

Teacher of Geography



Information Pack



DRIFFIELD
SCHOOL
& SIXTH FORM

Believe • Achieve

Believe • Achieve



“A proud and confident community: achieving success through trust and respectful relationships.”

General Information about the School

We are an 11-19 Comprehensive School with approximately 1,500 students on roll. We are part of The Education Alliance, a growing multi-academy trust, currently consisting of South Hunsley School and Sixth Form College, Malet Lambert School, Driffield School and Sixth Form, The Snaith School, Hunsley Primary School, North Cave Church of England Primary School, Howden Junior School and Yorkshire Wolds Teacher Training. We are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting each other and standing shoulder to shoulder and doing what we know makes the difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.



‘Driffield School
& Sixth Form is
a friendly and
happy place’.

Ofsted Inspection report January 2020

Driffield School and Sixth Form is a friendly and supportive school and we do everything we can to ensure that every individual child receives the care, support and guidance they need to thrive and be the best they can be. Our fantastic team of hardworking and caring staff are fundamental to this success and we invest heavily in professional development to enable our staff to flourish, continually develop and access in-house career opportunities. We have a long tradition of being an inclusive and supportive school and our aim is for all students and staff to enjoy learning, experience success and develop their full potential. Our Be Well Programme was introduced in September 2019 and provides a comprehensive package of well-

being and mental health support for all our students, parents/caregivers and staff. Further details are available in the general details section below.



Staff, governors, students and members of the community have worked together to create a vision of the key qualities and values they would like to see in the school:

Believe • Achieve

A proud and confident community: achieving success through trust and respectful relationships.

As this dynamic vision statement illustrates, it is an exciting time for the school which has enormous potential.

The hard work of staff and students has resulted in a record number of the highest grades at Driffield School and Sixth Form in 2022. At A Level, 66% of our students achieved A* to B grades and 85% A* to C grades. 15% of all grades were A*. We are really proud of our students’ efforts and achievements and this year saw a wonderful set of results for students who can now move successfully into employment, apprenticeships and further study in Higher Education after a 99.6% pass rate.

The majority of our students gained their first choice of university with a high proportion securing a place at one of the prestigious Russell Group universities. A record number of students have also successfully graduated from our MEDSOC programme, securing a place to study medicine at university.

‘Staff and pupils
work well
together.
They work very
hard to achieve
their ambitious
goals’.

Ofsted Inspection report January 2020



Our Basics measures at GCSE continue to improve year on year, with 71% of students achieving at least a standard pass in both English and Maths and 47% achieving a strong pass or above in English and Maths. The percentage of students achieving at least a grade 4 is above the national average in all core subjects. Alongside the strong performance in the core subjects, our students excel in the arts. Our art, music and drama departments all saw over a quarter of students achieving the highest grades of 7, 8 or 9 in 2022.

Our facilities have been designed to ensure the environment promotes learning and these include a purpose built Art and Technology building and a state of the art Performing Arts block. A £1.2 million investment has recently been completed to update the school’s North Building and the energy efficiencies this will create will be reinvested into teaching and learning. All our facilities are actively used by the local community outside school hours. We also have access to the East Riding Leisure Centre which is adjacent to the school site and is equipped with the latest fitness equipment for the benefit of staff and students. The school is also able to use residential facilities at Spiers Bank House, an ex-forestry commission house located near Pickering in the North York Moors. This provides a fantastic resource for the development of students’ outdoor experiences as well as personal development.

We are committed to safeguarding and promoting the welfare of children and young people. Our most recent Ofsted Inspection report states that, ‘*The designated safeguarding leader and her team are knowledgeable, vigilant and takes safeguarding very seriously. Teachers and pupils know what to do if they have any concerns*’ (January 2020). All staff receive training on appointment and regular updates and clearance from the Disclosure and Barring Service is required prior to any appointment being made. The school’s Child Protection Policy and Procedures can be accessed via this [link](#) and the Education Alliance Child Protection Policy can be accessed [here](#).



‘Pupils are happy at the school and say that it feels safe’.
Ofsted Inspection report January 2020

Within the Education Alliance Multi Academy Trust, there are also further opportunities to develop and progress. As a trust, we are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting in each other and standing shoulder to shoulder, and doing what we know makes a difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.



‘Staff feel valued and supported and proud to be working in this school.’
Ofsted Inspection report January 2020

Driffield is at the heart of the Yorkshire Wolds and has recently been named by The Times as one of the [best places to live](#) in the North of England.

We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

For more information about the school and everything we have to offer, please visit www.driffieldschool.net.

THE WORKLOAD CHARTER



OUR PROMISE

For too long in too many English schools, staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend. We say, "no more".

While we are far from perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both.



CULTURE

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.



WORKLOAD

The trust supports the principle of 1265 hours for teaching staff, and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they should not be given directed work.



LESSON PLANNING

Staff are not expected to submit daily or weekly plans. IT systems will be aligned to establish systems and processes that minimise the replication of effort across different schools.



