



STAFF PROSPECTUS



ORCHARD
SCHOOL
BRISTOL

INSPIRE TODAY, EMPOWER FOR LIFE

Welcome

Orchard School is a wonderful school serving a richly diverse community in north Bristol. We have a strong curriculum offer, outstanding pastoral care, a breadth of personal development opportunities, and a fabulous community of staff and students. Our Ofsted report in 2019 confirmed we are a seriously good school (please take a look!) and we have good outcomes on a strong upwards trajectory.

But we don't want to stand still. We are on an ambitious and exciting journey towards excellence in all areas, so that we

can deliver the exceptional provision our community deserves. Our vision statement – “inspire today, empower for life” - underpins all that we do.

Orchard School is an 11-16 school of 925 students. We are building success on the core ORCHARD values of being: Open-minded, Respectful, Creative and Curious, Healthy, Ambitious, Responsible and Determined. We are expanding our staff body and looking for committed, values-driven staff to join us who want to play a part in our journey to outstanding, and make a real, tangible impact for the school.

Orchard is a member of Trust in Learning Academies (TiLA), a Bristol-based Trust with inclusion at its heart. We aim to make a difference to the future life chances and educational opportunities of all children and young people, breaking the cycle of inequality. Education changes lives and we consider every child's journey with us to be very precious.

If what we are doing resonates with you, and you are ambitious to make an impact with us, then please do come and visit. We wholeheartedly welcome your application.



Please do contact me through info@orchard.tila.school if you require any further information about applying to Orchard School as your next career move.

Julia Hinchliffe, Headteacher

What will you find at Orchard School?

- A diverse and inclusive community, understanding and celebrating each other's achievements.
- Committed, highly qualified teaching staff, delivering an inspiring curriculum which builds on evidence-informed practice and staff inquiry/research.
- A professionally stimulating environment which values the contributions of all staff.
- Proactive and effective pastoral care, working in partnership with families.
- A professional, efficient business administration team who play an active part in the school.
- Coaching for everyone – to develop outstanding practitioners in all fields, whether teachers, associate staff or in leadership.
- Effective systems to support excellent student conduct, with an immediate centralised On Call and Independent Study Room, ensuring a calm, purposeful learning environment where students make progress.
- A strong commitment to your professional development, supporting nationally recognised qualifications, professional support across the Trust, and high quality continuous professional learning and development (CPLD)
- Opportunities for career advancement and leadership opportunities.
- A bright, happy environment in which to learn and work.
- A warm and friendly staff body with award-winning staff wellbeing.

“The culture at Orchard is unique... I spend every commute into school excited for the day ahead”

“Right from my first week, I knew that I had made the right choice, witnessing the huge dedication that Orchard staff demonstrate for their pupils and the wider school community. I am very proud to be part of such a wonderful team”

“I am extremely grateful for the opportunities and experiences you have provided ... the school and the incredible people who work here have shaped me as a teacher and a leader”



Joining the teaching team

We have 8 Faculties and each team has their own workroom and suite of classrooms, as well as the staff room. Our teachers are dedicated professionals and we value their hard work and commitment. To join the teaching team, you will need to be:

- an excellent practitioner, with strong curriculum knowledge and a good understanding of the specific skills required to raise achievement from Year 7 up to GCSE level 9.
- passionate about your subject, able to inspire, motivate and enthuse young people in lessons, and through engagement in extra-curricular opportunities
- determined to make a lasting difference for disadvantaged students

- skilled at building positive relationships with students, knowing this is key for them to achieve as highly as possible in their academic studies and as rounded young people
- committed to inclusive practice, valuing diversity, promoting equity, and engendering a real sense of belonging across our school community
- keen to learn, share best practice and contribute openly and collegiately to a wonderful team of staff across the faculty, school and Trust.





“Orchard School Bristol is a positive, calm, ambitious and purposeful environment which celebrates all the different cultures in the school, making it inclusive to all in a very supportive way. This is a true multicultural school...”

SMSC Quality Mark

Our school community is harmonious. Students learn to respect and celebrate diversity, working with children of all abilities and backgrounds, so they have the skills and confidence to manage themselves in modern society. We recognise that success depends on their ability to work with others and take responsibility for themselves.

