



Applicant Information Pack





Dear applicant

Thank you for your interest in this post. As Head designate (from January 2022), this will be one of the first appointments that I will make.

William Brookes is unique in that it is the only Coubertin school in Great Britain and is a place where Olympian values infuse every aspect of school life. Students gain good academic outcomes, but education is not just about the academic mind; it is also about the heart and so students at William Brookes are exposed to a broad range of enrichment activities; especially through the Arts and in Sport.

Please explore our website and read the additional materials included in this pack to find out more about us. The Job Description & Person Specification give you an indication of the scale and ambition we have for this post. You are most welcome to contact Kerry Cloud to arrange a visit to the school or an informal telephone conversation with myself prior to any application.

I hope that you are inspired by what our school has to offer, and I would welcome an application from you.

Stephen Richards
Head Teacher (joining on 1 January 2022)



The 3-18 Education Trust

Our Multi-Academy Trust (MAT) was established in 2016 with two schools, The Priory School (which acts as the lead school in our sponsoring MAT) and St Martins, a 3-16 school in North Shropshire. In July 2017, they were joined by Coleham Primary School, a 4-11 school in Shrewsbury. In March 2020, Thomas Adams, an 11-18 co-educational community school, sixth form and boarding house in the centre of Wem joined the Trust with William Brookes School joining on 1 April 2021.

The MAT provides a most interesting and exciting opportunity for schools to share ideas, resources and expertise, for the added benefit of the students in the Trust.

"The value of the individual, the benefit of the team"

This statement heads our Strategy document and establishes the values by which we want our schools to work collaboratively. We are an evolving Trust in terms of our size and operation; in that as new schools seek to join us we look in turn to adapt the way we work together. In short, the leaders within the MAT are keen to receive expertise and share best practice. We want schools to retain their identity, character and ethos, all within the shared values of developing students who are selfless, self-assured and successful. The aspiration of the Trust is that every school gives and receives support and every child is in a great school.

Please visit our Trust website <https://www.3-18education.co.uk/> for more details.

The School

William Brookes School is a mixed comprehensive school with **over 930 students on roll**, including over **100 in the Sixth Form**. Each September sees us oversubscribed in Y7 and the Sixth Form has grown by 50% in the last 2 years. We value the **specialisms** we hold in **Performing Arts** and **Maths & Computing** and continue to support their profile. The school always has an exciting feel to it, with a lot going on every term. We moved into our brand new school in September 2010 and everyone, students, staff and the local community, has embraced the fantastic ICT rich facilities we now have at our disposal. Our school is very much focused on the people who work within the building and we work hard on achieving our motto of "be the best you can be through courtesy, enterprise and endeavour".

Although situated in beautiful surroundings on the edge of the small rural town of **Much Wenlock**, we are far from being a sleepy rural school. We have **eight partner primary schools**, with whom we work very closely, but we draw from a much broader spectrum of some 25 or more primary schools, including some in Telford, Bridgnorth and Shrewsbury, as well as the **wider rural area of South East Shropshire**.

We are a **comprehensive** school in every sense of the word. Our **ability spread is wide and also well balanced**. The last few years have seen several of our students go on to Oxford and Cambridge but we also cater for students with quite complex special educational needs too. The socio-economic background of our students is equally mixed and we enjoy the same levels of support from parents from all sectors. Some children have moved to us from the independent sector, some students live in isolated communities and many live in our surrounding villages and towns, with some 25% coming from the immediate town of Much Wenlock and surrounding area, approximately 31% from Broseley, which lies to the south of Ironbridge and 17% coming from the neighbouring areas of Telford & Wrekin.

We offer:

- A robust and supportive induction programme
- Insightful and progressive CPD opportunities
- Strong and encouraging middle and senior leadership
- Wide ranging and exciting extra-curricular activities that everyone can get involved with

The school's dual specialist status as a performing arts and mathematics and computing college is judged to have contributed extremely well to the school's success through enabling it to offer an excellent range of cultural opportunities for students in which to participate and also to enable them to make an outstanding contribution to the wider community. The Sixth Form came in for particular praise, as well, with its "lively and purposeful environment", in which "students develop good social and personal skills and become confident and articulate young people" who are "extremely positive about the education they receive".

