



Faringdon Community College
Fernham Road, Faringdon, Oxfordshire, SN7 7LB

Tel: 01367 240375
01367 240628

Email: Office@fcc.faringdonlearningtrust.org
Studentservices@fcc.faringdonlearningtrust.org

www.fccoxon.co.uk



FARINGDON
COMMUNITY COLLEGE

APPLICANT PACK 2021-2022

Religious Education Subject Leader



Focused - Committed - Caring



FCC is committed to safeguarding and promoting the welfare of children and individuals.

Headteacher: Phil Bevan. Chair of Governors: Alex Bond

Faringdon Academy of Schools is a charitable company limited by guarantee, registered in England and Wales.

Company Number: 7977368 **Registered Office:** Faringdon Academy of Schools, Fernham Road, Faringdon, Oxfordshire, SN7 7LB



Faringdon Community College
Fernham Road, Faringdon, Oxfordshire, SN7 7LB

Tel: 01367 240375
01367 240628

Email: Office@fcc.faringdonlearningtrust.org
Studentservices@fcc.faringdonlearningtrust.org

www.fccoxon.co.uk



FARINGDON
COMMUNITY COLLEGE



Focused - Committed - Caring



FCC is committed to safeguarding and promoting the welfare of children and individuals.

Headteacher: Phil Bevan. Chair of Governors: Alex Bond

Faringdon Academy of Schools is a charitable company limited by guarantee, registered in England and Wales.

Company Number: 7977368 **Registered Office:** Faringdon Academy of Schools, Fernham Road, Faringdon, Oxfordshire, SN7 7LB

Contents

Page Number	Details
2	A flavour of FCC
3	Contents
4	Letter from Headteacher of FCC
5	Advert – RE Subject Leader
6	Faringdon Learning Trust
8	Head teacher's Welcome
9	Visions and Expectations for 2021-2022
11	OFSTED's views
13	Students' Views
14	Staff Views
15	Teaching, learning and CPD
17	Pastoral care 2021-2022
18	Special Educational Needs 2021-2022
20	The Curriculum for 2021-2022
22	A Level Examination Results 2021
23	GCSE Examination Results 2021
24	The Religious Education Department
26	Person Specification – Subject Leader
28	Teacher Standards

Letter from the Head teacher of FCC

Dear Applicant

Thank you for your enquiry regarding a teaching position at FCC.

FCC is a dynamic college, where we are always keen to embrace new ideas and ways forward. We promote a strong culture of support and development, therefore benefiting from a strong team of motivated staff. Our students are keen to do well and as a school, we have an energy and enthusiasm, which makes FCC a professionally rewarding place to work.

I hope you find this information pack helpful. We have endeavoured to give you a flavour of FCC and include information that we think you may wish to refer to whilst making your decision about applying for a post with us. If you would like to know more about any aspect of this post, or would like to arrange a visit, please feel free to contact our Trust HR team on 01367 240375 or email Recruitment@faringdonlearningtrust.org who will put you in contact with the Subject Leader.

If you feel that this is a post for which you would like to apply, please complete the Application Form together with a covering letter and return to our trust HR team at Recruitment@faringdonlearningtrust.org

Please ensure you provide the name, address and email address, including the status/relation of two referees, one of whom should be your current employer. Candidates should be aware that referees will be approached prior to interview. The school is an equal opportunity employer and supports the safeguarding and protection of children and individuals. All appointments will be subject to Disclosure and Barring Service (DBS) Check.

I wish you well and thank you once again for your interest in what we think will be a stimulating and rewarding post.

Yours sincerely



Phil Bevan

Head teacher



Faringdon Community College

Religious Education - Subject Leader

Start Date: 1st September 2022 (or earlier), full-time, permanent post

TLR 2.3a (currently £6,696)

(Would consider part time or job share applications)

Faringdon Community College (FCC) is a successful and well-established 11-18 co-educational secondary comprehensive school, which embraces the idea of lifelong learning and community education. The school has an excellent local reputation and is known for inspiring exciting teaching and learning, where teachers are supported and encouraged to help every student, aiming to achieve individual success and realise their potential.

As a dynamic organisation, we are always looking for new ideas and ways forward. Our strong and motivated team of teaching and non-teaching staff are committed to providing the best education they can and have an energy and enthusiasm which makes FCC a rewarding place to work.

Faringdon Community College is part of the Faringdon Learning Trust - an eight school multi-academy trust, which was established on 1st April 2012. Our school roll is continuing to rise and, including sixth form, there are currently around 1400 pupils on roll.

We are seeking to appoint a motivated, hardworking and enthusiastic teacher of Religious Education, who will take on the role of Subject Leader and will have the presence, experience and vision to further develop a thriving department. A good knowledge of current issues and educational developments will be required. The successful applicant will be highly organised and passionate about their subject with the ability to lead by example.

Candidates must be driven, proactive and committed to the success of the department, with the progress and wellbeing of pupils at the heart of this. They will need to demonstrate a growth mind-set and emotional intelligence. Although our preference would be for a full time appointment, consideration will be given to applicants who are seeking a part time or job share appointment.

