

John Taylor High School Recruitment Pack

2021/22



John Taylor Multi Academy Trust
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Contents

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Welcome	03
Trust Information	05
JTMAT Objectives	06
Teaching School Hub	07
Terms and Conditions	08
Welcome to JTHS	09
Our Values	10
Curriculum	11
Behaviour Management	13
Pastoral	15
Teaching, Learning & Prof Dev	16
JTHS Professional Learning	17
Career Progression Pathways	18
The School Day	19
Application Guidance	20

Welcome

TO JOHN TAYLOR MULTI ACADEMY TRUST

Dear Applicant

Thank you for your interest in a position within John Taylor Multi-Academy Trust. I hope that the information in this recruitment pack is valuable in furnishing you with the detail to assist you in your application and, more importantly, helping to develop your understanding of what it means to work within the JTMAT community and its family of schools.

Our mission statement within JTMAT is simple, and pre-dates the Trust itself, emanating from the founder school, John Taylor High. It is a statement of intent, and a commitment that we carry through all our work:

"We believe in the power of education to improve lives – and the world."

Schools within the Trust are staffed with colleagues – teaching and support – who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also. By the term "outcomes", we know that this transcends raw data measures (although it does include them) to reflect the true concept of education as "what survives after what has been learned has been forgotten." Our schools therefore value educational trips and visits, performances and events, and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.

In all that we do individually and collectively, we endeavour to display six key attributes that will enable us to be successful. They are:

- Our commitment to ensure learning is at the heart of all we do: Keeping "the main thing, the main thing" – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.
- A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.
- Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.
- Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.
- Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.
- Collegiality: Listening to others, sharing with others, learning from others.

We want all of the children and young people in our schools to exhibit these qualities also.

I hope that you find the information enclosed useful in your considerations. Much more can be found on our website at www.jtmat.co.uk. Should you share our vision and choose to apply for this position, I wish you every success.

With best wishes.



Mike Donoghue, CEO



‘We believe in the power of education to improve lives – and the world’

This statement is at the heart of the John Taylor story. It is a compelling story, and one which we hope you will wish to experience. We are driven to ensure that our community can realise its true potential through learning.

This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve. Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

What makes us successful?

Our commitment to ensure learning is at the heart of all we do.

Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence

Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity

Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate

Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience

Holding to our mission in times of turbulence and remaining resolute until we achieve what we set out to do.

Collegiality

Listening to others, sharing with others, learning from others



Information about the Trust

JTMAT was established in 2014 with John Taylor High School as its first school. In 2015 our family of schools grew to include Kingsmead School in Hednesford, followed by Thomas Russell Infants School and Yoxall St Peter's C of E Primary School in Spring 2016. We were joined by Rykneld Primary School in November 2017 and Shobnall Primary School, The Mosely Academy and Winshill Village Primary and Nursery School joined in Summer 2018. In September 2018 we opened John Taylor Free School in Tatenhill and further extended our Trust with the inclusion of All Saints C of E and Needwood C of E Primary Schools on 1 December and Walton on Trent C of E Primary and Nursery School on 1 January 2019. In September 2019, we were joined by Church Gresley Infants and Nursery School and In February 2020 by Paulet High School. Each school has its own Local Governing Body which reports to the Trust Board. In addition to the above, the Trust is the DfE appointed sponsor for a new 1 FE Primary and Nursery school at Fradley Park in Lichfield which will open in September 2022, an all-through free school set to open in Rugeley in 2023, and a further 2FE primary at Branston Locks in 2024.

JTMAT is led by Chief Executive Officer, Mike Donoghue who was appointed Headteacher at John Taylor High School in January 2010 and designated a National Leader of Education in March 2013. He oversaw the first change to 'converter' academy status of an 'outstanding' school in Staffordshire in November 2010 and worked alongside other professional colleagues towards John Taylor's designation as a National Teaching School, again one of the first in Staffordshire. In 2014, Mike was elected to the inaugural Headteachers Board for the Regional School Commissioner (West Midlands) and was subsequently re-elected in September 2017 to serve a second, three-year tenure. He is a trained Pupil Premium Reviewer, a member of the Department for Education's Secondary Headteacher Reference Group and in January 2019 was elected Regional Lead (West Midlands) for the Teaching School Council.

Mike is supported in leading and managing the Trust by a Chief Operating Officer and central Trust team who bring specialisms in the areas of HR, finance, ICT, estates management, governance and school improvement.

Each school within the Trust has its own headteacher or head of school supported by skilled professionals who deliver their best every day, making a positive impact on the young people we are privileged to educate.

JTMAT Schools

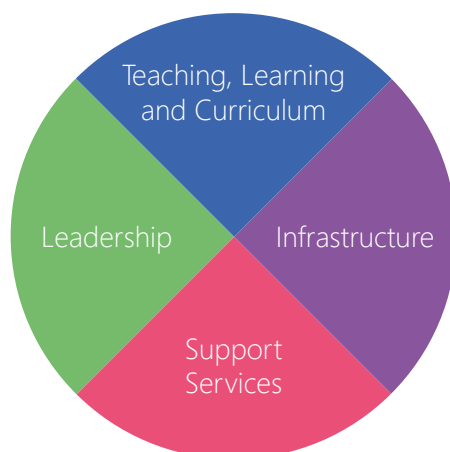


JTMAT Objectives

Our commitment to developing provision, improving learning and achieving greater outcomes within and across our schools is set out in the core objectives for the Trust:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

The Trust's strategic plan supports achievement of these objectives under three? key areas:



Key performance indicators and milestones will enable the Trust to robustly monitor and review progress ensuring growth and development.