We recognise excellence in all its forms, whether in outstanding academic work, in rapid progress, in creativity, leadership, conduct or respect. Students thrive on direct praise from teachers, achieving House points, receiving postcards, earning Bronze,

Silver and Gold certificates, Headteacher's Commendations or attending our Annual Award ceremonies.

We provide opportunities for students to think through their ideas and express themselves confidently. All students experience two years of Philosophy for Children. We are a founding member of the Bristol Education Partnership where children share ideas with young people from independent schools and different state schools across Bristol. Students can also choose to take part in groups such as LGBTQ+, Be Her Lead, Diversity, Young Carers groups and more.



Respectful

“Lessons are calm and orderly”

Ofsted

Academic success is underpinned by respectful relationships between teachers and young people, and also through having the highest expectations of conduct in lessons.

Children are explicitly taught about respectful relationships and respectful language right from the start. We want all children to learn free from distractions, so they can enjoy high quality teaching. We have a Ready to Learn behaviour system which avoids low-level disruption in the classroom, and an Independent Study Room for children who are struggling with this, supported by On Call. Support Plans

are developed for children who have more challenging needs, with clear intervention programmes, social emotional and mental health support, and restorative approaches in place.

Our uniform reflects our high aspirations. We have strict expectations of uniform, make up, jewellery, equipment, attendance and courtesy, and expect all our families to commit to supporting this. Students are not permitted to use mobile phones on the school site. Our simple behaviour expectations mean our school is calm, students can learn well, and relationships between students and staff are respectful.



Creative & Curious

“The school has the pupils’ interests at heart, where pupils are given the confidence to thrive, grow, be ambitious and meet their potential, ultimately to make them stronger”

SMSC Quality Mark

The Orchard Student Charter is our commitment to providing the best co-curricular opportunities for our students. We encourage students to take part in public speaking, Duke of Edinburgh's Award, volunteering, learning a musical instrument, involvement in a school theatrical/musical production, visiting theatres/museums, field trips, visits to college/Higher Education providers, learning to cook, First Aid training, careers talks, work experience, sports teams, competitions, School Council, Youth Council, and numerous Global Awareness Days.

Enrichment sessions for our younger students are built into their timetable so they can explore their interests and be challenged

to regularly try something new. Examples of recent enrichment activities include: Ancient Cultures, Architectural Drawing, Chess, Coding, Dance, Debate Mate, Drama with the Old Vic, French Film Club, Gardening Club, Enigneering Gliders, Manga Drawing, Origami, Boxing, DofE, Primary School Reading Group, Eco Worriers and Make up Artistry.

We want all of our students to become well-rounded, confident and courteous young people, who are a credit to their families, their community and their school.



Healthy

“High emphasis is placed upon the wellbeing of all in the school, and this is noted by the pupils, parents, staff and governors who explained that they are happy”

SMSC Quality Mark

We love sport and competing! Our Sports & Health staff lead after school clubs in all the main team sports, and we participate across Bristol Schools Competitions. Our under 13 Handball Team have been crowned National Champions.

We ensure our students have opportunities to be healthy by taking part in activities to promote wellbeing, supporting physical and mental health. As well as sports activities, music lessons and learning to cook and eat healthily, we train students to re-start a heart and learn essential First Aid.

Through pastoral tutor time and curriculum lessons we ensure that PSHE (Personal, Social,

Health and Economics Education) including Relationships and Sex Education, and Social, Moral, Spiritual and Cultural education is well planned and delivered. Students benefit from additional expertise brought in through assemblies, trips and visits and immersion/ special days.

Our pastoral care is impressive. Students belong to one of four Houses, and have morning registration and afternoon time with their tutor group. Tutors know each child in their group very well and are the first port of call for parents. Our Pastoral Managers support students through the day, helping with attendance and behaviour, supporting their wellbeing and leading on safeguarding. Our students report they feel safe and happy at school.