If you have any questions, would like any further information or would like to arrange an informal visit to the school, please contact our Recruitment Team, by emailing Recruitment@faringdonlearningtrust.org.

An application form and applicants' pack, giving further details for the above post, can be found on our website: <http://www.fccoxon.co.uk>. Please return your completed application form, along with a letter of interest outlining your suitability for the position, to Recruitment@faringdonlearningtrust.org

Closing date: 9:00am on 31st January 2022

Interviews: Week beginning 7th February

Faringdon Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced Check

Faringdon Learning Trust (FLT)

The Faringdon Learning Trust consists of eight schools, one secondary, one junior, one infant and five primary schools. We are proud to say that of these 8 schools, we now have two 'Outstanding' schools and six 'Good' schools according to Ofsted ratings.

The Trust history begins in 2012. It was then that the three schools in Faringdon,

- Faringdon Community College (FCC)
- Faringdon Junior School
- Faringdon Infant school

joined together to form a small multi-academy trust. They already had close educational links and these became closer.

In 2014 the Trust expanded when 5 other schools, all of whom were part of the catchment of FCC, asked to join. These schools were

- John Blandy Primary School in Southmoor
- Buckland Church of England Primary School, Buckland
- Longcot and Fernham Church of England Primary School, Longcot
- Watchfield Primary School, Watchfield
- Shrivenham Church of England Controlled School, Shrivenham

Under the 'Faringdon Partnership' banner all Trust schools, Head teachers, staff and pupils had previously worked together on many educational programmes and In-service training activities. This strong working foundation has been built upon to create the exciting Multi Academy Trust of today and in 2020 the trust changed name from the Faringdon Academy of Schools to Faringdon Learning Trust.

The Trust strongly believes that each school should maintain its own distinct ethos and identity and also be fully embedded within its own local community working with the support of a Local Governing Body.

The Trust has high ambitions for all of its schools with a core objective that all Trust schools should be 'Outstanding'. This means achieving the highest of academic standards and striving for excellence in teaching and learning. In order to support this the Trust has a School Improvement team which works closely with all schools to improve the classroom experience for our young people.

However, our biggest strength comes from our collaboration as a group of schools with the shared belief that 'if one fails we all fail, if one succeeds we all succeed.'

We have a central administrative structure that is designed to take a number of routine tasks away from the Head teacher thus allowing schools to focus their energies on their core activity. This would include support for building and repairs, HR and Health & Safety.

As a trust we believe it is important that we add value to all member schools and provide a breadth of opportunity for our pupils that could never be replicated by any individual school.



The Trust also provides a varied programme across the year of sports competitions and festivals, STEM activities and Junior Engineering projects. These range from cross country, TAG rugby, football, basketball, netball, Quadkids, tennis, Ultra Olympics, Able and Ambitious, Mechanisms, Animation, Electronics, Robotics and Public Speaking.



The Faringdon Learning Trust is a dynamic, forward thinking organisation committed to ensuring that every young person that we look after has the best educational experience possible.

Head teacher's welcome to FCC



Faringdon Community College is a very popular 11 to 18 mixed comprehensive school located on the edge of Faringdon, a picturesque market town in rural Oxfordshire. The school is situated on a large, attractively landscaped, site with an excellent range of specialist classrooms and facilities. I believe that the ethos of school should be focused on working hard, with the ultimate goal of examination success and the betterment of individuals, but I also believe that it should create feelings of excitement and enjoyment.

My priorities are simply these: excellent examination outcomes, impeccable behaviour, great teaching and the widest possible range of high quality extra-curricular experiences for all students.

With a clear focus and lots of hard work, these things are all achievable and will deliver what I think most parents want, happy children who leave school with plenty of choices available to them and who are well-equipped to cope with the world outside. School should be an experience to evoke a lifetime of memories and friendship.

At FCC we believe that it is important for staff and students to have a sense of being an integral part of the organisation and be involved at all levels. A working example of this occurs through our 'Visible Leaders' programme, which has two strands and has been running successfully for four years. One aspect of 'Visible Leaders' uses the experience of the senior team where they visit students in lessons on a daily basis to engage with them, monitoring their effort and progress. The second aspect involves the 6th form students, when they attach themselves to a department and spend at least 1 hour per week in that department supporting students from all year groups with their school work. This initiative is not only designed to help students with their academic work but will also help develop positive relationships between staff and students, in addition to providing our 6th form students with a sense of duty and responsibility.

I am very proud to be the Head teacher at FCC. You are very welcome to come and join us.

A handwritten signature in blue ink, which appears to be 'P Bevan'.

Phil Bevan

Head Teacher

Our vision, expectations and the future 2021-2022

The Comprehensive Deal

FARINGDON COMMUNITY COLLEGE represents comprehensive ideals and is takes great pride in this. We are proud that we are able to cater for students of all abilities, from a wide cross section of society. We believe that if our students are to become valued citizens of the future then they need to have a knowledge and understanding that society is compiled from a wide array of individuals, all with very different skills sets and talents, and experiences. Often having a range of different values and beliefs.