Covering the districts of East Staffordshire, Cannock, Lichfield, Tamworth, North Warwickshire and Nuneaton and Bedworth, the John Taylor Teaching School Hub is based at John Taylor High School, an Outstanding 11-18 school near Burton on Trent, and part of John Taylor MAT. Through high-quality service and the forging of local partnerships, we have established a strong track record of, and reputation for, providing exceptional professional development and support for teachers and leaders.

In joining us, colleagues place themselves at the forefront of national education innovations, initiatives, and bespoke, quality professional development by working in a Trust of schools that are part of a DfE designated Teaching School Hub. A range of opportunities become available for staff to develop personally and professionally as teachers and leaders, through access to, and possible facilitation on, a diversity of CPD programmes and work in partner schools to ensure the provision of a high quality 'golden thread' of professional development for colleagues at all career stages, working in all phases and sectors of education.

Our Teaching School Hub affords staff in our partner schools numerous opportunities, whether that be involvement in training the next generation of teachers, facilitating National Professional Qualifications to train middle and senior leaders, participating in exciting research and development projects or being able to study for a Masters-level qualification. The opportunities are extensive and include:

<i>Initial Teacher Education (JT SCITT)</i>	As a Teaching School hub, we are able to build on our success and expand our provision, reaching out and developing partnerships with more schools across East Staffordshire, Lichfield, Tamworth, Cannock, North Warwickshire, Nuneaton and Bedworth. The John Taylor SCITT works with over 60 local schools and offers Primary and Secondary Initial Teacher Training courses. Many staff from across JTMAT schools share their expertise on these programmes and act as Mentors and Subject Pedagogy Tutors to our trainee teachers.
<i>The Early Career Framework</i>	The content of the ECF has been designed to build upon, and complement, Early Career Teachers' initial teacher education. It is intended to support ECTs to develop in five core areas: Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviour. We are delivering a fully funded Full Induction Programme developed by Educational Development Trust, in partnership with Sheffield Institute of Education part of Sheffield Hallam University. Opportunities available for staff include in-school ECT Co-ordinator and Mentor roles and ECF facilitators for the Teaching School Hub.
<i>National Professional Qualifications</i>	The John Taylor Teaching School Hub will be delivering National Professional Qualifications in partnership with our chosen Lead Provider, Ambition Institute. We will be delivering a suite of five NPQs including Leading Teaching, Teaching Teacher Development, Leading Behaviour & Culture, Senior Leadership and Headship. There are opportunities for John Taylor MAT staff to train as a Visiting Fellow with Ambition Institute and develop current and future leaders from across Staffordshire, Warwickshire and the West Midlands.
<i>Continued Professional Development</i>	We also offer a range of bespoke CPD programmes to meet the needs of teachers, leaders and support staff in our region. All our CPD is high-quality and evidence-based, focusing on developing the quality of provision for Early Years, Primary, Secondary and Special School settings. It is complementary to ITT, ECF and NPQ content and underpinned by and meets the Standard for Teachers' Professional Development. We source the best facilitators to support us to deliver this training and a range of opportunities are available for staff to develop their skill sets, knowledge, facilitation experience and leadership of others to make an impact beyond their own settings.

JTMAT

Terms and Conditions of Employment Overview

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The following information highlights key aspects of the Trust's terms and conditions of employment. Full terms and conditions are set out in the Employment Contract. Shortlisted candidates will be given the opportunity to ask questions about terms and conditions of employment at their formal interview.

SALARY

Teaching staff

Salary and the general terms and conditions of employment are those contained in the current School Teachers' Pay & Conditions Document and Conditions of Service for School Teachers' in England and Wales (Burgundy Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

SUPPORT STAFF

The general terms and conditions of your employment are those negotiated nationally by the National Joint Council of Local Government (The Green Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

In addition, the Trust has adopted local agreements with recognised Trade Unions. These are set out in various documents, which form the Trust's Employee Handbook.

PENSION SCHEMES

The Trust offers membership of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme (LGPS) for support staff.

WORKING TIME

The School Teachers Pay & Conditions Document does not set specific working weeks for members of the leadership group and those on the pay range for leading practitioners. You will be required to be available for duty at reasonable times to undertake the professional duties assigned in accordance with the Document.

A teacher employed full-time must be available for work for 195 days, 190 days during term time and 5 days during school closure periods and must be available to work for 1265 hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Support Staff contracts will be based on a full-time equivalent of either 32.5 or 37 hours per week (pro-rata for part-time staff) and payable whole year or term time only, as appropriate to the role.

WORK LOCATION

You may be required to work on a temporary or permanent basis at other academies within the Trust and within reasonable commuting distance of your home as the Trust may require from time to time.

PROBATIONARY PERIOD

Support staff who are newly appointed to the Trust are subject to a satisfactory probationary period of 6 months before they are confirmed in post as a Trust employee. Any staff within their probationary period are entitled to 1 month's notice on either side.

CONTINUOUS EMPLOYMENT

Under employment law, various employee rights are dependent on the period of continuous employment worked such as the calculation of annual leave entitlement, sick pay and maternity pay. At JTMAT, continuous employment for this purpose starts on the earlier of the following dates:

- a) the date of appointment; or
- b) the start of your continuous employment in a previous post with a local authority or associated employer under the Redundancy Payments (Local Government Modification Orders).

You should also note that if you are dismissed on grounds of redundancy, your redundancy payment will be calculated by reference to your continuous employment with all local authorities and associated employers under the Redundancy Payments (Local Government Modification Orders).

Any redundancy payment due will be calculated using the statutory provisions applicable at the point of dismissal.

