APPLICANT PACK

2022-2023

Teacher of Music (Maternity Cover)






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ARTS AND SCIENCES
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Letter from the Head teacher of FCC

Dear Applicant

Thank you for your enquiry regarding a teaching position at FCC.

FCC is a dynamic college, where we are always keen to embrace new ideas and ways forward. We promote a strong culture of support and development, therefore benefiting from a strong team of motivated staff. Our students are keen to do well and as a school, we have an energy and enthusiasm, which makes FCC a professionally rewarding place to work.

I hope you find this information pack helpful. We have endeavoured to give you a flavour of FCC and include information that we think you may wish to refer to whilst making your decision about applying for a post with us. If you would like to know more about any aspect of this post, or would like to arrange a visit, please feel free to contact our Trust HR team on 01367 240375 or email Recruitment@faringdonlearningtrust.org who will put you in contact with the Subject Leader.

If you feel that this is a post for which you would like to apply, please complete the Application Form together with a covering letter and return to our trust HR team at Recruitment@faringdonlearningtrust.org

Please ensure you provide the name, address and email address, including the status/relation of two referees, one of whom should be your current employer. Candidates should be aware that referees will be approached prior to interview. The school is an equal opportunity employer and supports the safeguarding and protection of children and individuals. All appointments will be subject to Disclosure and Barring Service (DBS) Check.

I wish you well and thank you once again for your interest in what we think will be a stimulating and rewarding post.

Yours sincerely



Phil Bevan

Head teacher

Job Advert

Full Time Teacher of Music

Temporary post to cover Maternity leave - Required from: 5th June 2023
(Would consider part-time or job-share applications)

We are seeking to appoint a motivated, enthusiastic, and passionate Teacher of Music, who can inspire students of all ages and abilities to join our values-based school set in the heart of a picturesque Oxfordshire market town.

Our strong and motivated team of teaching and non-teaching staff are committed to providing the best education they can and have an energy and enthusiasm which makes FCC a rewarding place to work. We are seeking to appoint a motivated, enthusiastic and passionate teacher of Music, who can inspire students of all ages and abilities. The successful applicant will be passionate about their subject and will have the ability to teach Music to KS3 and KS4 students. The ability to teach A Level Music is desirable.

The music department has a growing extra-curricular provision including concerts, bi-annual school productions, musical ensembles and opportunities with the feeder primary schools as well as within the community. The successful candidate will have the opportunity to help develop this further. As a learning organisation we provide excellent opportunities for professional development. All applicants are welcome, including ECTs, as a full induction and support programme will be given. For a suitable candidate, there may also be the opportunity to take on a TLR for leading the Music Department. If this is something you are interested in, you should indicate so in your application.

Faringdon Community College is a successful and well-established 11-18 co-educational secondary comprehensive school, which embraces the idea of lifelong learning and community education. The school has an excellent local reputation and is known for inspiring exciting teaching and learning, where teachers are supported and encouraged to help every student, aiming to achieve individual success and realise their potential.

As a dynamic organisation, we are always looking for new ideas and ways forward. Our strong and motivated team of teaching and non-teaching staff are committed to providing the best education they can and have an energy and enthusiasm which makes FCC a rewarding place to work. Faringdon Community College is part of the Faringdon Learning Trust-an eight school multi-academy trust, which was established on 1st April 2012. Our school roll is continuing to rise and, including sixth form, there are currently over 1400 pupils on roll.

If you have any questions, would like any further information or would like to arrange an informal visit to the school, please contact our Trust HR Team, by emailing Recruitment@faringdonlearningtrust.org , who will put you in contact with the Subject Leader. An application form and applicants' pack, giving further details for the above post, can be found on our website: http://www.fccoxon.co.uk. Please return your completed application form, along with a letter of interest outlining your suitability for the position, to Recruitment@faringdonlearningtrust.org.