FARINGDON COMMUNITY COLLEGE is a college which celebrates these differences, recognising and respecting each student for the individuals that they are. However, we are a college with high standards and high expectations and this is reflected through our commitment to excellence in our Mission Statement:

For our students we aim to provide a climate in which they can develop confidence in themselves and a love of learning; where they recognise and embrace their talents to the full; where they respect the rights of others and accept their own responsibilities in creating a caring and supportive environment; where they strive to excel and where they find a positive direction to take then into adult life.

We do not aspire to be the average college down the road but a college recognised for its excellence in all aspects of its work across and beyond our national boundaries.



Faringdon Community College is an ever expanding school with the number of students currently on roll now approximately 1400. As part of the expansion, in September 2018 we benefited from the opening of a new building opening, giving the staff and students access to; 2 dedicated Drama/Dance Studios, 2 Science Laboratories and a Science studio, 17 “standard” classrooms, 2 IT Suites and a cafeteria.



What OFSTED says about FCC

Faringdon Community College underwent an OFSTED Inspection in February 2019. During their visit, inspectors visited sixty one lessons, examined students' work, scrutinised their books, interviewed governors and members of staff, and met with students.

We are very pleased with the report, which encapsulates all the wonderful things about Faringdon Community College, and has recognised that, *"typically standards are high and pupil attainment across the curriculum is routinely above national comparators."*

Overall Effectiveness of the School - Good

The OFSTED Inspectors recognised that *"Throughout the school, the environment is conducive to learning. Pupils work hard, responding well to teachers' high expectations for their behaviour and engagement."*

They also report that, *"The school's work to promote pupils' personal development and welfare is outstanding"*.

Teaching and Learning

Inspectors also reported that *"Teachers have consistently strong subject knowledge. They use it well to plan lessons that stimulate pupils' interests and develop their knowledge, skills and understanding appropriately over time. As a result, most pupils make good progress and attain well by the end of key stages 4 and 5."*

Parents also feel well-informed about the progress their children are making.

Personal Development, Behavior and Welfare

"Pupils benefit from rich and varied opportunities that support their taught curriculum well. As a result, their personal development is very strong, and they are equipped very well for life beyond school."

The report highlighted "Pupils experience rich opportunities that support their personal development successfully. They play their part in enhancing the school community, for example by taking their turn to be part of the 'happy to help' team or being a 'visible leader'. Pupils' understanding of important issues such as human rights and civil liberties lead them to behave maturely and considerately towards each other. This contributes to a highly tolerant atmosphere around the school, where pupils are confident to be themselves."

Safeguarding

"Pupils are taught well about how to keep themselves safe. The high-quality personal, social, health and economic (PSHE) programme develops their thinking in an age appropriate way and in response to priorities that emerge in the local area. As a result, pupils demonstrate a mature approach to managing risks."

Leadership and Management

"The head teacher unites staff with a common sense of purpose in order to nurture pupils and help them to achieve their very best. Adults demonstrate their high expectations for pupils by modelling them through their actions. Pupils respond appropriately well and a culture of mutual respect, equality and high aspiration ensues"

Sixth Form

“Leaders know provision well. They have a clear understanding of the sixth form’s strengths and relative weaknesses. Their vision for raising standards further is rightly driven by their desire for students to be happy, safe and successful.”

The inspectors also highlighted *“Students benefit from a wider curriculum that prepares them well for life beyond school. Work experience is tailored closely to students’ career aspirations. Students are expected and encouraged to play a visible part in the life of the school, such as through being sports leaders or midday supervisors. Citizenship day experiences respond directly to students’ identified needs and relevant priorities. Consequently, they are both valuable and valued.*

What some of our students say about FCC

Year 7:

- *I like Faringdon Community College because I feel safe and that my opinion is taken seriously and taken into consideration, also the staff are very kind and make moving up years so easy.*
- *Because the lessons are interesting and we learn lots. The teachers are all nice.*
- *There are a wide range of good teachers and they push me to the best of my ability as I strongly believe that I have progressed a lot.*
- *FCC is a really supportive place because when I moved here I was the only person from my primary school and felt really lonely. I received lots of encouragement from the staff to make new friends. My tutor is really nice and helps me a lot.*

Year 8:

- *There are lots of welcoming and friendly faces.*
- *I enjoy the lessons. I have improved in quite a lot of subjects since coming to FCC.*
- *You get help when you struggle.*

Year 9:

- *I like FCC because it helps you get more friends.*
- *The teachers are enthusiastic and I learn lots in lessons*
- *It is a safe environment for learning and I feel like it will help me progress further in the future when compared to other schools.*

Year 10:

- *I feel that some teachers give their all to make sure that we understand, enjoy and succeed at their subjects. I really appreciate it and it makes all the difference.*
- *I learn new things every day, and it is helping me achieve my grades. I also have fun at school, during break and lunch, are good times for talking with friends and having fun.*
- *Everyone is kind and considerate. Also the teachers are friendly.*

Year 11:

- *I have made loads of new friends and have been given plenty of amazing opportunities. I feel that I am now more equipped to tackle the world outside of school thanks to all of the support I have received.*
- *All of my subject teachers are very nice, they will always help me, as long as I have been putting in the effort. I have made a lot of new friends at school, which makes school more enjoyable.*
- *FCC has pushed me to get the best for myself by pushing me to get good target grades and helped me do the things I love in school.*
- *From a Year 11 student who is new to the school this year: There is a lot more technology available at FCC. This provides online educational resources where we can study online and do homework online as well. This really helps me.*

What some of our staff say about FCC

Faringdon genuinely is a great place to work. The staff are friendly and supportive and the students are eager to learn and succeed. Whenever I visit other schools, I'm always reminded of how lucky I am to work at FCC and am filled with a sense of pride. Our students are polite and respectful, making walking around the school a really enjoyable experience: students and staff alike greet you or smile as you walk by and there is always a sense of calm around the school.