ACTIVITIES OUTSIDE NORMAL WORKING HOURS

Any outside employment, either paid or unpaid, must not in the view of the Trust conflict with or react detrimentally to the Trust's interests or in any way weaken public confidence in the conduct of the Trust's business.

DATA PROTECTION

The organisation will comply with the provisions of relevant UK data protection legislation. Job applicants can view the relevant Privacy Notice in the Privacy Centre on the JTMAT website.

Welcome to John Taylor High School

It is with great pleasure that I welcome you to John Taylor High School. We are extremely proud of our whole school vision, which is '**One Community, Striving for Personal Excellence**'. This is at the heart of John Taylor and highlights the great importance of having a strong, inclusive, diverse community which works effectively together, so that everyone, is able to achieve their personal excellence. The whole school vision is underpinned by the four core values chosen by our school community.

Respect – to be thoughtful of the feelings, wishes, or rights of others. It also means looking after our environment.

Kindness – to treat everyone the best that you can. No matter who they are or how you feel about them you treat them with fairness and respect.

Integrity – a person's commitment to honesty and a willingness to do what's right.

Perseverance – is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it until the end, even if it's hard.

As an 'outstanding' school we have a proven track record of providing a high-quality education for young people, and we celebrate their academic and personal achievement with them and their families. The governors, staff, and parents are not, however, complacent and share a great ambition for the future of the school community.

At John Taylor High School we have exceptionally high standards in all respects. We strive to develop our students, who through determination and resilience, reach the best that they can be, in all they do. We insist on considerate behaviour which creates a safe and highly effective learning environment for all of the school community. We want our students to participate and seize every opportunity that the school has to offer.

Our motto here at John Taylor High School is 'Turn up, work hard, be nice', highlighting the important link between attendance and achievement. We want our students to be in school all the time and on time, so that they are not missing out on valuable learning opportunities. Sharing our high expectations with our students, ensuring that they are working hard and doing their best in all situations. Last, but not least – the importance of being nice. Our students are in a strong supportive community, based on mutually respectful relationships which will provide support, when needed to fulfil their potential.

John Taylor High School is at the centre of the John Taylor Multi-Academy Trust, and as a National Teaching and Research School, this provides us with access to a wide range of opportunities, all of which keep us at the forefront of innovation and most recent developments in teaching and learning. This continually enables us to develop classroom practice to ensure that our students have the best possible learning experience.

We are fully committed to preparing our young people to be thoughtful, capable, responsible citizens of the future. We believe in educating the whole child, and hopefully, this includes your child to enable them to leave school equipped for the opportunities and challenges of the fast-changing world.

We look forward to welcoming you to John Taylor High School.

Mrs K Cochrane
Head of School



Our Values



OUR VALUES

- Positive
- Civilised
- Inclusive
- Self-disciplined
- Proud: of our school, our pupils and our achievements
- Generous of spirit and supportive of each other



OUR SCHOOL

- Self-critical yet dynamic and forward looking
- Inclusive and accessible
- Well organised and well led
- A centre of excellence with specialisms in Science and Leadership
- An exciting place in which to learn



OUR STUDENTS

- Confident, mature and respectful
- Creative, enquiring, independent learners
- Happy, kind and caring, supporting each other and ready to help
- Enjoying learning and participating in extra-curricular activities
- Proud to fulfil their potential
- Well-behaved, wanting to lead and involved in improving the school



OUR STAFF

- Innovative, creative and passionate about teaching
- Respect and care for pupils they teach and the colleagues they work with
- Have high expectations and set positive examples to pupils and colleagues
- See themselves as life-long learners
- Trained to use the best approaches and resources
- Working together for good of the pupils, both intellectually and emotionally



OUR COMMUNITY

- A welcoming community that respects different cultures, races, genders, abilities and disabilities
- A listening school that engages pupils in improving school life
- A sustainable school that involves itself in the community from locally to internationally
- A civilised school that produces mature, well balanced young people who are at ease with themselves and want to contribute to an improve the society they live in
- A school that works in partnership with parents, carers and neighbours

Our Curriculum

We take pride at John Taylor in having a rich, broad, and balanced curriculum which meets the needs of our students. In considering expectations for students as they reach a time where they consider further education and employment, we provide each with the best information, advice, and guidance so they have the best chance to succeed.

A pupil journey through JTHS

Year 7

Pupils arrive in year 7 and are taught in their mixed ability horizontal groups for the following subjects: Art (1), English(3), French(4), Geography(1), History(1), Music(1), RE(1) and Science(2). Some pupils are taken out of the two lessons per week to have additional support from the SEN and English departments in order to develop progress in English, Literacy and personal skills. This follows through to Year 8 and 9. Further to this, pupils have 2 lessons of PE. Maths is taught in 3 lessons and is the only subject to set in Year 7. A further lesson in the week is taken up by tutor program.

The remaining 10 lessons have been allocated to the JTHS STRIPE skills-based curriculum. Pupils are taught in mixed ability groups on a six week project rotation which is skills based but has specialist subject input from Maths, English, Science, Geography, History, IT, Art and Technology.

Maths X3	Eng X3	Sci X2	Fr X4	PE X2	Art X1	Geog X1	Hist X1	Music X1	RE X1	Tutor X1	STRIPE X10
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Year 8

There is a similar structure in Yr 8 with the majority of the lessons taking place in mixed ability horizontal form classes. With the skills-based curriculum currently only delivered to Yr7, the lesson allocation is slightly different: Art (2), Drama (1), English(4), French(2), Geography(1), German(2), History(1), IT(1), Music(1), RE(2), Science(4), and Technology(2). Maths is again taught in setted classes in four lessons per week. PE also has three lessons per week. Tutor program is the same as Yr 7.