In order to strengthen our focus on teaching and learning, the whole school has been designed around four **Learning Zones**:

Enterprise & Technology: Maths, ICT, Enterprise, Business & Technology

People: English, Art, History, Psychology, RE

Global: Science, Geography, Government & Politics, Law, PSHE

Performance: Dance, Drama, Music, Film Studies, Modern Foreign Languages, PE

Each Learning Zones has common learning environment priorities and provides the base for one of the school's four Houses (Athens, Beijing, London and Sydney – the host cities of the first four Olympic Games of the 21st Century).

The 'Heart' houses the **Student Support Centre** (incorporating Inclusion, Learning Support and Student Support), Student Services, the Library, the Sixth Form (study centre and social base) along with administrative and clerical services.

Sports, the Arts and extra-curricular activities are all features of William Brookes. Our letterhead is indicative of the wide range of success and achievement including the renewal of our Sportsmark Silver accreditation and Artsmark Gold. There is a **joint use Leisure Centre** on the site. As the only "**Coubertin School**" in Britain we enjoy not only a rich cultural tradition that is derived from the life and work of our namesake, Dr William Penny Brookes, but also unique opportunities for Sixth Form students to undertake activities with partner schools from across Europe and beyond. Younger students are participating in student voice and leadership activities related to the Olympics and Olympic values. Our **Arts Centre, "The Edge"**, is located at the heart of our new school and it enhances our Music, Dance and Drama facilities as well as benefiting the wider community of this part of Shropshire and reflecting our great strengths in the performing arts.

Visitors to the school continue to comment very positively on the "**good feel**" and respond very enthusiastically to the school buildings and facilities. Relationships are good and most people - staff and students - are happy here. We pride ourselves on providing a **secure environment within which individuals can flourish** and the **Every Child Matters** agenda is prominent. Values are largely traditional, as are standards of discipline – behaviour and safety is generally outstanding. Our work on **student retention and inclusion** is a strength and a result of us working in partnership with the LA Children & Young People's Services and other agencies.

We consider ourselves very fortunate to work in a wonderful school with fantastic facilities in a beautiful location. We want William Brookes School to be a great place to learn and a great place to teach and hope that you will want to join us and be part of its exciting future.



Vacancy Details

Status of Post: Full Time, Fixed Term to Easter or Permanent
Salary Scale: MPS/UPS (dependent upon candidate experience)
Starting date: January 2022

General Information

We strive to be the “best we can be through courtesy, enterprise and endeavour”.

With over 940 students on roll, William Brookes School is a successful school situated in the picturesque town of Much Wenlock. Approximately ten miles from the centre of Shrewsbury, the school serves a community of small villages and the bigger town of Broseley. Academic standards at the school are high and frequently among the highest in the county, thanks to highly motivated staff, children who wish to learn and parents who support them. Our high standards are maintained by caring and creating a climate of trust and mutual support between all who work in the school, ensuring all students leave with qualifications and skills needed for a successful life.

We have the privilege of being the only Coubertin School in Great Britain. We were awarded this prestigious status in 1999 when we were asked to become a founder member because of our strong links with the modern Olympics. Pierre de Coubertin, who is heralded as the creator of the modern day Olympic Games, was inspired by a visit to Much Wenlock in 1890 as the guest of Dr William Penny Brookes. Coubertin was a French philosopher who believed in educating the whole body and mind. We value this in our present school beliefs.

The school underwent a complete rebuild in 2010 making it the only school in the Shropshire local authority to have a building fully equipped for 21st century learning, although we continually look to improve our excellent facilities and resources for learning. In 2013 we became a Single Academy Trust and in April 2021 became a member of the 3-18 Education Trust.

We also have a large Leisure Centre, swimming pool and 3G pitch, which are jointly managed and available for use by students and staff during the day. We have a strong commitment to the Performing Arts and have excellent facilities inside the Edge Arts centre for public and school performances. These include a Dance and Drama studio, a Lecture Theatre and Cinema alongside the main Performance studio.

The Science Department forms part of the **Global Learning Zone**, which also includes Geography and Social Sciences in a mix of specialist and general learning spaces. There are opportunities for team teaching and for accommodating visiting speakers for more than one group, with a 90-seat lecture theatre available on the ground floor. All teaching spaces have good ICT resources and we have various devices available to support curriculum delivery including laptops and iPads. Subject specific resources are in plentiful supply and mainly electronic.