SLE

I have just joined FCC after many years teaching elsewhere.

I have thoroughly enjoyed working in this school so far, and have been considering as to why it has felt such a positive move.

A couple of things:

1 – I think that there is a general culture of compliance within the school. The twice weekly assemblies have perfect behaviour.

2 – Relating to the above; I feel that the power in the school still lies with the staff, rather than the students/parents. I think that this is really important and is unfortunately not the case in many schools.

Subject Leader

As a former teaching assistant, trainee teacher and at present an NQT, I thoroughly enjoy my work here at FCC. I work within a fantastic department and a fantastic school. There is a very big support network at FCC which has provided me with lots of help from lots of different members of the teaching staff about many different topics as well as supporting me with my teaching and learning. FCC provides its staff with lots of opportunities to learn new areas of teaching through internal and external CPD. FCC is also a great place to be heard and to share your ideas; it's always trying new things and adapting to be the best it can be.

NQT

I would describe FCC as a welcoming community in which colleagues support one another. The induction process and continuing CPD mean that settling in is both enjoyable and as easy as possible. The other benefit of FCC is the beautiful area which surrounds the school, with easy access to Oxford and its dreaming spires.

NQT

The first impression of FCC was of over-whelming friendly staff who were always prepared to take time to offer a kind or supportive word and provide practical help (often in cake form!). There is a real desire to enable staff to achieve a healthy work-life balance.

SLE

Teaching, learning and CPD at FCC

We are proud of all of our staff at FCC, no more so than of those who deliver and support high-quality teaching, day-in-day-out, so that our pupils can reach their full potential.

Classrooms are well-equipped and have interactive screens and we are developing our technological expertise in using Google Classroom to set lessons and homework, as well as being prepared for any remote learning that might be called for. Each classroom has a visualiser so that modelling can readily take place. Support for those new to using Google Classroom is available and has been extremely valuable to us all during the last two academic years.

FCC has a school-wide framework for effective teaching and each subject has created its own version of this so that teaching and learning values around the pillars of teaching, such as expectations, environment and assessment can be implemented in ways that fit best with that subject.

We are currently developing new measures to support the further development of all teaching staff, based on this framework. This means that our appraisal system and department quality assurance measures (such as observations and learning walks) are tied-in with the framework. Departments will have their own quality assurance procedures and can arrange in-house CPD or request external INSET to support the improvement of teaching practice. There is a vast bank of talent in the school and we believe that this is often where the best CPD can be found so we have an 'open-door' approach and encourage all staff to drop in to lessons to see their peers in practice. We also look to our staff to share their best practice with others. We also believe that nobody is too senior or experienced to improve so we foster a culture of everyone feeling confident in saying where they could develop and asking for support.

Senior staff tour the school during non-contact time, dropping into lessons to develop their understanding of what teaching and learning 'looks like' and to make sure that everyone knows they are supported and that their teaching is appreciated.

We have a growing number of highly valued Teaching Assistants, who are invited to join classes on Google Classroom so they are well-informed and prepared for lessons. Many of our Teaching Assistants also engage with the Creative Education platform for their own CPD.

Some classes also benefit from our excellent sixth form Visible Leaders, who support learning in some of their free periods.

Training in the school's systems, such as EduLink and the pastoral system, is available for new staff and those wanting a refresher. In our school calendar, we set-aside a dedicated CPD slot for further training that staff request or where the need is seen to have arisen.

Those new to teaching (Early Career Teachers / ECTs) currently follow the full Early Career Framework (ECF) programme that has been developed by UCL and which is delivered through our local partner, Oxfordshire Teaching School Hub (OTSH). Mentors are department based, experienced and dedicated, supportive professionals.

Other new staff will have a named 'buddy' to support them and the Trust has developed a policy to ensure that the needs of new staff are met.

FCC is also a training school so mentoring those training to teach is another development opportunity here.

Opportunities to develop beyond classroom practice are embraced and one example of this is that we currently run a Challenge Leaders scheme, with seven staff of differing levels of experience, developing and implementing a new idea with the support of a member of senior staff and of one another.

There is also an opportunity to join SLT sub-groups and contribute to the growth of the school by contributing ideas and cascading the work of these groups to departments. These cover areas such as sixth form, pastoral, curriculum and leadership.

We hope that anyone appointed by FCC enjoys working here, with our values around teaching being kindness, development and support.



Pastoral care at FCC 2021-2022

We believe that children learn best when they feel safe, secure and are cared for. At Faringdon Community College, we have a behaviour for learning policy, which encourages and rewards positive behaviour.