Mat X4	Eng X4	Sci X4	Fr X2	Ge X2	PE X3	Art X2	Geo X1	Hist X1	IT X1	Mus X1	RE X2	Tech X2	Tutor X1
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Year 9

Year 9 sees quite a significant change in setting. Horizontal mixed ability classes remain in the following subjects: Art (1), Geography(2), History(2), Computer Science(1), Music(1), RS GCSE (2) and Technology(2). PE continues with three lessons per week with one lesson for tutor program. Setting now takes place in the following subjects:

Maths – 4 lessons

English – 4 lessons

Science – 4 lessons. Pupils begin the study of GCSE Science in Year 9.

MFL – There is opportunity for pupils to study dual languages for those who have opted to follow this route at the end of Yr 8. The remaining pupils will study either French or German. Some individuals are taken out of languages altogether for additional SEN support.

Maths X4	Eng X4	Sci X4	MFL X3	PE X3	Art X1	Geog X2	Hist X2	IT X1	Music X1	RE X2	Tech X2	Tutor X1
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Year 10 and 11

In the Spring term of Year 9, pupils will begin to receive advice and guidance on which options to take into GCSE. The three core subjects are taught again in sets according to ability. In English, pupils study English Language and English Literature (2 GCSEs) in 6 lessons per week, Maths is delivered in 5 lessons per week. Science is taught in 6 lessons per week with two progression routes: Separate Science or Double Award. In Yr 10 and 11, pupil study RS in a single lesson following on from the work done in Year 9. Tutor Program has a single lesson with Core PE taking a double lesson.

GCSE Options

Pupils currently have three blocks from which to choose subjects to make up the remaining time during their GCSE studies. These lessons are taught in three lessons per week.

Pupils choose their Options within designated Pathways. For the current year 10, pupils following Pathways J will choose one humanity (Geography or History), one language (French or German) and once further subject from the list below. Pupils following Pathway T will choose one EBacc subject (Geography, History, French, German or Computer Science) and two from the list below.

Options subjects include: History, Geography, French, German, Business, Art, Food Preparation and Nutrition, Music, Product Design, Drama, Computer Science, and BTECs in Health and Social Care, and Business.

Year 10 and 11

Maths X5	Eng X6	Sci X6	PE X2	RE X1	Option A X3	Option B X3	Option C X3	Tutor X1
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Year 12 and 13

Students can opt to study 3 main A-Levels in Yrs. 12 and 13 (dependent upon GCSE attainment) plus enrichment subjects such as Further Maths and Extended Project or MOOCs. Each of the main subjects are taught in 6 lessons per week with Enrichments ranging from 5 lessons in Further Maths to 1 in Extended Project. Any additional lessons in a student's timetable are allocated to personal study time. Again there is a single lesson of tutor period in the students' timetables.

Subjects offered at JTHS include:

A-Levels

Art, Biology, Business, Chemistry, Computer Science, Drama, Economics, English Language, English Literature, French, Geography, German, History, Law, Maths, Music, PE, Physics, Psychology, Philosophy and Ethics, and Design and Technology.

BTEC Level 3

Art and Design, Business, Health and Social Care, ICT, Sport and Science. (these are studied to the equivalent of either one, two or three A-Levels)

Behaviour Management

Value Statement: Turn Up, Work Hard, Be Nice

At John Taylor High School we are committed to creating an environment where positive and respectful behaviour underpins everything that we do. We believe that teachers should create consistent and supportive learning environments where students are recognised for showing commitment to our three key rules of 'Turn up, Work Hard, Be Nice'. Our aim is to have a school that students are proud to attend, where all individuals show and are shown the utmost respect and where they can enjoy their learning. We believe in the 'power of education to change lives and the world' and strive to create a school where this is a reality for all students.

Adult Behaviour: Relationships, Routines & Responses

Our Behaviour Blueprint is underpinned by the belief that adult behaviour is the most important factor in creating a culture of positive and respectful relationships. 'Consistent, Calm Adult Behaviour' (Paul Dix) should be displayed at all times. We have created a set of core adult behaviours which we should see in all classrooms, in every lesson. This gives students consistent and supportive routines throughout their day and models the types of behaviour we should see. Of particular importance is the focus on recognising good behaviour first.

3 Key Rules

Turn Up
Work Hard
Be Nice

Visible Consistency

Meet and Greet
"Good Morning"
"Good Afternoon"

Student Expectations

Turn up- attend school every day to be part of the JTHS **One Community**, arrive to school and lessons on time.

Work hard- strive for personal excellence, follow school rules and staff instructions, avoid disruptions and distractions to maximise learning opportunities and lesson time, demonstrate **perseverance** when completing work including homework, accept help and support available, take up opportunities for extra-curricular activities.

Be nice - treat all members of the JTHS **community** with **respect**, show **integrity** (the quality of being honest), demonstrate kindness, treat the school and community environment with **respect**.

Students will not always behave in the way we may wish. In response to unacceptable behaviour, staff may deploy a range of responses including the issuing of sanctions that will serve to deter the student from similar or repeat offending behaviour in the future and act as a punishment that is proportionate to the offence. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances.

Under exceptional circumstances, sanctions may also be issued in relation to an incident of unacceptable behaviour that has taken place out of school time, including evenings, weekends and holidays where the health, safety and well-being of members of John Taylor High School community has been compromised.

