



Blenheim

# Teacher of Art & Design

(Suitable for an ECT or an experienced practitioner)

Flexible Start Date

Part Time Hours & Flexible Working considered

Salary Negotiable



[www.blenheim.surrey.sch.uk](http://www.blenheim.surrey.sch.uk)

# BACKGROUND INFORMATION

Blenheim High School underwent a successful Ofsted inspection in November 2024, has been oversubscribed since 2020 and achieved some of its best public examination results in 2024 including a Progress 8 score of +0.28, placing student progress in the top quartile nationally. The school's ethos revolves around a Growth Mindset of wanting 'to improve' and the Headteacher, Mr A A Bodell, continues his long-term commitment to Blenheim.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1410 students on roll including over 200 in the Sixth Form. Blenheim is a mixed comprehensive and the academy's reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 40% of all students have high prior attainment at the end of Key Stage 2. In recent years the school's popularity has grown significantly, as detailed below:

| Year                                | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|-------------------------------------|------|------|------|------|------|------|------|------|
| Number of Year 7 Students Recruited | 248* | 248* | 248* | 248* | 248* | 234  | 209  | 188  |

\* Waiting lists currently operate in these year groups.

As a Single Academy Trust Blenheim benefits from:

- A 36-week academic year with a fortnight October half term break and a 7-week summer holiday.
- A significant financial reserve which, as a Single Academy Trust, Blenheim has complete autonomy to invest.
- Formative assessment being embedded across the curriculum ensuring that students know their 'next steps'.
- Modern buildings and infrastructure, that has benefitted from c.£2.6 million of recent investment
- A strategic goal prioritising staff well-being, led by the senior whole school well-being lead.
- A comprehensive Co-curricular programme prioritising the development of the whole student.
- A Chelsea FC Blenheim Girls' Football Academy that competes in the National Youth Football League.
- A 'Blenheim Ambition' Dance Academy and a Blenheim Golf Academy.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and 13 students with complimentary biscuits, squash and pizza.

Blenheim's recent [Ofsted inspection \(Nov 2024\)](#) was successful with the school being praised in several areas:

- 'Pupils rise to teachers' high expectations & therefore achieve well, both in school and in public examinations'.
- 'The school's high expectations for behaviour mean that pupils' conduct is excellent in lessons and social time'.
- 'Pupils produce work of a high standard, including disadvantaged students and those with SEND'
- 'Overwhelmingly, staff feel valued and are confident that their welfare and workload are taken seriously. They are proud to work at the school.'
- 'The school provides a raft of inclusive and ambitious experiences to help all students achieve their potential'

Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, a recently refurbished AstroTurf and hard-court area, bespoke sixth form facilities, new audio-visual teaching screens throughout and a fully refurbished staff room. Together with a very supportive and well qualified governing body the school continues to prosper. Visitors often comment on the calm, purposeful learning environment that pervades and is a consistent feature of the School.

Blenheim sets high standards in terms of uniform with several 'non-negotiables' and there are strict expectations regarding behaviour and conduct, both in and out of the classroom. Students can be given up to 1 hour detention on any given day without 24 hours' notice. Ofsted described Blenheim as 'calm, orderly and purposeful' and our students as 'respectful, kind and courteous', which is what those of us who work at Blenheim see every day. The Headteacher has little sympathy for poor standards of student behaviour.

As Blenheim students prepare to take up their place in society, they are actively encouraged to become independent learners. Part of this process involves the use of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable, and this helps ensure that students develop attributes that will allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school, whilst Bespoke Blenheim exercise books continue to be the primary medium for student work.

# BLENHEIM GCSE RESULTS 2024 (Progress 8 = +0.28)

Blenheim's 2024 GCSE and A Level results broke several school records in a number of areas. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well-timed interventions and consistent monitoring of student performance, coupled with an extended day for Years 11 & 13 students, informed this achievement.