All staff, teaching and non-teaching are responsible for pastoral care. The school seeks to create a positive caring atmosphere with our core values being Focussed, Calm and Considerate. Most full time, and some part time teachers are expected to undertake the role as form tutors and are the 'first point of contact' for all students. We have two adults allocated to each tutor group, with the role of the supporting tutor being developed this year. This system ensures that all students have someone to talk to, so that everybody feels supported by an adult in school.

We have a firm and fair approach to discipline, which is reflected in our Behaviour for Learning System, which supports staff and provides a framework for expectations both in the classroom and around the school site.

Parents are informed if there is a concern about their child's behaviour so that we can work together to initiate an improvement.

Key Contacts

Mr Joe Winter, Deputy Headteacher



(Designated Safeguarding Lead)

**OUTSIDE
AGENCIES**

Year Co-ordinators

Year 7 – Julia Nichols
Year 8 – Adam Tribbick
Year 9 – Jez Jhoti
Year 10 – Rachel Wheeler
Year 11 – Neil Jukes
6th Form – Rhian Field

SEN TEAM
Julie Timbrell, SENCO
Emma Somerfield &
Hannah Francis,
Inclusion Manager

**LAC
Mentor**

School Nurse

**Reward
Systems**

**PEER
MENTORING**

**Pastoral Support
Assistants**
Y7, Y8&9, Y10&11

**CAREERS
ADVISOR**

The Bridge

**SAFEGUARDING
TEAM**

**PASTORAL
CARE**

Special Educational Needs at FCC 2021-2022

Faringdon Community College is an inclusive establishment, which welcomes all children. We strive to give every child the best possible chance to succeed. Working to this aim is a dedicated team including a SENCO, a part-time Dyslexia Specialist, an ELSA Counsellor, two Inclusion Managers, a SEN Administrator and Teaching Assistants. We also have specialist TAs with particular expertise in Communication and Interaction difficulties, including autism; Specific Learning Difficulties, such as dyslexia or Social, Emotional and Mental Health difficulties. Our base, the Bridge, provides a safe, welcoming and positive environment for students to work in, consisting of four classroom areas.

Our aim in the Bridge is to help and encourage students to become independent learners who are able to access the school curriculum and function confidently in school. We work with students to help them reach their maximum potential in class subjects and exams, developing transferable study skills and strategies that they can use throughout the school and beyond into further education or the world of work.

Intervention for students is provided at three different levels.

- For those needing a small amount of extra support we provide TAs in classes who are available to a number of students often working with groups as requested by the class teacher. We also manage and staff an after-school Homework Club which is available in the Library Mondays to Thursdays.

- For those students requiring a greater degree of intervention, we run a number of targeted small group support programmes in the Bridge. These include interventions to build social skills, promote self-esteem and support emotional regulation as well as reading, spelling and maths interventions. We also run a Year 7 Nurture Group, Year 8 and 9 Literacy Groups and Year 10 and 11 Study Support sessions to help KS4 students keep up with class work, assignments and homework. We also provide a Breakfast Club for our Pupil Premium students and break time and lunch time clubs for students in need of a quiet and calm environment during less structured times of the school day.

- For students needing more sustained and individual attention, we provide 1:1 targeted support. This includes ELSA (emotional literacy support), counselling or mentoring; targeted academic interventions including Toe by Toe for reading, Power of Two for maths and dyslexia support for students with significant specific learning difficulties.

In addition to our support programmes, we are able to conduct assessments with students who staff believe may have learning difficulties. We put in place access arrangements for students with special learning needs who are taking GCSE, AS or A2 exams and who meet the relevant criteria. We also liaise closely with Form Tutors, Heads of Year, Pastoral Support Assistants and the college Careers Guidance Officer to ensure the smooth transition of SEN students on to further and higher education programmes or apprenticeships when they leave FCC.

The Bridge at Faringdon Community College has access to and works closely with a number of specialist external services who support our students in a number of ways: working directly with the student, monitoring progress or offering advice to the teaching staff. These services include among others: the Speech and Language Therapy and Communication and Interaction Services; the Educational Psychology Service; CAMHS; Hearing, Visual and Physical Impairment Support Services; Occupational Therapy Services.

At FCC, we have an excellent record of supporting students with a diverse range of learning needs. There were 46 Year 11 students on the SEN register during 2020-21, including one student with an Education, Health and Care plan. In English, 65% of students with SEND achieved at least a standard pass (Grade 4 or better) with 43% achieving at least a standard pass in Maths. 35% of students with SEND achieved Grade 4 or above in both English and Maths. These results reflect the students' hard work as well as the support given by a dedicated team.

GCSE Case Study: Sylas was one of the students who made the most progress last year. Sylas's Progress 8 score was +1.28, meaning that his GCSE grades were on average more than one grade higher than expected. Sylas needed significant support when he first started at FCC but he made fantastic progress and has gone on to study A Levels at Cirencester College.

GCSE Case Study:

Finlay was our highest achieving student with SEND this year. Finlay was on the SEN register at SEN Support and achieved 11 good GCSE passes, 8 at Grade 9 (A* equivalent), more than one grade above expected in every subject. Finlay is currently studying A Levels in the Sixth Form.