Ambitious

“All teaching that we observed was pacey, demanding and high powered”

“Teachers expect much of their pupils, both in terms of work rate and in intellectual demand”

Ofsted

Our staff are positive, professional and ambitious. Teachers enjoy intellectual challenge and relish opportunities for collaboration. There is a commitment to working with colleagues across primary and secondary schools within TiLA (Trust in Learning Academies), our Multi Academy Trust. We also encourage collaboration with schools within and beyond Bristol, always looking for the best opportunities to develop, embracing change.

We are ambitious for all of our students as well. We deliver a varied, inspiring curriculum across a 3-year Key Stage 3, followed by

a broad Key Stage 4 offer which meets students' interests and provides ambitious stretch.

We are proud of our PSHE programme, where students learn personal and social education, and consider future careers and skills for working life. In Year 10 we prepare all of our students to engage in a week's Work Experience. Our teachers have a passion for inspiring students' learning. Every classroom has an interactive screen and visualiser, alongside access to Faculty and central laptop trolleys, online quizzing platforms and a library for reading and research at the heart of the school.



Responsible

“Numerous opportunities exist for the pupils to have a democratic voice within the school and to undertake leadership roles. Pupils and parents speak highly of the opportunities offered to all the pupils [...] the school has an empowering effect upon its pupils”

SMSC Quality Mark

There are very strong relationships between staff and students. Our students feel they belong to Orchard School, and our staff do too. Everyone has a voice that is listened to through regular meetings, surveys and forum/focus groups, and these all shape the future of Orchard School.

We have a strong programme of student leadership opportunities and are serious about staff leadership opportunities, too. Staff professional development aims to support you to become the best professional in your field, as well as preparation to advance your career. All staff have access to:

-A quality induction programme.

-A personal coach / advisor.

-Training and development opportunities through the year – in school, external and across the Trust.

-A personal development review with supportive termly conversations.

The quality of our teaching is exceptionally good, and we have an excellent reputation for developing teachers at all stages of their career, from initial teacher education, through ECTs, experienced teachers, middle and senior leadership. The school funds membership of the Chartered College of Teaching for all teachers. As the Chartered College of Teachers Network for Bristol, we have access to the latest research, and staff carry out research/inquiry projects to contribute to our understanding of what works in context.



Determined

“Pupils ... respond with energy and eagerness. They are keen to respond to teachers' questions, to make contributions to lessons and to put their all into the tasks that face them”

Ofsted

Orchard School staff are determined to transform students' learning, supporting and challenging all our students to achieve at their most aspirational level, building confidence and aiming high. We are incredibly proud of all our students' achievements at GCSE, and excited that they succeed in their chosen courses at post-16. We prepare our students well, so they feel confident to succeed at interviews and take their next steps in preparation for sixth form, college or apprenticeships.

We are aspirational for our staff too, and want you to be part of a happy, thriving community where you can grow and

develop your skills, and make a difference every day. We aim to build success in a sustainable way, making sure that staff contribute to their personal and team development plans, that staff voice is listened to, that staff can take part in implementation teams to impact on change across the school, and you have confidence to take the next steps in your career with us.



Staff Wellbeing

In 2019 Orchard School was one of the first secondary schools in the country to gain the Nourish the Workplace Award, demonstrating our commitment to staff wellbeing. We continue to hold this Award.

We have award-winning wellbeing:

- We have a manageable and appropriate workload.
- We value and prioritise staff health and understand the need to rest and recharge.
- We have a member of staff in charge of wellbeing.
- We operate flexible working strategies.

- Staff absence is managed effectively and is as low as possible.
- Wellbeing is covered in CPLD sessions.
- Our staff enjoy working at our school and are happy in their job.

Supporting our staff: Teaching, Learning and Assessment

- Curriculum is designed by Faculty teams to draw on professional subject knowledge and pedagogical knowledge of what works best for specific subjects.
- Schemes of Work and resources are provided; we trust teachers to decide the best approaches for students in their classrooms.
- Reports to parents and carers are streamlined; there are no additional written reports to parents/carers.
- Marking and feedback is agreed by departments, with one audience only: the students. We never mark for anyone else (observers, parents, etc.)
- Reprographics staff provide a service completing all bulk printing.
- No lesson plans are expected in day-to-day teaching.
- Full time teachers receive a minimum of 3 lessons of PPA per week.
- We respect 'rarely cover', which is usually one lesson per half term. Every effort is made to ensure cover is fairly distributed.