Detentions

Students may be issued with a detention by a staff member who will record the reasons for this on school systems. For after school detentions parents will be given at least 24 hours notice. There is no requirement to ask for permission the notification will be to inform a parent/carer that an after school detention has been issued. Parents are responsible for satisfying themselves with the arrangements required for students to get home following the detention.

Enrichment Activities

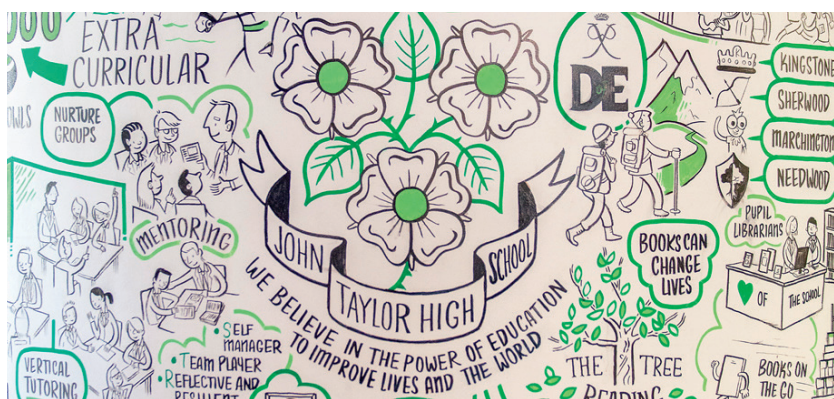
At John Taylor High School we are very proud of the variety of enrichment activities on offer for our students. This ranges from lunchtime clubs to educational visits and school productions to our extensive Duke of Edinburgh programme.

Student Leadership

Student Leadership opportunities are an important aspect of our offering which we encourage our young people to embrace at all stages of their time with us. Such opportunities equip our young people with the knowledge, skills and personal attributes to become successful individuals, through working within the school and wider community. Student Leadership at John Taylor High School takes various forms, with the aim to provide Leadership roles appropriate to many interests.

Examples include:

- > House and School Council
- > Sports Ambassadors
- > Peer Mentoring
- > House Leaders
- > Reader Leaders
- > Anti-Bullying Committee (ABC)
- > Learning Resource Centre assistants
- > Charity Fundraising



Duke of Edinburgh

The Duke of Edinburgh (DofE) is a fun adventure and challenge activity that can lead to one three progressive Award levels (Bronze, Silver and Gold). The wide range of activities supports our pupils' development – pushing personal boundaries, gaining new skills and enhancing their CVs and university applications. Each year, well over a hundred Year 9 pupils sign up and complete the Bronze Award. Many of these pupils go on to complete their Silver and Gold Awards.

At the end of each season, pupils are presented with their awards at a celebration evening. In July 2018, 311 pupils received their awards at a ceremony at St George's Park.

Musical Opportunities

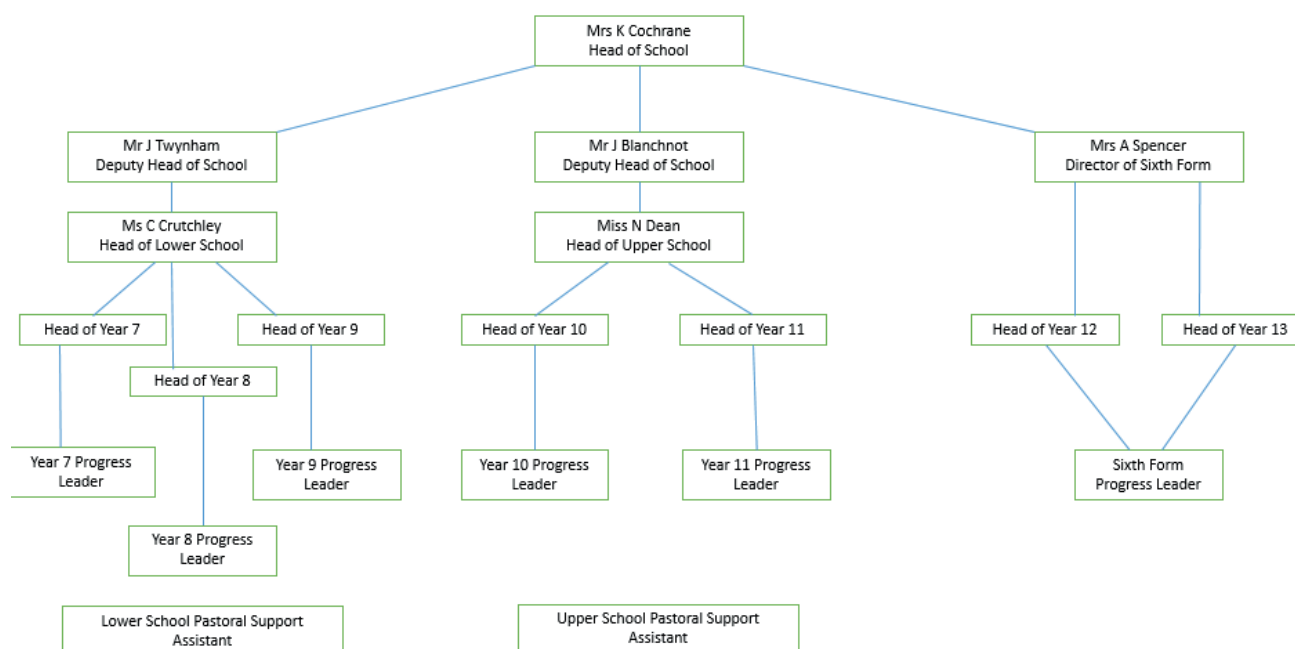
The Music Department at JTHS gives students the opportunity to learn any musical instrument and participate in a number of ensembles that perform regularly at public events. A team of highly skilled instrumental and vocal tutors visit the school every week and prepare students for their Associated Board exams from beginners through to Grade 8 and beyond. We currently offer instrumental tuition for all String, Woodwind and Brass instruments, as well as Guitar, Drum Kit, Piano/Keyboard and Vocal lessons.

