpoints on a variety of topics. We are a team, and we have a culture of openly sharing resources, time and ideas, not just for the benefit of our students' attainment, but also our own wellbeing.

Year 7 KS3 course following schemes of work devised within the department. 3 lessons* per week, mixed – tutor groups; students have a fortnightly library lesson following the Accelerated Reader programme

Topics Studied *Harry Potter and Philosopher's Stone* by J. K. Rowling, *The Girl of Ink and Stars* by Kiran Millwood-Hargrave, Travel Writing and *A Midsummer Night's Dream* by William Shakespeare

Year 8 KS3 course following schemes of work devised within the department. 3 lessons* per week, mixed groups within bands; students have a fortnightly library lesson following the Accelerated Reader programme

Topics Studied *Uncle Montague's Tales of Terror* by Chris Priestley, *Animal Farm* by George Orwell, Speech writing, selected poems by William Blake, Greek mythology unit

Year 9 KS3 course following schemes of work devised within the department. 3 lessons per week, setted – a top set and mixed groups

Topics Studied *Noughts and Crosses* by Malorie Blackman (set 2) or *Pride and Prejudice* by Jane Austen (set 1), *Othello* by William Shakespeare,

Years 10&11 KS4 AQA GCSE courses in English and English Literature. 3 lessons* per week, setted – year group split into two bands, with five classes in each band. There are two set levels (top set and mixed ability)

GCSE AQA Literature and Language

Power and conflict poetry, *A Christmas Carol* by Charles Dickens, *An Inspector Calls* by J.B. Priestley (set 2) or *Lord of the Flies* by William Golding (set 1), Unseen Poetry, *The Merchant of Venice* by William Shakespeare, Language Units



Sixth Form English Literature A Level: OCR, Classics A Level: OCR, Media Studies A Level: AQA, L6 4 lessons* per week, U6 3 ½ lessons* per week, all classes are mixed ability

English one year/retake, 2 lessons* per week, one class

English Literature A Level

The Reluctant Fundamentalist by Mohsin Hamed, *The Namesake* by Jhumpa Lahiri, *Measure for Measure* by William Shakespeare, *A Doll's House* by Henrik Ibsen, *Selected poems* by Christina Rossetti, *Mean Time* by Carol Ann Duffy and the NEA unit where students self-select a novel and play to compare thematically.

* out of 20 x 70-minute lessons per week

Classical Civilisations A Level

Y12- Students study *The Odyssey* for the World of the Hero component and Greek Theatre for Component 2 (*Bacchae*, *Oedipus Rex* and *Frogs*)

Y13- Students study *The Aeneid* for the World of the Hero component and Love and Relationships for Component 3 (*Sappho*, *Plato*, *Ovid* and *Seneca*)

Staffing

Head of English

Louise Murphy

KS3 Coordinator & i/c Media

Michael Malanaphy

i/c Y8 and Y9 English

Hayley Irwin and Andy Withers

KS5 Coordinator & i/c Classics

Preston Payne

Teachers

Laura Charles, Preston Payne, Jane Berridge, Abby Janes, Caroline Petrie, Carly O'Toole, Katie Palmer, Kerry Sheffield, Penelope Gibbins

Librarians

Karin Wilkins and Yvonne Prince

This is a description of the main duties and responsibilities of the post at the date of issue. The duties may change over time as requirements and circumstances change. The person in post may also have to perform other duties as may be necessary from time to time and would be expected to undertake any reasonable task, as directed by their line manager.



Accommodation

All main school English lessons take place in departmental rooms. There is a small departmental office with two desks and a small seating area. Staff are also able to work in the Ranmore staff work room with members of all departments from around the school.

Further information

To find out more about the post, please contact us and ask to speak to Louise Murphy, Head of English, and visit our website [The Ashcombe School - Working Here](#) for information.

How to Apply

Chris Panting, Headteacher, will present an overview of the school by Zoom on Wednesday 01 May 2024 at 6.30pm. A school tour is available on request. Please email hr@ashcombe.surrey.sch.uk to register for these events.

To apply, please go to our website [The Ashcombe School - Working Here](#) to download and complete the Teacher Application Form. Please send your completed version to hr@ashcombe.surrey.sch.uk.

The closing date for applications is **8.00am on Monday 06 May 2024**, but early application is advised as the school reserves the right to interview and appoint as applications are received and before the closing date.

Candidates selected for interview will be informed by email. We do not generally contact candidates who are not shortlisted.

Safeguarding

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. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS).

We will also carry out an online search about you for information that is publicly available online. This will include social media accounts you may hold. This will only be carried out on shortlisted candidates and before interview. This processing of data will be conducted under the legal basis of Article 6e public task in line with guidance laid out in para 21 of Keeping Children Safe in Education (KCSIE) 2022. Any data collected during this search will be retained in line with our retention schedule which is available on request.