Supporting Our Staff: Behaviour and pastoral care

- Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
- A clear “Ready to Learn” approach is applied consistently so staff can trust that the behaviour system will support them and they can focus on teaching/their role.
- Leaders are highly visible and always available through On Call. The duty rota is fairly distributed across leadership and pastoral staff for before school, lunch and after school duties.
- There is a centralised detention system and communication with parents over detentions is also centralised.
- Staff who are managing emotionally-challenging events with students are supported through regular check-ins and the opportunity to access supervision if required.

Supporting Our Staff: Communication and Calendar

- The calendar has been designed so the number of after school sessions is kept to a minimum. The assessment calendar is carefully planned to avoid overloading at any one point in the year.

- Meetings are on the calendar from the start of the year, so they can be planned for.

- Agenda and handouts are requested to be published in advance, so time can be spent on discussion, clarification and decision making.

- Email etiquette is promoted. 'All Staff' emails are minimised to cut down on irrelevant emails clogging up inboxes. Staff are not expected to answer emails sent outside standard working hours. Staff are requested to send emails during working hours (7am -for absence- to

6pm only) and not at weekends.

- We promote open door leadership – no concern is ever too small.

Supporting Our Staff: Professional Development

- We provide an excellent induction, so staff are clear on the requirements of their role.
- All staff are trained in coaching and are coached regularly through the year.
- CPLD is tailored specifically to staff development needs, experience and aspirations. Time is provided for staff to put new things into action and demonstrate impact, and targeted support is provided for teachers who are struggling.
- Teachers' CPLD is delivered through a combination of faculty and whole-school training.
- Support staff CPLD is delivered on inset days and during meeting time when necessary.
- Annual CPLD is provided on managing stress with the clear message that keeping things to yourself is not a sign of strength.
- We do not grade lesson observations (outstanding, good, etc.) All teaching drop-ins are developmental.
- Performance development begins from the assumption that everyone can achieve their objectives, as they are realistic and developmental.
- We discuss career plans and opportunities for development which support longer term aspirations.