A Level case study: Manon was on the SEN register at SEN support due to dyslexia. She received support from our dyslexia specialist during Key Stage 3. Manon studied Biology, Chemistry and Maths at A level, achieving three A Grades and an A* in her Extended Project Qualification. Manon is currently studying Medicine at Cardiff.

A number of students on the SEN register choose to join FCC sixth form and often go on to University success or into apprenticeships.

The Curriculum at FCC for 2020-2021

School Timetable Arrangements

Each day consists of 5 periods, each for one hour. We operate a two-week timetable to give us more flexibility in how we distribute the 50 lessons in a timetable cycle. In addition, each day the students have 10 minutes in the morning and 20 minutes in the afternoon with their tutors. Year group assemblies take place weekly during the afternoon tutor time.

Key Stage 3 (Years 7-9)

Students cover a common curriculum meeting the requirements of the National Curriculum Key Stage 3 programme of study. The range of subjects taught and the time allocated to them is shown in the table. Most subjects are taught to mixed-ability tutor groups in Y7 with ability setting in Maths. Setting in Science and Languages is introduced in Y8 and Y9. We have been redesigning our schemes of work in all subjects to aid smooth progression across KS3 and onto KS4, based around Key Performance Indicators (KPIs) which will help them develop the skills they need for their GCSE studies.

All students study one foreign language in KS3, either French or Spanish. Parents have the opportunity to request which language is studied although we cannot promise that all requests can be met. Students who do well in this language in Y7 will be offered a chance to take up German as an additional language in Y8. In Year 9 students studying two language will have 3 hours of lessons in each language per fortnight. Students studying one language will have 4 hours of lessons per fortnight and will have 2 lessons per fortnight allocated to the Unit Award Scheme, which gives an opportunity to work towards different units in a wide range of curriculum areas.

The allocation of lessons in KS3 is as follows:

Subject	Number of hours per fortnight		
	Year 7	Year 8	Year 9
English	6	6	6
Maths	6	6	6
Science	5	6	6
Design & Technology	5	5	4
History	4	4	3
Geography	4	4	3
RE	2	2	4
PE	4	4	4
Languages	5	5	6/4
Unit Award Scheme			0/2
Art	2	2	2
Music	2	2	2
Drama	2	2	2
ICT	2	2	2
Accelerated Reader	1		

Key Stage 4 (Years 10-11)

These years focus on the preparation for GCSE. There is a common core of subjects taken by all students, enriched by some option choices, which allow individual interests and abilities to be developed.

Most students will take GCSE or equivalent examinations in between 8 and 12 subjects but the combination of subjects varies for different individuals, with a focus on vocationally-based and life-skills courses for some, and on academic study for others.

All students study RE with the GCSE exam taken at the end of Year 10. Some students will take the full-course exam and some the short-course.

English provides the opportunity for students to gain GCSEs in both English Language and English Literature. The more able Mathematicians have the opportunity to take an additional GCSE in Further Mathematics.

Science is taught as separate lessons in Biology, Chemistry and Physics, taught by subject specialists. Around half of the year group take separate GCSEs in each of the sciences and the remainder take a Combined Science qualification, which counts as 2 GCSEs, still has separate exam papers in all three subject areas and does form a suitable basis for A level study for students who do well on it.

For their options, students currently choose either three or four (depending on whether they take separate sciences or not) subjects from a range including in Art, Business, Child Development, Computer Science, Creative Media, Dance Drama, French, Geography, German, Health & Social Care, History, IT, Music, PE and Spanish. They can also choose from a range of Design & Technology specialisms including Food & Nutrition, Resistant Materials, Textiles, Graphics, Hospitality & Catering and Engineering

We expect the vast majority of our students to be aiming for at least the level 2 threshold equivalent of 5 higher grade GCSE passes, but most will go well beyond this.

Key Stage 5 (Years 12-13)

Many of our Year 11 students stay on to study academic A levels in our Sixth Form. They can choose from a broad selection of subjects all taught by specialist teachers. Please see separate leaflet on Sixth Form provision.

A Level Exam results 2020

Details			A* to A		A* to B		A* to C	
Subject Name	Entries	APS	#	%	#	%	#	%
Art A2 Current	4	52.5	3	75	4	100	4	100
Biology A2 Current	22	36.82	6	27.27	14	63.64	17	77.27
Business Studies A2 Current	16	34.38	2	12.5	6	37.5	15	93.75
Chemistry A2 Current	16	45	9	56.25	13	81.25	15	93.75
Computing A2 Current	3	50	2	66.67	2	66.67	3	100
DT Product Design A2 Current	6	38.33	2	33.33	4	66.67	5	83.33
Economics A2 Current	12	39.17	4	33.33	7	58.33	11	91.67
English Lit A2 Current	14	45.71	8	57.14	11	78.57	13	92.86
Extended Project Current (EPQ)	12	11.75	8	66.67	8	66.67	9	75
Film Studies A2 Current	14	35.71	3	21.43	6	42.86	12	85.71
French A2 Current	2	30	0	0	1	50	1	50
Further Maths A2 Current	5	42	3	60	3	60	4	80
Geography A2 Current	24	37.92	7	29.17	15	62.5	21	87.5
History A2 Current	10	37	4	40	6	60	7	70
Maths A2 Current	21	42.86	12	57.14	14	66.67	18	85.71
PE A2 2018	9	38.89	3	33.33	5	55.56	9	100
Philosophy A2 Current	4	37.5	1	25	3	75	3	75
Physics A2 Current	8	41.25	4	50	5	62.5	7	87.5
Politics A2 Current	8	41.25	5	62.5	5	62.5	7	87.5
Psychology A2 Current	22	42.73	11	50	17	77.27	21	95.45
Sociology A2 Current	5	36	1	20	2	40	5	100
Spanish A2 Current	1	60	1	100	1	100	1	100
Theatre A2 Current	7	41.43	2	28.57	5	71.43	7	100