2021 Exam Results

GCSE:

- 78% of students gained grades 9-4 in English & Maths
- Attainment 8 score of 5.17

	2018	2019	2020	2021
Number of pupils	151	155	159	157
Attainment 8	4.72	4.71	5.14	5.17
Progress 8	0.05	-0.05	0.15	-
5+ in English and Maths	41%	40%	48%	50%
4+ in English and Maths	64%	71%	74%	78%
EBACC APS	4.18	4.13	4.57	4.62

A level:

- 56% were grades B or above
- 80% were grades C or above
- 100% of all exams were passed at A*-E
- William Brookes School is one of the top performing Sixth Forms in the county

	A* -A	A*-B	A*-C	A*- D	A* - E	U
2018	16%	40%	70%	85%	97%	3%
2019	10%	39%	68%	87%	98%	2%
2020	26%	53%	79%	94%	100%	0%
2021	26%	56%	80%	90%	100%	0%

The Science Department

The Science Department currently consists of 8 full time and 1 part time specialist teachers, as well as 1 teaching assistant (shared across the learning zone) and 2 technicians, and is structured as follows:

Biology	Chemistry	Physics	Technicians
Nicola Warburton Ruth Bennett Georgia Thomas	Judith Edge Karla Willetts Vacancy	Russ Thomas Jessica McCombie Chris Snow (p/t)	Lorrain Morrison Mal Harris

Each subject area continues to develop in-house schemes of work at KS3 which aim to develop Science skills alongside Science knowledge. We teach KS3 in mixed ability groups, usually one teacher being responsible for teaching one group. At GCSE we have two groups currently following the Single Science pathway at both foundation and higher tier and we also offer the AQA Trilogy specification. At A level, we teach the AQA specifications.

The Sciences are popular choices at KS5 and over the last 5 years, some students from William Brookes School have gone on to study Sciences at either Oxford or Cambridge, the most recent gaining a first-class honours in Chemistry from Cambridge. Another, now a Professor at Nottingham University, returned recently as guest speaker for one of our Café Sci events arranged by Sixth Form students to talk about Relativity and another, the Chemistry of Chocolate.

Keen to encourage students to consider careers in the Sciences, medicine and engineering, we are looking for someone to support our delivery of STEAM and EES programmes to KS3, KS4 and KS5 respectively, working alongside colleagues in Science, DT and Enterprise.

Job Description

Purpose of the Post:

- To support the School's aims and maximise the achievement of all students in Science.
- Curriculum deliver, progress and achievement in Science in Key Stage 3, in Science and GCSE Chemistry in Key Stage 4 and in A level Chemistry in the Sixth Form.

Accountable for:

- Curriculum delivery and student progress and achievement within the Science department - and within the wider school, where relevant.

Details:

We are seeking to appoint an enthusiastic, energetic and creative Teacher of Science/Chemistry to join an established department, covering all aspects of teaching responsibilities. Someone who is interested in working in a department where staff open up their practice to scrutiny and share with colleagues both their successes and what they would like to improve. There is strong department and school support for appropriate student behaviour in lessons and we think this is a good school to work in, with an open and friendly atmosphere in the department. You will also cover tutorial responsibilities to a vertical tutor group of approximately 20-25 students, delivering an important core tutorial programme which emphasises the school's reading programme.

The successful candidate will also join one of our four Houses as a tutor to a vertical tutor group of approximately 25 students, plus associate student tutors from the Sixth Form, delivering an important core tutorial programme throughout the year. You will display a commitment to ensuring students of all abilities work to the highest standards and are able to make excellent progress.

ICT permeates all that we do, with a mixture of interactive whiteboards and dual projection rooms. Each Learning Zone also has a range of hardware, from iPads and iPods to laptops as well as other devices that enhance the quality of lessons. We actively use our own portal as a communication and resource tool and have a real desire to build on this virtual learning platform for enhanced home access by staff, students and their parents.