Listening to Staff: Staff Voice

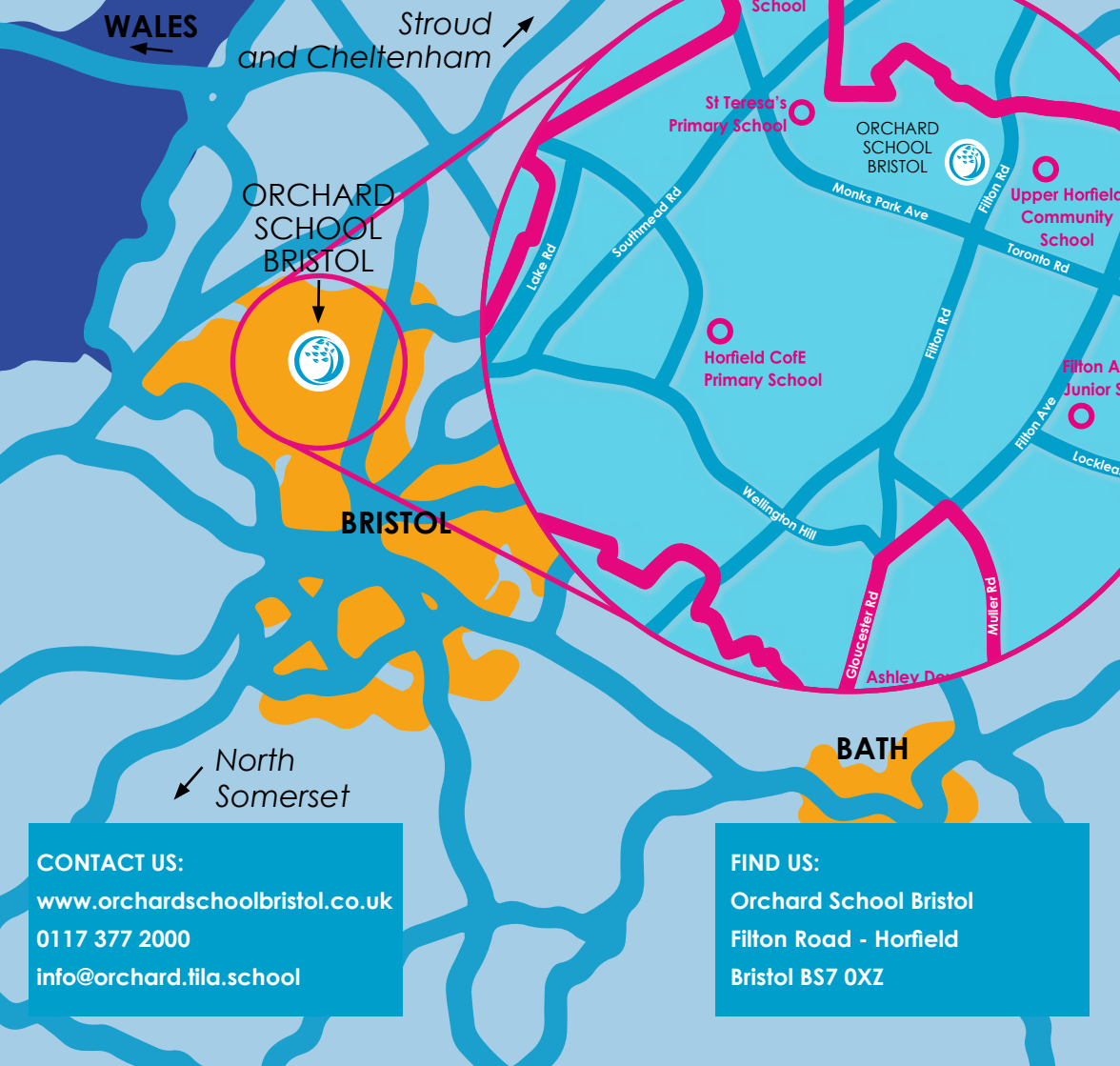
- There is a termly Wellbeing committee meeting which any member of staff is welcome to be part of.
- Staff are regularly surveyed to get their honest opinions about how we can improve.
- We engage with external organisations to undertake independent wellbeing evaluation and to provide free, external support for our staff.
- Staff are asked for their feedback on the quality and impact of CPD, calendar preferences and different aspects of school life.
- Staff are part of the decision-making process; actions are taken as a result of staff voice.

Staff Welfare

- Welfare is prioritised; we know that contented staff make for a more successful school. We are all aware of workload, consider this in any new initiatives, and regularly review how to streamline systems and processes so they take less time.
- There is a wellbeing notice board with advice and recommendations on display in the staff room.
- We have a staff room with fridges, microwave and a toaster, and plenty of comfortable seating.
- We provide staff showers and lockers.
- We provide free tea, coffee, sugar and milk in the main staff room and a free chilled water dispenser for use by all staff.

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- Subsidised school meals are available to all staff at lunch time.
 - All staff have access to “Employee Assistance” – a free, anonymous phone line for information, support and counselling 24-7.
 - Back-to-work interviews are held after an absence, to ensure returners feel well supported.
 - Free flu jabs are provided annually.
 - Staff are not expected to stay late after school – it is good practice to go home and spend time with family. We also accept that for some staff, working after school supports their work-life balance.
 - A culture of peer-to-peer praise is promoted through thank yous, cards, ‘WoW’ events and random acts of kindness.
 - We make use of the “Gift of Giving” to enable staff to take an hour or two to see their own children in performances, or access occasions which are normally impossible due to working in a school.
 - There is a warm and supportive team culture
 - Staff get together for in-house activities and events such as coffee mornings, World Book Day dressing up, cooking in teams for an Orchard ‘Bake Off’, and playing sport together
 - We get together as a team for external events whenever we can, for example running in 10k races as Team Orchard, and taking part in pub quizzes together. We encourage staff to put forward new ideas for social events to support staff wellbeing.





This school has been amazing. I can't believe how well they have communicated with us, supported my child emotionally and challenged her with her learning. Any issues I raise with them are dealt with really effectively. I can see how much each and every teacher really cares for all of the pupils. I could not imagine a better place for my child's education. I cannot praise this school enough.

-Parent quoted in our Ofsted Report-

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