GCSE Exam results 2021

Details			7 or Above		5 or Above		4 or Above	
Subject Name	Entries	APS	#	%	#	%	#	%
Art GCSE	32	6.13	11	34.38	29	90.63	31	96.88
Biology GCSE	127	6.24	52	40.94	108	85.04	127	100
Business Studies GCSE	86	4.6	19	22.09	43	50	55	63.95
Chemistry GCSE	127	6.19	56	44.09	103	81.1	123	96.85
Child Development Cambridge National	17	3.49	2	11.76	5	29.41	9	52.94
Combined Science GCSE	102	3.14	0	0	10	9.8	27	26.47
Computer Science GCSE	26	6.08	13	50	18	69.23	20	76.92
Creative Media Cambridge National	34	3.51	3	8.82	8	23.53	15	44.12
Dance GCSE	9	5.78	3	33.33	6	66.67	7	77.78
Drama GCSE	28	4.07	3	10.71	11	39.29	20	71.43
DT GCSE	31	5.35	12	38.71	20	64.52	24	77.42
DT Engineering BTEC	33	3.63	4	12.12	10	30.3	17	51.52
DT Food & Nutrition GCSE	19	5.68	8	42.11	12	63.16	16	84.21
DT Hospitality & Catering Vocational	19	3.34	1	5.26	5	26.32	11	57.89
English Language GCSE	230	5.43	62	26.96	157	68.26	196	85.22
English Literature GCSE	230	5.35	64	27.83	148	64.35	193	83.91
Enterprise Cambridge National	13	3.29	1	7.69	3	23.08	6	46.15
French GCSE	23	5.52	9	39.13	15	65.22	20	86.96
Geography GCSE	90	5.6	34	37.78	60	66.67	70	77.78
German GCSE	29	5.86	12	41.38	22	75.86	27	93.1
History GCSE	137	5.08	38	27.74	80	58.39	99	72.26
ICT Cambridge National	9	3.11	1	11.11	3	33.33	4	44.44
Italian GCSE	2	8	2	100	2	100	2	100
Maths GCSE	230	5.16	70	30.43	136	59.13	177	76.96
Music BTEC	7	4.18	2	28.57	3	42.86	5	71.43
Music GCSE	7	7.29	5	71.43	7	100	7	100
PE GCSE	41	5.78	14	34.15	32	78.05	37	90.24
Physics GCSE	127	6.35	58	45.67	114	89.76	126	99.21
RE GCSE	130	6.15	47	36.15	116	89.23	126	96.92
RE GCSE (Short course)	102	3.15	2	1.96	19	18.63	39	38.24
Spanish GCSE	32	6.13	15	46.88	24	75	29	90.63
Sport BTEC	33	4.8	3	9.09	19	57.58	30	90.91

The Religious Education Department

Our Aims

The department aims to give students a realisation of the value of the subject and the importance of its impact in such a multi-cultural society. We encourage students to develop respect and appreciation of different beliefs, worldviews, values and customs. Equally, the department takes responsibility for helping students understand and respond to current affairs, and to develop their own values, beliefs and standards as they make informed and balanced judgements about religious and moral issues, which arise from studies in the subject.

Curriculum

Throughout Years 7-10 there is a seamless route of study designed to embed the GCSE skills and content. In Years 7 and 8 the curriculum offers students variety and challenge to ensure that the topics and themes covered are relevant and thought provoking. At Year 9 students are formally introduced to the AQA Religious Studies GCSE, Specification A. As of September 2019, students will be entered for the RE GCSE at the end of year 10. Our results continue to be pleasing. The growing uptake at A level, where we teach AQA Religious Studies: Philosophy and Ethics, reflects the popularity of the subject.

The department runs annual trips to complement the curriculum, ensuring that students are given the opportunity to observe and experience different religious practices and worldviews. In Year 7, students visit the Neasden Mandir in London as part of the 'Hindu Worship' module.



At A level, students are taken to the popular Candle Conferences which help prepare students for their forthcoming exams and for the style of learning they may encounter at university. Over the past few years we have been fortunate to welcome speakers from Life charity, to talk to students about their pro-life perspective which helps support the ethics side of the A level.

Each year, the RE department hosts 'Prayer Space', a week in which all students are taken away from their taught lessons to instead explore the space which is specially designed to help them develop skills of personal reflection. The week was organised and run by volunteers from our local Christian community.