MARKING AND FEEDBACK

- ▼ There is no central trust-wide or school-wide approach.
- ▼ There is no centrally prescribed frequency of written feedback.
- ▼ Each subject may have a different approach developed by our subject experts.
- ▼ We mark less in terms of the number of pieces of work but with greater impact.
- ▼ We should not use acknowledgement marking.



DATA COLLECTION

The trust continues to explore greater use of technology to reduce aspects of teacher workload involved in data collection.

Currently, schools collect student performance data only twice a year to ensure they can monitor progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement.



EMAILS

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours. We ask all staff, including leaders, to refrain where possible, from sending group emails and to think carefully before using the "reply all" function.



WORKING PRACTICES

Where new initiatives are introduced, they should be based on evidence that they are likely to improve student outcomes and serious consideration must be given to what we are going to stop doing to 'make space' for what is new.



INSPECTION

The trust does not conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal quality assurance and performance development policies.

Our Trust



The Education Alliance Multi-Academy Trust was established in 2015 so that South Hunsley School and Sixth Form College could support the setting up of Hunsley Primary School, the East Riding's first and only Free School.

In February 2016, Malet Lambert School, an 11-16 school in Hull, joined the trust and the following year, Driffield School and Sixth Form joined as a sponsored academy. The most recent secondary school to join is The Snaith School, an 11-16 school, and North Cave CE Primary School joined at the start of the academic year 2019-20. In addition to the six schools, South Hunsley School is also a Teaching School (The lead in Wolds Teaching School Alliance) and a National Support School.

The trust also operates Yorkshire Wolds Teacher Training, the only SCITT based in East Yorkshire, which is training a new generation of primary and secondary teachers in East Riding and Hull.

Our purpose:

We are here to make great schools and happier, stronger communities so that people have better lives.

How we do this:

The way we do this is by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others, and being honest, open and transparent.

The trust has a clear, transparent and effective governance framework. Further information regarding the Members, Trustees and Governing Bodies can be found on the trust website alongside our Governance Framework and Scheme of Delegation.

Jonny Uttley
CEO, The Education Alliance



Introduction from the Headteacher



Thank you for your interest in working at Driffield School and Sixth Form. I hope that, after reading the information provided, you will feel not only encouraged to apply, but excited by the opportunities that Driffield has to offer.

I have been a Senior Leader within The Education Alliance since 2013 and before moving to Driffield School's senior team, I was a Trust Director working across the secondary schools within the trust. It was during this time that I had the opportunity to work with colleagues and students in Driffield and instantly felt a connection with the school and its community. In spring 2018, I moved to the school's senior team full time so that I could be a key stakeholder in driving forward the school's success. I was Deputy Headteacher for Curriculum and Standards, working very closely with Subject Leaders to develop curriculum and standards of teaching, before being appointed Headteacher in 2022.

Driffield has the perfect comprehensive mix of students; they are a pleasure to teach and are our greatest asset. Many want to stay onto our Sixth Form due to its superb reputation. The number of students securing their first choice of university remains well above national average and we have many students who secure places at Russell group universities.

I have no doubt that Driffield School will be an outstanding school, but this is not the driver for myself, our governors or staff. We want to provide a great education for every young person in our local area and this is our motivation. I have extremely high expectations of myself, staff and students. However, staff well-being is of utmost importance to us and everything we do is underpinned by our 'Workload Charter'.

At Driffield School and Sixth Form, we are extremely passionate about improving the life chances of our young people and we want all of our students to leave us with the best possible outcomes, a wide range of memorable experiences and an abundance of positive memories. I am proud to be the Headteacher leading the school through the next stage of its exciting journey and feel very lucky to lead a school with such amazing staff and students. Driffield offers a great opportunity for colleagues who are passionate about making a difference in an improving school and a supportive organisation.

This is undoubtedly an exciting time to join Driffield School and Sixth Form and the Education Alliance. We very much look forward to hearing from you and thank you for your interest in our school.