We have a vibrant extra curricular programme which caters for all abilities and gives students the opportunity to socialise with students from different year groups who share a mutual passion for music performance. Ensembles include Concert Band, JTHS Singers and the Jazz Band. All ensembles perform in the school's Christmas and Summer concerts as well as invited soloists, bands and a variety of instrumental and vocal chamber groups. Our ensembles also receive invitations to play within the wider community outside of school. Music also plays a big part in whole school events such as Awards and Presentation evenings. JTHS is also well known for its Musical Productions. Recent successes include "Annie", "Joseph", "Return to the Forbidden Planet" and "All shook up".

Pastoral

In September 2019 our pastoral structure changed to respond to the needs of our students and as a response to wider community needs. Our new structure is one of the key features of our John Taylor High School community and we feel we are going to offer something unique to the students and families we support. Alongside our Behaviour for Learning procedure and Behaviour Management Procedure we have a bespoke pathway to support students with improving behaviour, led by our Heads of Year. We also acknowledged that effective pastoral support is much more than behaviour intervention, it is about the holistic development of each individual student which is why our structure incorporates Progress Leaders in each year group in Lower and Upper School and one in Sixth Form, these staff are responsible for ensuring appropriate support and intervention is accessed by students who may not currently be meeting their target grades and academic expectations. We also have a robust system for delivering key messages to students, through our PSE curriculum, delivered by tutors once per week, this also includes delivery of statutory Sex and Relationships Education and CEIAG.

Running alongside our Horizontal Pastoral System, we have strong House System which is led by our House Co-ordinator and team of Sixth Form House Leaders. Regular events take place where houses compete against one another, culminating in the final event of the year, Sports Day.



Teaching, Learning and Professional Development



We do not prescribe methods or follow rigid planning models for how lessons should be taught. We do encourage our staff to be **creative and experimental** to establish highly effective lessons and learning experiences for our students, **basing their practices on research and evidence** of what the most effective teachers in the world do.

In line with the whole school vision of “**striving for personal excellence**” we believe that this is true for ourselves as professionals and therefore **expect every teacher to accept the professional obligation to improve their practice**.

Therefore, our CPD model supports staff to enable them to keep up to date with research and **engage with a personal ‘Inquiry Question’** in order to develop their pedagogy and evaluate the impact on students and their progress. This together with our **JTHS LEARNERS** blueprint (and weekly briefings) provides a framework for understanding the principles of highly effective teaching and how international research can be translated into lessons at John Taylor. Through our CPD model, staff will receive training on 4 key areas of pedagogy:

- Learning culture and high expectations
- Cognitive Science
- Evidence based teaching and learning strategies
- Adaptive teaching

Department meetings that are only for developing subject pedagogy allow for discussion, reflection and development of resources in order to embed best practices that work with JTHS learners. This ensures that **curriculum content** and **Schemes of Learning** evolve over time, remaining **challenging and relevant** to students and their lives.

Feedback is an essential part of the learning process in helping students to understand what they have been successful at and what their next steps are. For it to be highly effective, we also recognise that it must be manageable for teachers and timely for students. You won’t find a 2- or 3-week marking policy at JTHS, nor strict methods of how marking should be evidenced. At JTHS **our focus is on the quality of marking and feedback, not quantity, and solely for student’s benefit, not leaders**. Departments have the flexibility to determine marking and feedback practices to best meet the needs of their subjects and we would be happy to discuss these in more detail at interview.