The Team

The department is a strong, cohesive team, consisting of four members of staff. The department shares responsibility for planning and developing resources to ensure consistency across our delivery of the curriculum and assessment.

Responsibilities of the post

Responsibilities will include:

- Implementing strategies to maintain and improve pupil progress across Key Stages 3, 4 and 5.
- Promoting GCSE Religious Education as an important subject in the school curriculum.
- Implementing strategies to further improve engagement at KS3.
- Leading colleagues in developing schemes of work, to allow all students to thrive and be confident in languages, regardless of their prior achievements
- Ensuring curriculum coverage and continuity between KS3 and GCSE for all pupils, including those of high ability and those with special educational needs.
- Driving the implementation of whole school policies in the RE Department to uphold standards of learning and behaviour, such as assessment, homework, uniform and Behaviour for Learning.
- Evaluating department performance through the production of the department SEF, the appraisal system, learning observations and student feedback.
- Providing effective and timely support and challenge to develop teachers to be the best they can be.
- Working with your SLT link to use the results of departmental evaluation to determine and implement strategies to drive change where this is deemed necessary.
- Organising, leading and evaluating appropriate educational visits.
- Attending appropriate school (middle leadership) meetings.

Person Specification - Head of Department (Subject Leader)

We seek the following in our teachers and have identified from where we anticipate gaining the information.

Specification			Application /reference	Lesson observation	Interview
Education and professional qualifications	1.	Graduate in required subject or a related subject	✓		
	2.	Qualified Teacher Status (or the ability to achieve this under current Department for Education regulations)	✓		
Experience and training	3.	Evidence of participation in professional development or study or a willingness to learn and develop professionally	✓		✓
	4.	Successful teaching experience in a secondary school across a range of ages and abilities, or evidence of the successful completion of initial teacher training	✓		✓
Knowledge, aptitudes and abilities	5.	Knowledge and understanding of the National Curriculum requirements (KS3 & KS4) in the subject(s) area	✓	✓	✓
	6.	Understanding and a familiarity with teaching and learning strategies	✓	✓	✓
	7.	Ability to plan, deliver, monitor and evaluate students' learning	✓	✓	✓
	8.	Ability to communicate ideas clearly to a variety of student groups and deliver high quality first teaching	✓	✓	✓
	9.	Knowledge and understanding of the principles of assessment and record keeping and their use to promote the educational and personal development of students	✓		✓
	10.	Ability to effectively manage, relate to and motivate all groups of students	✓	✓	✓
	11.	Ability to use IT creatively as a teaching and learning tool	✓	✓	
	12.	Understanding of the requirements of students with special needs	✓	✓	✓
	13.	Ability to demonstrate a commitment to equality of opportunity and the welfare of all students			✓
	14.	Ability to demonstrate a commitment to high educational standards and to maximising the achievement of all students	✓		✓
	15.	Ability to self-review effectively and set appropriate targets	✓		✓
Interpersonal skills	16.	Ability to work well within a team and to contribute to team development	✓		✓
	17.	Ability to relate well to students of all levels and to colleagues	✓	✓	✓
	18.	Ability to communicate an enthusiasm for the subject		✓	✓

We seek the following in our leaders and have identified from where we anticipate gaining the information.

Specification			Application /reference	Lesson observation	Interview
Strategic direction & development	A.	Ability to think and plan strategically, identify priorities, develop aims and implement actions to achieve results and to manage change effectively	✓		✓
	B.	Experience of responsibility for achieving aspects of Department Action Plans	✓		✓
	C.	Experience of using national, local and school data to monitor, evaluate and initiate actions to improve performance in RE	✓		✓
	D.	Ability to provide a clear sense of direction.	✓		✓
Teaching & learning	E.	Evidence of effective and successful teaching experience at Key Stages 3, 4 & 5	✓	✓	✓
	F.	Experience of setting targets and monitoring performance in order to raise achievement	✓		✓
	G.	Capacity to understand and provide for the whole range of students' needs, including those with SEN and the gifted and talented (A & A)	✓	✓	✓
	H.	Evidence of an excellent understanding and experience of the curriculum, pedagogy and assessment processes used in RE	✓	✓	✓
	I.	An understanding of curriculum development and initiatives at national, regional and local levels	✓		✓
Leadership & management	J.	Evidence of effective Leadership & management responsibility in a school	✓		✓
	K.	Experience of being an appraiser/coach/mentor of staff	✓		✓
	L.	Evidence of leading and developing a team and of the curriculum			
	M.	Evidence of the ability to motivate, inspire confidence and creativity in staff and students through praise and constructive criticism	✓	✓	✓
	N.	Evidence of the positive management of student behaviour	✓	✓	✓
	O.	Experience of managing a budget	✓		✓
Personal skills & qualities	P.	Evidence of successful organisational and time management skills with the ability to work under pressure	✓		✓
	Q.	Ability to communicate clearly both verbally and in writing	✓	✓	✓
	R.	Ability to act as a positive role model, at all times, for other staff and students	✓	✓	✓
	S.	Ability to monitor own and others' work-life balance, morale and well-being	✓		✓
	T.	Evidence of IT competence	✓		✓

Teacher Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1: Teaching

A Teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2:

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance and understanding of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.