



Blenheim

# Teacher of French and Spanish

(Suitable for an ECT)

Immediate Start

Salary Negotiable



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

# BACKGROUND INFORMATION

Blenheim High School became Surrey's most improved school for public examination outcomes in the 2017/18 academic year, was categorised by Ofsted as 'Good' in all areas in May 2019, has been oversubscribed since 2020/21 and achieved its best public examinations results in summer 2022.

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 1337 students on roll including over 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 50% 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	2023	2022	2021	2020	2019	2018	2017
Number of Year 7 Students Recruited	248*	248*	248*	248*	234	209	188

\* Waiting lists currently operate in these four year groups.

As a Single Academy Trust Blenheim's features include:

- A 36-week academic year with a fortnight October half term break and a 7 week summer holiday.
- Formative assessment being embedded across the curriculum ensuring students have a clear understanding of their 'next steps'.
- A significant financial reserve, which Blenheim has complete autonomy to invest.
- Modern buildings and infrastructure.
- 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.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and Year 13 students until 5pm Monday – Thursday, with complimentary biscuits, squash and pizza.

In 2019, Blenheim was characterised as a 'good' school following a Section 5 Ofsted inspection. Please [click here](#) to read the Ofsted Report. Ofsted commented that the school had excellent capacity to continue improving. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, an AstroTurf pitch, bespoke sixth form facilities and grass football and rugby pitches. Together with a very supportive and well qualified governing body the school has invested significantly in several areas, not least in the appointment of high-quality practitioners and on-site infrastructure. Visitors often comment on the calm, purposeful learning environment that pervades.

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 integration of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable and this approach is key to ensuring 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.

# BLenheim GCSE RESULTS

Blenheim's 2022 GCSE results involved all students sitting public examinations set by the National awarding bodies for the first time since 2019. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance has led to the majority of outcomes surpassing those achieved in 2019.

Since 2019, all GCSE subjects have been attributed 9 – 1 grades with 9 – 5 being considered 'higher' grades or strong passes.

## Headline Figures

	Blenheim 2022	Blenheim 2019
<b>5 or more + 9 - 5 or A* - C incl. Maths &amp; English</b>	<b>50%</b>	<b>41%</b>
<b>Maths 9 - 5</b>	<b>54%</b>	<b>58%</b>
<b>English Language 9 - 5</b>	<b>61%</b>	<b>53%</b>
<b>English Literature 9 - 5</b>	<b>60%</b>	<b>53%</b>
<b>English 9 - 5 (best of Lang or Lit taken)</b>	<b>68%</b>	<b>63%</b>

## Higher passes (Grades 9 – 5) and Highest passes (Grades 9 - 7)

	Blenheim 2022	Blenheim 2019
<b>9 - 7 grades</b>	<b>27%</b>	<b>17%</b>
<b>9 - 5 grades</b>	<b>60%</b>	<b>53%</b>

## English Baccalaureate outcomes (Grades 9 – 5 and 9 - 7)

	Blenheim 2022	Blenheim 2019
<b>English 9 - 7</b>	<b>25%</b>	<b>16%</b>
<b>Maths 9 - 7</b>	<b>21%</b>	<b>21%</b>
<b>English 9 - 5</b>	<b>68%</b>	<b>63%</b>
<b>Maths 9 - 5</b>	<b>54%</b>	<b>58%</b>
<b>The English Baccalaureate strong pass</b>	<b>14%</b>	<b>15%</b>
<b>Combined Science (Double Science) 9 - 7</b>	<b>23%</b>	<b>10%</b>
<b>Combined Science (Double Science) 9 - 5</b>	<b>57%</b>	<b>40%</b>
<b>Biology 9 - 7</b>	<b>100%</b>	<b>35%</b>
<b>Biology 9 - 5</b>	<b>100%</b>	<b>74%</b>
<b>Chemistry 9 - 7</b>	<b>100%</b>	<b>36%</b>
<b>Chemistry 9 - 5</b>	<b>100%</b>	<b>70%</b>
<b>Physics 9 - 7</b>	<b>100%</b>	<b>36%</b>
<b>Physics 9 - 5</b>	<b>100%</b>	<b>72%</b>
<b>Geography 9 - 7</b>	<b>23%</b>	<b>17%</b>
<b>Geography 9 - 5</b>	<b>53%</b>	<b>57%</b>
<b>History 9 - 7</b>	<b>29%</b>	<b>16%</b>
<b>History 9 - 5</b>	<b>56%</b>	<b>35%</b>
<b>French 9 - 7</b>	<b>40%</b>	<b>40%</b>
<b>French 9 - 5</b>	<b>65%</b>	<b>75%</b>
<b>Spanish 9 - 7</b>	<b>39%</b>	<b>36%</b>
<b>Spanish 9 - 5</b>	<b>81%</b>	<b>68%</b>
<b>Computing 9 - 7</b>	<b>64%</b>	<b>12%</b>
<b>Computing 9 - 5</b>	<b>86%</b>	<b>53%</b>