Key Responsibilities

Curriculum:

- To teach within the Science department
- To work with the department to contribute to schemes of work, helping to build opportunities for:
 - Teaching and learning
 - Assessment for learning
 - Meeting the needs of all learners
 - ICT
 - Enrichment and external links

Learning:

- To maintain up-to-date records of student progress across all aspects of performance
- To ensure that students make good or outstanding progress in Science
- To deal effectively with behaviour, attendance and punctuality issues

Assessment:

- To carry out the regular assessment and marking of students' work, according to the departmental and whole school assessment and marking policy
- To keep records of student attainment and progress using our tracking software
- To monitor student achievement against school and national data at individual student and teaching group level, and to take action to improve achievement and combat identified under achievement
- To carry out assessment and feedback

Policy:

- To attend relevant meetings
- To undertake any other duties as reasonably requested by the Head and/or Subject Leader

Person Specification

	Essential	Desirable
Education: <ul style="list-style-type: none"> Graduate in Science (or equivalent) PGCE Teaching qualification (or equivalent) 	✓ ✓	
Skills & Experience: <ul style="list-style-type: none"> Proven academic track record (A level and degree) Teaching across KS3 and KS4 (inc. placement) Teaching of KS5 Proven record of good/better exam results 	✓ ✓ ✓	 ✓ ✓ (NQT)
Personal Qualities: <ul style="list-style-type: none"> Committed to achieving goals Committed to high achievement Committed to co-planning, delivering and assessment in Science Confident communicator Strong team player Flexible, resilient and tenacious Organised Caring Creative Good sense of humour 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓
Knowledge and Understanding: <ul style="list-style-type: none"> Understanding of National Curriculum and GCSE requirements including new specifications Understanding of A level programmes including new specification 	✓	 ✓

The appointment will be made on consideration of the following criteria:

The person appointed will:

- hold a good Honours degree level qualification in Science or related disciplines
- hold Qualified Teacher Status or equivalent
- have successful experience of teaching Science to students of all abilities in KS3 and KS4 to GCSE, and possibly A level, either in post or whilst on a Student Teaching Placement
- have the ability to play a role in the development of the subject by contributing to new initiatives successfully
- have good organisational skills and the ability to work under pressure
- have a keen interest in Information and Communication Technology and good ICT skills

The person appointed must be a good communicator and able to demonstrate a passion for the subject.

Conditions of Service

The post is subject to the following:

- The Terms and Conditions for Teachers, as set out in the Teacher's Pay & Conditions Acts and any orders made under them
- The other terms and conditions set out in the various national collective agreements in force from time to time
- The Local Authority's and Governing Body's Rules and Conditions including any local agreement entered into with recognised trade unions
- The School's Instrument and Articles of Government
- The other conditions set out in the letter of appointment and this job specification

The Appointment Process

Application forms are available from the school website www.williambrookes.com. Please complete and return your application form as soon as possible, clearly noting all the experience, skills and personal qualities that you can offer which are relevant to this post.

Completed applications and supporting documentation should be emailed to kcloud@williambrookes.com. You may also post your application to:

Mrs Kerry Cloud
Head's PA
William Brookes School
Farley Road, Much Wenlock
Shropshire, TF13 6NB

If you would like further information about the post, please contact John Connolly in the first instance, either by calling 01952 728900 or by email to jconnolly@williambrookes.com.

Please note:

- It is essential that all elements of the application form are completed appropriately.
- CVs will not be accepted.
- Appointments will be subject to clearance in respect of medical fitness and criminal disclosure.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and as such any applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant(s) may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.
- William Brookes School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Curriculum

Our broad and balanced curriculum seeks to maximise the achievement of all our students. It meets the requirements of the revised National Curriculum and is also tailored to the specific needs, interests and aspirations of our students.

Our curriculum contributes to the spiritual, social, moral and cultural development of students. This is achieved through the taught curriculum and through the programme of enrichment activities which help to deliver key aspects of personal, social and health education, as well as citizenship. The curriculum provision is also supported by a strong commitment to impartial careers information, advice and guidance.

Key Stage 3:

Years 7

Subject	Periods
English	3
Maths	3
Science	3
Physical education	2
Design and Technology	2
ICT	1
Performing Arts	2
Art	1
History	2
Geography	2
RE	1
French/Spanish	2
PSHCE	1

Year 8 & 9

Subject	Periods
English	3
Maths	3
Science	3
Physical education	2
Design and Technology	2
ICT	1
Performing Arts	1
Art	1
History	2
Geography	2
RE	1
French/Spanish	3
PSHCE	1

In Y7, subjects are mainly taught in half year groupings of 3 classes, set by individual departments. Maths, English, Science, PE and DT teach in four groups.