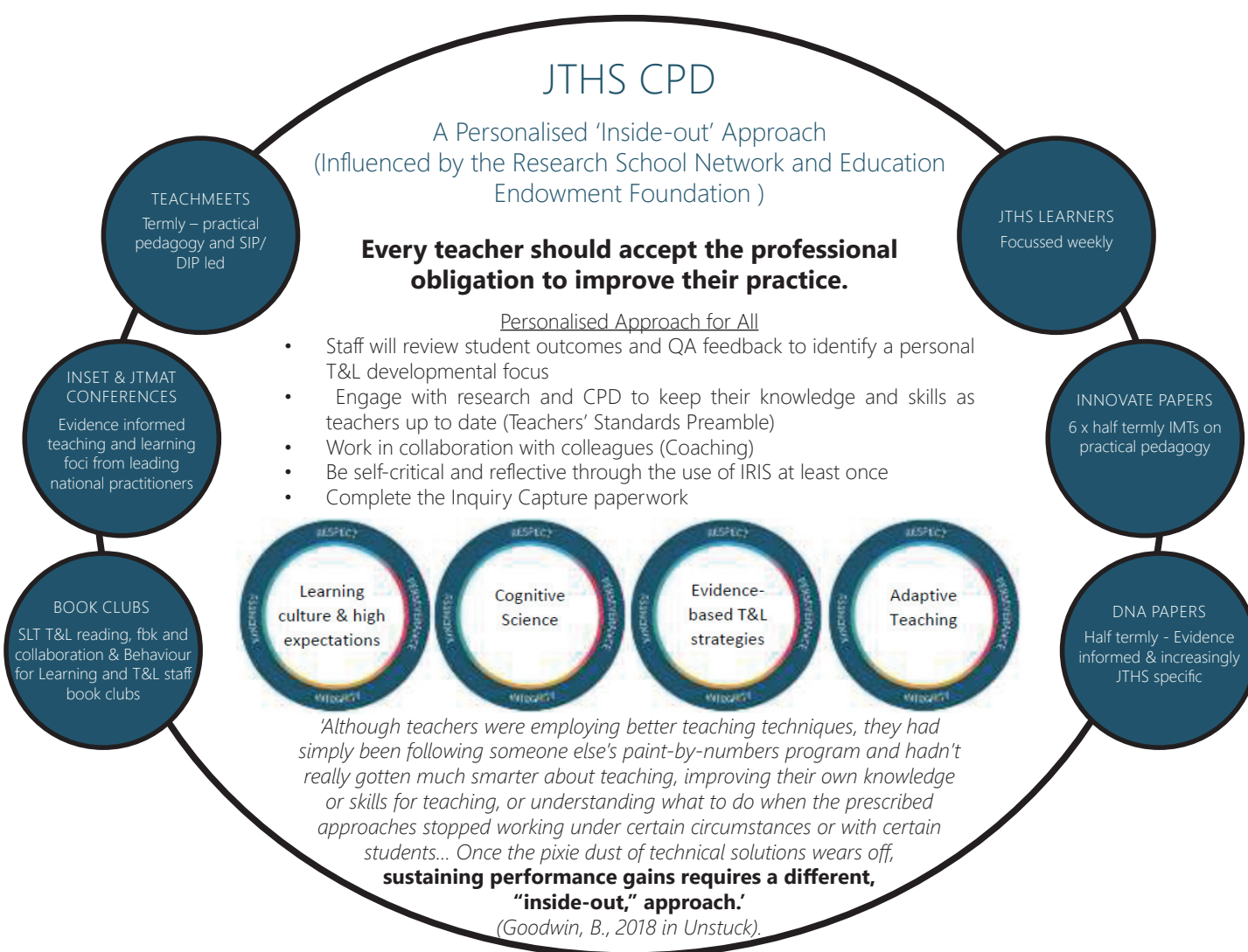
If you have any further questions about Teaching, Learning and Professional Development, please do not hesitate to contact the Assistant Head of School with responsibility for Teaching & Learning, via the school office.

J	Justified Seating Plans
T	Targeted Questioning
H	Hello
S	Seize the moment
L	Long-term Memory
E	Examples, examples, examples!
A	Attention
R	Restoration
N	Not in public
E	Escalation
R	Recognition
S	Sturctured learning

JTHS Professional Learning

Your CPD needs are our CPD needs. At JTHS, our CPD focuses on quality first teaching and learning and leadership. Regular feedback from our staff has enabled us to develop a CPD offer that is relevant to individual practice, provides autonomy, focusses on an area of practice they wish to develop and meets individual career aspirations. Our CPD model (see below) and curriculum are rooted in research and evidence-informed practices and we encourage staff have the confidence to take the same approach with their own lessons. To enable them to do this we provide an approach to CPD that includes:

- The use of IRIS connect - as a personal reflective tool
- A collaborative Coaching programme with professionally trained coaches
- T&L papers and professional reading - to inform staff of the most up-to-date research and allow them to be innovative with their pedagogy
- Regular CPD sessions on common selected personal foci and the 4 areas of pedagogical development identified in whole-school priorities.
- INSET training & JTMAT conference – by national and international leaders in education



Staffordshire Research School at John Taylor

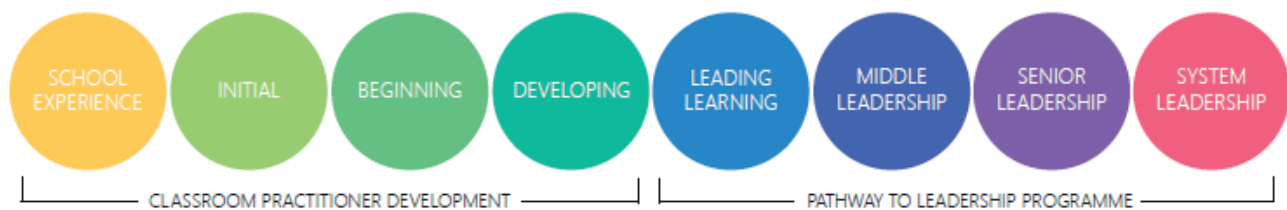
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In 2019, John Taylor High School became the home of the Staffordshire Research School. As part of the Research Schools Network, one of only 32 Research Schools nationwide and the only Secondary Research School in the West Midlands at the time of writing, the Staffordshire Research Schools work in collaboration with the Education Endowment Foundation to provide evidence-based professional learning for colleague and school leaders throughout the West Midlands. We also have a number of designated Evidence Leads in Education that provide school-to-school support and facilitate CPD. The Staffordshire Research School provides additional opportunities for career development to our staff. To find out more, visit <https://researchschool.org.uk/staffordshire/> and @JTStaffsRSch



Career Progression Pathways

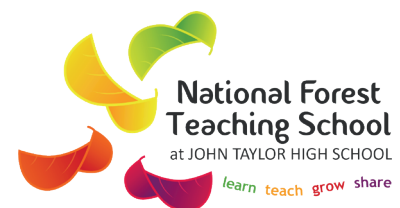
Our staff have the opportunity to benefit from the exceptional range and quality of CPD offered by the National Forest Teaching School which is based on the JTHS campus.