## Headline Figures

### GCSE Grade 9 - 7

|  | Blenheim<br>2024 | Blenheim<br>2023 | Blenheim<br>2019 |
|--|------------------|------------------|------------------|
| <b>5 or more 9 - 7 incl. Maths &amp; English</b> | <b>10%*</b>      | <b>10%</b>       | <b>4%</b>        |
| English Language 9 - 7                           | 24%*             | 22%              | 9%               |
| English Literature 9 - 7                         | 29%*             | 24%              | 12%              |
| Maths & English only 9 - 7                       | 10%              | 14%*             | 8%               |
| Combined Science 9 - 7                           | 28%*             | 27%              | 21%              |
| Maths 9 - 7                                      | 16%              | 18%              | 21%*             |
| <b>Total 9 - 7</b>                               | <b>25%*</b>      | <b>23%</b>       | <b>17%</b>       |
| <b>School Record *</b>                           |                  |                  |                  |

### GCSE Grade 9 - 5

|  | Blenheim<br>2024 | Blenheim<br>2023 | Blenheim<br>2019 |
|--|------------------|------------------|------------------|
| <b>5 or more 9 - 5 incl. Maths &amp; English</b> | <b>46%*</b>      | <b>44%</b>       | <b>41%</b>       |
| English Language 9 - 5                           | 56%              | 59%*             | 53%              |
| English Literature 9 - 5                         | 58%              | 62%*             | 53%              |
| Maths & English only 9 - 5                       | 48%              | 49%*             | 49%*             |
| Combined Science 9 - 5                           | 66%*             | 65%              | 53%              |
| Maths 9 - 5                                      | 55%              | 52%              | 58%*             |
| <b>Total 9 - 5</b>                               | <b>57%*</b>      | <b>55%</b>       | <b>53%</b>       |
| <b>School Record *</b>                           |                  |                  |                  |

### English Baccalaureate Curriculum Outcomes (Grades 9 – 5 and 9 - 7).

|                        | Blenheim<br>2024 | Blenheim<br>2023 | Blenheim<br>2019 |
|------------------------|------------------|------------------|------------------|
| Geography 9 - 7        | 26%*             | 21%              | 17%              |
| Geography 9 - 5        | 52%              | 50%              | 57%*             |
| History 9 - 7          | 27%*             | 21%              | 16%              |
| History 9 - 5          | 54%*             | 50%              | 35%              |
| French 9 - 7           | 43%*             | 38%              | 40%              |
| French 9 - 5           | 79%*             | 69%              | 75%              |
| Spanish 9 - 7          | 43%*             | 34%              | 36%              |
| Spanish 9 - 5          | 69%              | 82%*             | 68%              |
| <b>School Record *</b> |                  |                  |                  |

The 2024 Progress 8 figure of +0.28 (DfE, 2024) places Blenheim in the top quartile of secondary schools nationally.

# BLENHEIM GCSE RESULTS 2024

## 10 Highest Achieving GCSE Students.

| Name       | GCSE    |         |         |         | Destination         |
|------------|---------|---------|---------|---------|---------------------|
|            | Grade 9 | Grade 8 | Grade 7 | Grade 6 |                     |
| Student 1  | 6       | 2       | 1       |         | Sixth Form College  |
| Student 2  | 4       | 5       |         |         | Blenheim Sixth Form |
| Student 3  | 5       | 3       | 1       |         | Blenheim Sixth Form |
| Student 4  | 3       | 6       |         |         | Sixth Form College  |
| Student 5  | 4       | 3       | 2       |         | Blenheim Sixth Form |
| Student 6  | 6       | 1       | 2       | 1       | Blenheim Sixth Form |
| Student 7  | 3       | 5       |         | 1       | Blenheim Sixth Form |
| Student 8  | 4       | 2       | 3       |         | Sixth Form College  |
| Student 9  | 5       | 2       |         | 1       | Blenheim Sixth Form |
| Student 10 | 3       | 4       | 1       | 1       | Sixth Form College  |

# BLENHEIM A LEVEL RESULTS 2024

## A Level Outcomes

|        | Blenheim<br>2024 | Blenheim<br>2023 | Blenheim<br>2019 |
|--------|------------------|------------------|------------------|
| A* - A | 25%*             | 23%              | 16%              |
| A* - B | 47%              | 50%*             | 41%              |
| A* - C | 71%              | 76%              | 71%              |

School Record \*

## L3 BTEC Outcomes

|        | Blenheim<br>2024 | Blenheim<br>2023 | Blenheim<br>2019 |
|--------|------------------|------------------|------------------|
| D*     | 15%*             | 13%              | 6%               |
| D* - D | 62%*             | 52%              | 25%              |
| D* - M | 93%*             | 80%              | 50%              |