In Y8 and Y9, subjects are taught in half year groupings of 3 classes, set by individual departments. Maths, English and Science teach across the whole year in 7 groups. PE and DT teach half years in four groups.

Key Stage 4:

Years 10 & 11

Subject	Hours per week
Maths (7 sets in 2 half years)	4
English (7 sets in 2 half years)	4
Physical education (8 sets in 2 half years)	2
Science (7 sets in 2 half years) We teach triple and combined Science	6 (5 vocational)
PSHCE (7 sets)	1
Options (7 groups per block): Art, Business Studies, Computer Science, Dance, Drama, DT Food, DT Product Design, French, Geography, History, iMedia (OCR National), Music (Btec) [after school lessons only], PE (BTEC & GCSE), Psychology (new) [limited numbers], RS, Health & Social Care (Btec)	$(4 \times 2) = 8$ Vocational: $1 \times 5 + 2 \times 2 = 9$

College Provision:

Construction	1 day per week
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Key Stage 5:

The vast majority of students will study 3 A level courses over a two linear model. This means that students would not be expected to sit AS level exams at the end of Y12. Each subject would also be allocated 5 hours of contact time.

Our annual offer includes places on the following subject courses:

- **GCE A level:**
Art, Biology, Chemistry, English Combined, English Literature, French, Further Maths, History, Geography, Government and Politics, ICT, Maths, RS, Physics, Psychology
- **Level 3 Btec:**
Business Studies, Health & Social Care, Performing Arts, PE

The final subject model will be based on recruitment numbers to ensure a financially viable curriculum.

As part of a student's programme of study, they will have an hour of tutor period and 4 hours of directed study each week, on top of work experience and other elements of voluntary work.



Pastoral Care

Student Welfare:

Student welfare is supported through vertical tutoring and the House system, both of which enable students to develop positive relationships with their peers and with students from other year groups in the school. Tutors monitor academic and pastoral progress, and act as a "Key Worker" - the main point of contact should the student, or their parent, have any concerns. Subject teachers may also be contacted about specific issues. Tutors are supported by House Leaders to whom they may refer issues such as attendance, progress or behaviour if these matters become more serious, or if they affect more than one subject.

Our House System:



House Name

House Leader

Athens

Mark Wilson



Beijing

Ben Tipton



London

Anthony Burrell



Sydney

Ruth Bennett

Support for Learning:

Sometimes a student needs more specialist care and support. The circle diagram to the right illustrates that this is available through a central facility and consists of three specific arms - Learning Support for particular learning difficulties or Special Educational Needs, Inclusion for emotional support and Behaviour Support when withdrawal from lessons is appropriate. These three departments work together to carefully identify individual needs, construct programmes which meet these needs and liaise closely with students, families and the wider school.



Our Support Partners

West Mercia Police - PCSO Stephen Dunne-Brown and Jessica Hindley's roles as local Police Officers is to improve contact and communication with the local community; this includes involving themselves with young people, so being at school is the ideal opportunity. They provide students with advice on the law, and even careers within the police service.

School Nurse – provided by the local Primary Care Trust this services provides a vital link between health and education. A nurse attends school on Wednesday afternoons offering counselling and advice services to students. They are also involved in school vaccinations and training programmes related to particular students' medical needs.

Behaviour for Learning:

Students are aware of the clear expectations regarding their conduct in and outside of school and we have an established system of rewards and sanctions to support behaviour. With support from parents, we work in partnership to instil the positive values of courtesy, cooperation, respect and equality to that they conduct themselves as excellent ambassadors for the school and the community. Positive praise and rewards are key tools for staff in maintaining motivation for learning and good behaviour at William Brookes School. A reward does not necessarily have a material profit and can be as simple as positive verbal or written praise. Rewards at William Brookes School are linked to the House system and competition between Houses.

Students are rewarded with House Points for a range of reasons including:

Preparedness for Work	<ul style="list-style-type: none"> • Being fully equipped for lessons • Arriving on time • Is ready to start work quickly • Homework is completed
Attitude to Learning	<ul style="list-style-type: none"> • Active involvement in lesson • Completes all tasks • Involved in group work (willing participant)
Independence	<ul style="list-style-type: none"> • Willing to try things on their own first • Asks questions as well as answer them • Is resilient and willing to try again
Desire to Improve	<ul style="list-style-type: none"> • Completes all improvement foci (responding to comments) • Seeks support in and out of lessons • Work is completed to a high standard
Literacy	<ul style="list-style-type: none"> • Spells subject specific words correctly • Uses punctuation and grammar well in extended written tasks • Active listening so that all instructions can be followed accurately

House Points are also awarded for participation in or contribution to extra-curricular activities, completing Accelerated Reading tasks or meeting the ideals of Baron de Coubertin. The House Points are recorded electronically on 'Class Charts' and link directly to the House competition and the rewards given as part of this.