In addition to all of this, we operate an effective succession planning and talent management programme to nurture and retain talent in our Framework for Teacher Career Development. From School Experience to Senior and System Leadership, we have all career stages covered! Examples of just a few of these opportunities include:

Examples of just a few of these opportunities include:

- NQT Programme
- NQT+1 Programme
- Subject enhancement Programmes
- Coaching Programme
- Leaders for the Future Programme
- National Professional Qualifications (NPQs)



School Day

The school day is split into four time periods as follows:

Form Period from **09:00-09:25** (then 5 minutes movement time)

Period 1 from **09:30-11:30** : This includes a 100 minute lesson and a 20 minute break

Period 2 from **11:30-14:00** : This includes a 100 minute lesson and a 50 minute lunch break

Period 3 from **14:00-15:40** : This includes a 100 minute lesson.

Note : All break and lunch times below include 5 minutes movement time

Lower school (Y7/8/9)

Break time is **10:25-10:45**

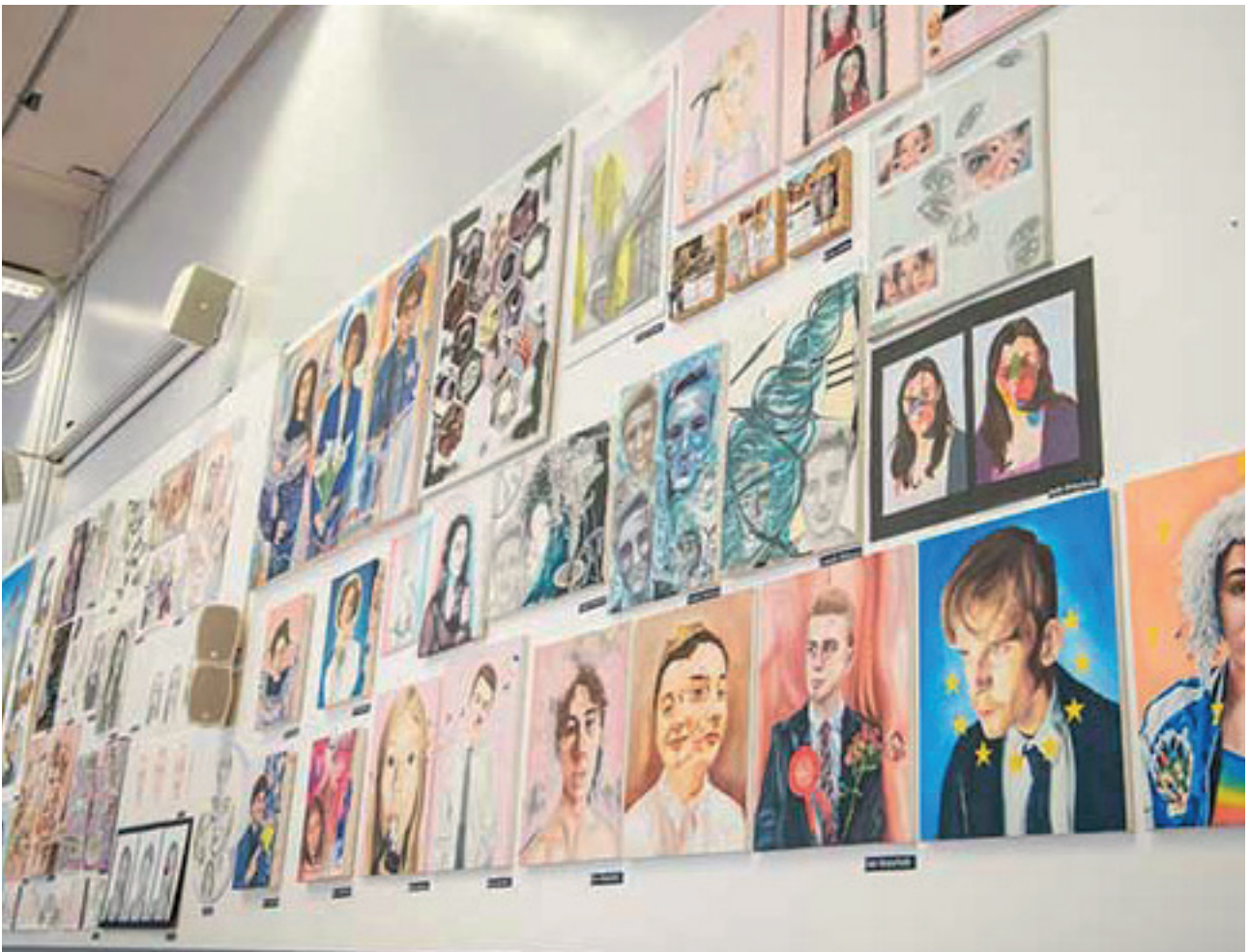
Lunch time is **12:10-13:00**

Upper school (Y10/11/12/13)

Break time is **11:10-11:30**

Lunch time is **13:10-14:00**

All pupils have a 25 minute registration session with their form tutor each morning in Horizontal tutor groups of which one session is allocated as a house assembly.



Application Guidance

Vacancies with JTMAT are advertised on our website www.jtmat.co.uk/vacancies

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in 11 font.

Please note: CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.

Please send your application form and letter of application (if required) to the email address specified by the closing date and time specified in the advert. Applications received after the closing date/time will not be considered.

You may arrange a visit to the school before applying for a post or prior to interview if you are shortlisted, by contacting the Headteachers' PA on 01283 247800

After submitting your application

Please note if you have not received communication from JTMAT inviting you for interview within 10 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Please note JTMAT does not provide feedback to applicants who have not been shortlisted for a post.

Safeguarding

JTMAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



John Taylor High School
Dunstall Lane,
Barton under Needwood,
Burton Upon Trent
DE13 8AZ