School Record \*

## 10 Highest Achieving A Level Students.

| Names      | Grades   | Qualification<br>1  | Qualification<br>2 | Qualification<br>3 | Qualification<br>4 | Destination  |
|------------|----------|---------------------|--------------------|--------------------|--------------------|--|
| Student 1  | A*A*A*A* | Art                 | Chemistry          | Maths              | Further Maths      | Durham – Mathematics                                     |
| Student 2  | A*A*A    | English<br>Lit/Lang | Sociology          | Media              |                    | St Mary's - Creative and<br>Professional Writing         |
| Student 3  | A*A*A    | History             | Sociology          | Politics           |                    | Warwick - Politics and<br>International Studies          |
| Student 4  | A*A*A    | Maths               | Physics            | Further Maths      |                    | Bath - Economics with<br>Professional Placement          |
| Student 5  | A*A*A    | Maths               | Psychology         | Biology            |                    | Exeter - Finance with Year<br>Abroad                     |
| Student 6  | A*A*B    | English<br>Lit/Lang | Sociology          | Maths              |                    | York - Law   |
| Student 7  | A*A A    | English<br>Lit/Lang | Biology            | Chemistry          |                    | Bath - Biology with Professional<br>Placement            |
| Student 8  | A* A A B | Maths               | Chemistry          | Physics            | Further Maths      | Southampton - Electronic<br>Engineering/Computer Systems |
| Student 9  | A A A    | Chemistry           | Maths              | Physics            |                    | Southampton - Mathematics                                |
| Student 10 | A A A    | History             | Maths              | Psychology         |                    | Exeter - Computer Science with<br>Industrial Experience  |

# JOB PROFILE



## The Aim

To ensure that students make maximum progress. The successful candidate will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement.

## Accountable to

- The Head of Department

## Supporting Roles

- The school secretariat, teaching assistants, members of the department and other Blenheim colleagues.

## Job Purpose

- To ensure that all students make maximum progress.
- To deliver engaging, differentiated and well-planned lessons guided by Blenheim's 10 Typical best practices.
- To achieve high standards of student attainment and progress in public examinations.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To support and challenge members of the department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by the department delivering creative, innovative and rewarding lessons.
- To role model excellent practices, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- To support and challenge Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons.
- To encourage students to improve their Cultural Capital so that their life chances are improved.

- To follow department and whole school guidelines e.g. deadlines are met, registers are taken, students have challenging starter activities recapping prior learning, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc.
- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT marking.
- To encourage a culture of shared practice in the department where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly.
- To communicate with parents on a range of issues, particularly where students are underachieving.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To be highly visible and a point of contact for students and families.
- To reinforce consistently the school's 10 school uniform non-negotiables.

### **Safeguarding**

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

### **Key Responsibilities**

- To advocate the place of the department in the curriculum and the benefits it will provide students once they leave school.
- Ensure potentially vulnerable students succeed through differentiation and stimulating lesson delivery.
- Track and monitor data and use it optimally to inform practice.
- Produce internal and external reports as necessary.
- To contribute to whole school events as necessary and weekly duties.
- Communicate effectively and purposefully with parents so they are well informed.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND and EAL Departments to ensure students with unique needs are effectively catered for.
- Uphold and promote the values and ethos of the school.

### **Person Specification**

- A willingness to embrace a growth mindset.
- A commitment to help students improve their Cultural Capital so that their chances of success in the world are enhanced.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively, recognising the 'greater good' and playing a full part in #TeamBlenheim.
- Strong oral and written interpersonal and communication skills.
- A genuine interest and enjoyment in working with students and their families.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a busy environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their potential both inside and outside the classroom.

- Commitment to provide a supporting and challenging environment for all students.
- Commitment to individual continuous personal professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

### **General**

- Demonstrate a keen interest in all aspects of school life.
- Show solidarity by supporting school policy, and the Leadership team, publicly.
- Challenge school policy, and the Leadership team, privately.



# THE APPLICATION PROCESS

Please either click on 'Quick Apply' or complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

If choosing to complete the school's application form then please email your completed application to [recruitment@blenheim.surrey.sch.uk](mailto:recruitment@blenheim.surrey.sch.uk). Applications should be received by **12.00pm (noon) Tuesday 22<sup>nd</sup> April 2025** with interviews scheduled for later that week. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