Best wishes
Vicky Loftus
Headteacher





Key Questions	Selected Responses	Outcomes <i>Note: More detail in each section</i>
<p>1. Quality of Education</p> <ul style="list-style-type: none"> How do we promote and deliver literacy to improve students' reading ability and reading comprehension? How do we make sure that all groups of students achieve consistently well in all subjects? How can we best support those who have gaps, or who have fallen behind, to catch up? 	<p>1a) By ensuring that all students can access an appropriate curriculum that it is ambitious, well designed and sequenced across all key stages, with a focus on developing medium-term plans that effectively outline the knowledge required, across all subjects</p> <p>1b) Through the use of well-designed assessment that drives responsive teaching and effective feedback, allowing us to identify appropriate students for timely and evidence-based wave 1 interventions (addressing gaps in knowledge) and wave 2/3 interventions (that narrow attainment gaps)</p> <p>1c) By ensuring we access effective, subject-specific CPD (which supports the improvement of all teachers) that ensures consistently high quality teaching and so that we meet the needs of all our students by teaching to the top and effectively scaffolding lessons, across all key stages</p>	<ul style="list-style-type: none"> An increasing proportion of students secure the qualifications they need for future learning and employment, achieving a positive Progress 8 score Improved outcomes for key groups of students, including disadvantaged, boys and SEND learners The percentage of students achieving key benchmarks at A Level (A*-A/ A*-B and A*-C) are above national averages Reading attainment gaps are addressed quickly and effectively to ensure all students are able to read with fluency and comprehension appropriate to their age All staff access high-quality and subject-specific CPD that positively impacts the quality of teaching Effective assessment is used to drive responsive teaching, identifying misconceptions and gaps in subject knowledge
<p>2. Behaviour and Attitudes</p> <ul style="list-style-type: none"> How do we build a culture of high expectations, where students develop consistently positive attitudes to their education and attend well? How can we further promote respectful relationships that value difference and diversity, and where all forms of bullying and harassment are never tolerated by our community? 	<p>2a) By explicitly teaching our students the learning behaviours, habits, and routines we expect, promoting and consciously maintaining a positive culture, and consistently applying our shared understanding of high expectations</p> <p>2b) By constantly discussing with our students the issues that impact them, equipping them with the knowledge and understanding that will help them empathise with others, and consistently and robustly tackling all forms of discrimination, bullying and harassment</p>	<ul style="list-style-type: none"> Behaviour is consistently good in lessons and around the site: classrooms are disruption free Students report that they feel safe, free from discrimination, harassment and bullying and are well supported in school Our cornerstones curriculum (mapping explicit opportunities to teach key behaviours and routines) is implemented consistently by all staff and understood by all students Whole school attendance is on track for 96% (all) and 94% (PP) Students make a highly positive, tangible contribution to the life of the school
<p>3. Personal Development</p> <ul style="list-style-type: none"> How can we ensure that students understand the benefits of taking care of themselves, both mentally and physically, and are able to form respectful and healthy relationships? How can we promote equality and diversity so that students respect difference and reject discrimination, abuse, bullying and harassment? How do we plan a range of opportunities that all students can access and remember for a lifetime? How can we raise the aspirations of all our students and help them achieve personal excellence? 	<p>3a) By providing a coherent health and relationships curriculum and pastoral care (supplemented by expert external provision and support programmes) to ensure students know how to stay safe and healthy and can access help and advice when they need it most</p> <p>3b) By inspiring our students to strive for personal excellence, challenging them through a coherently planned and sequenced curriculum (including APEX and extra-curricular opportunities), providing a wide range of memorable experiences and giving them the guidance and care they need for future success</p> <p>3c) Through a sustained focus on equality and diversity (so that it remains high profile and is a golden thread through our curriculum in all key stages) utilising external role models to provide education for ourselves and all our stakeholders</p>	<ul style="list-style-type: none"> Driffield is a happy school where students report that they feel safe, value difference and know that bullying, harassment and violence are never tolerated Student voice demonstrates that students are well supported in keeping themselves safe outside of school, knowing how to keep themselves physically and mentally healthy At least 30% of students access Russell Group universities, with increasing numbers accessing higher level apprenticeships We have no NEET students at the end of Year 11 There are a range of rich experiences - both in the curriculum and through extra-curricular activities - planned in a coherent way, and accessed by all groups of students

The Geography Department

We believe that a critical understanding of geography enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively about the world as it is now and how it may be in the future. We work together as a team to develop the knowledge and skills that enable students to do this, something we have been developing as we continue to review and update our curriculum.

Throughout Key Stage 3 students build on their knowledge from Key Stage 2 and learn about human, physical and environmental Geography. Topics covered include the study of plate tectonics, global development, conflict and resources and coastal processes and threats. We offer field trips in Key Stages 3, 4 and 5 which are incredibly important for encouraging students to think and learn beyond the classroom, enabling them to put into practice the skills learned in lessons.

As a department we firmly believe that the knowledge learned across all key stages empowers our students to develop as better, happier people. In Key Stage 4 we teach the Edexcel A Geography GCSE Specification which includes: Changing Landscapes of the UK, Weather and Climate, Ecosystems and Biodiversity, Changing Cities, Global Development and Resource Management. Students have the opportunity to carry out fieldwork in coastal and urban environments which helps prepare them for future situations in which they may collect data in the field. The topics covered in our GCSE, A Level Geography and A Level Politics courses support our students in developing a critical understanding of the world around them.

There is also a keen focus on staff development within our department. We frequently work in collaboration to support each other with planning and by observing each other's practice. This builds on a cohesive CPD programme delivered in regular Subject Development Time, further complimenting the CPD staff receive at a whole-school and trust level. As teachers, we believe in the importance of continually striving to get better at our jobs to better impact the lives of our students.