Other rewards that can be given are:

- Postcards home from the learning zone (with a weekly focus for teachers on specific year groups);
- Heads Commendations (for exceptional work or effort),
- Other subject specific or tutor group rewards.

Extra-Curricular Opportunities

At William Brookes School we believe in providing opportunities to nurture the “whole” person and therefore provide our students with opportunities to develop their character through numerous extra-curricular activities. February 2018 saw the school receive the Platinum Sportsmark in recognition of the tireless work the PE department has undertaken over the last 5 years to encourage student participation in after school clubs and sporting fixtures. We are one of only 20 secondary maintained comprehensive schools in the country to receive the special School Games Platinum Award which is part of the School Games Mark, a government led awards scheme launched in 2012 and administered by national charity the Youth Sport Trust, which had close to 9,000 applicants each year. Its aim is to reward schools for a commitment to the development of competition across schools and into the community.

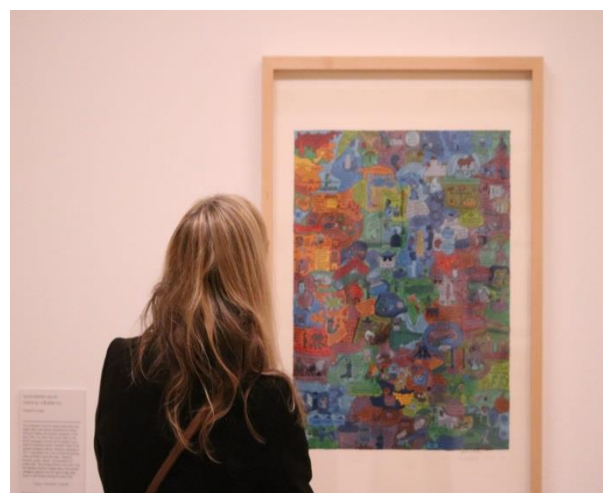
Lunchtime & After School Clubs:

As well as opportunities for students to extend their learning they may also explore other interests. STEM, ICT and Coding are just a few of the many clubs available for students to attend. In addition, the Performing Arts team offer Dance, Music and Drama and there are school teams for boys and girls football, rugby, hockey, cricket, basketball, netball, badminton and table tennis.



Inspirational Visits:

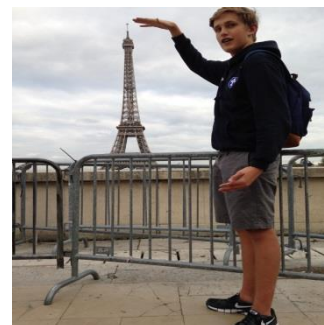
Students from all year groups also have the opportunity to watch live sports events. In recent years, students have been to watch England play cricket at Edgbaston, football at Wembley and rugby at Twickenham. Throughout their time with us, students also have many opportunities to go on trips to support their learning such as in KS3 when they take a trip back in time and visit mock WWI trenches and the Worcester Commandery, in KS4 to visit art galleries and museums and in KS5 to visit the law courts to witness real hearings.



Residential Experiences:

Students have the opportunity to participate in the following residential visits:

Year 7	Opal Coast, France
Year 8	Arthog Activity Centre
Year 9	French Exchange
Year 10	History/RS visit to Germany
Year 11	History visit to London



Duke of Edinburgh Award Scheme

The prestigious Duke of Edinburgh Award Scheme is recognised by universities and employers for its emphasis on character building. Students from Y10 onwards can start training and preparing for a bronze, silver and ultimately gold award. Planning and organisation are essential skills but resilience and leadership are also developed through the demands of the programme.

Inspirational Visitors:

Over the last 6 years, we have hosted visits by a number of sporting stars including Tom Davis (Wrestling), Mel Clarke (Archery) and Heather Fisher (Rugby).