**2022 Progress 8 Estimate = +0.20 to +0.44**

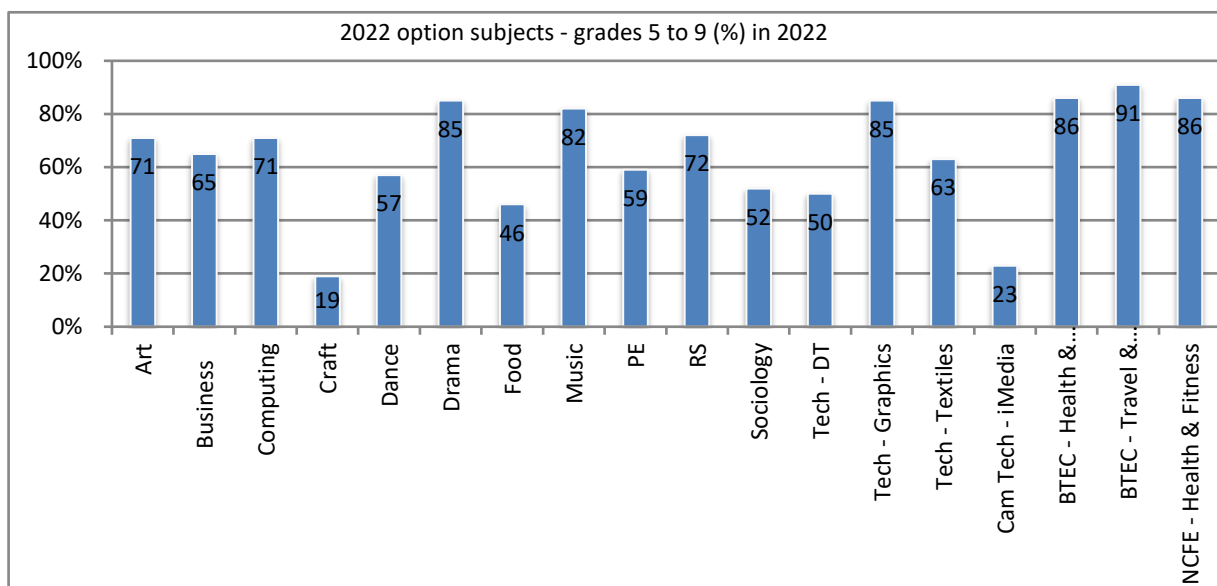
# BLenheim GCSE RESULTS 2022

## Achievement across a range of subjects

Blenheim's 9 – 5 pass rate was 60%. In Technical awards, Blenheim achieved a 100% pass rate (Pass to Distinction\*) in Technical iMedia, BTEC Health & Social Care, BTEC Travel and Tourism and NCFE Health & Fitness.

## English and Mathematics

Results in these core subjects remained well above the national average for Blenheim students in 2022 with 54% gaining the 9 - 5 GCSE grade in Mathematics, 68% in either English Language or English Literature, with 25% of grades being the highest GCSE grade of 9 - 7 in English and 21% in Mathematics.



## GCSE grades 7 to 9

27% of all entries were awarded 9-7 grades, 36 students achieved average grades of 7 or higher, and 12 students achieved an average of grade 8 or higher. The top performing student secured all grade 9s in his subjects.

Name	GCSE				BTEC
	Grade 9	Grade 8	Grade 7	Grade 6	Distinction *
Student 1	10				
Student 2	5	3	2		
Student 3	5	2	2		
Student 4	6	1	1		1
Student 5	5	3		1	
Student 6	4	3	2		
Student 7	4	4		1	
Student 8	5	2		2	
Student 9	3	3	3		2
Student 10	4	2	2	1	
Student 11	2	3	5		
Student 12	2	3	4		
Student 13	2	4	1	2	
Student 14	1	4	3	1	
Student 15	2	4		3	

# JOB PROFILE



## The Aim

To ensure that students make maximum progress. The successful candidate will emphasise a Growth Mind set modelling the characteristics of hard work, resilience, innovation and constant 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 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 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 implement the 10 Teaching and Learning non-negotiables consistently.
- 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 can succeed through differentiation and stimulating lesson delivery.
- Track and monitor data use it to inform practice.
- Ensure school uniform is worn correctly.
- 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.
- **The post holder will be expected to run after school, each week, one voluntary 45 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will be part of a wider, whole school, extended day.**
- **The post holder will also contribute to the school's co-curricular programme by delivering a vocational activity for the equivalent of 30 minutes per week.**

### **Person Specification**

- A willingness to embrace a growth mind set.
- 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'.
- Strong interpersonal and communication skills both orally and in writing.
- 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 challenging 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 academic and recreational potential.
- Commitment to provide a supporting and challenging environment for all students.
- Commitment to individual continuous 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.
- To show solidarity by supporting school policy, and the Leadership team, publicly.
- To 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) Monday 28<sup>th</sup> November 2022**. **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.