Closing Date for applications: 18th April 2023. We will review applications as they are received and contact those shortlisted for interview. Early applications are encouraged as we will close the recruitment process once a suitable candidate is appointed

Faringdon Community College and Faringdon Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism. We expect all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced Check. Shortlisted candidates will be subject to online searches for publicly available information. Faringdon Learning Trust is an equal opportunities employer and we welcome applications from a range of backgrounds to represent diversity in line with our schools' community.

Faringdon Learning Trust (FLT)

The Faringdon Learning Trust consists of eight schools, one secondary, one junior, one infant and five primary schools. We are proud to say that of these 8 schools, we now have two 'Outstanding' schools and six 'Good' schools according to Ofsted ratings.

The Trust history begins in 2012. It was then that the three schools in Faringdon,

- Faringdon Community College (FCC)
- Faringdon Junior School
- Faringdon Infant school

joined together to form a small multi-academy trust. They already had close educational links and these became closer.

In 2014 the Trust expanded when 5 other schools, all of whom were part of the catchment of FCC, asked to join. These schools were

- John Blandy Primary School in Southmoor
- Buckland Church of England Primary School, Buckland
- Longcot and Fernham Church of England Primary School, Longcot
- Watchfield Primary School, Watchfield
- Shrivenham Church of England Controlled School, Shrivenham

Under the 'Faringdon Partnership' banner all Trust schools, Head teachers, staff and pupils had previously worked together on many educational programmes and In-service training activities. This strong working foundation has been built upon to create the exciting Multi Academy Trust of today and in 2020 the trust changed name from the Faringdon Academy of Schools to Faringdon Learning Trust.

The Trust strongly believes that each school should maintain its own distinct ethos and identity and also be fully embedded within its own local community working with the support of a Local Governing Body.

The Trust has high ambitions for all its schools with a core objective that all Trust schools should be 'Outstanding'. This means achieving the highest of academic standards and striving for excellence in teaching and learning. In order to support this the Trust has a School Improvement team which works closely with all schools to improve the classroom experience for our young people.

However, our biggest strength comes from our collaboration as a group of schools with the shared belief that 'if one fails we all fail, if one succeeds we all succeed.'

We have a central administrative structure that is designed to take a number of routine tasks away from the Head teacher thus allowing schools to focus their energies on their core activity. This would include support for building and repairs, HR and Health & Safety.

As a Trust, we believe it is important that we add value to all member schools and provide a breadth of opportunity for our pupils that could never be replicated by any individual school.





The Trust also provides a varied programme across the year of sports competitions and festivals, STEM activities and Junior Engineering projects. These range from cross country, TAG rugby, football, basketball, netball, Quadkids, tennis, Ultra Olympics, Able and Ambitious, Mechanisms, Animation, Electronics, Robotics and Public Speaking.





The Faringdon Learning Trust is a dynamic, forward thinking organisation committed to ensuring that every young person that we look after has the best educational experience possible.

Head teacher's welcome to FCC



Faringdon Community College is a very popular 11 to 18 mixed comprehensive school located on the edge of Faringdon, a picturesque market town in rural Oxfordshire. The school is situated on a large, attractively landscaped, site with an excellent range of specialist classrooms and facilities. I believe that the ethos of school should be focused on working hard, with the ultimate goal of examination success and the betterment of individuals, but I also believe that it should create feelings of excitement and enjoyment.

My priorities are simply these: excellent examination outcomes, impeccable behaviour, great teaching and the widest possible range of high quality extra-curricular experiences for all students.

With a clear focus and lots of hard work, these things are all achievable and will deliver what I think most parents want, happy children who leave school with plenty of choices available to them and who are well-equipped to cope with the world outside. School should be an experience to evoke a lifetime of memories and friendship.

At FCC we believe that it is important for staff and students to have a sense of being an integral part of the organisation and be involved at all levels. A working example of this occurs through our 'Visible Leaders' programme, which has two strands and has been running successfully for four years. One aspect of 'Visible Leaders' uses the experience of the senior team where they visit students in lessons on a daily basis to engage with them, monitoring their effort and progress. The second aspect involves the 6th form students, when they attach themselves to a department and spend at least I hour per week in that department supporting students from all year groups with their school work. This initiative is not only designed to help students with their academic work but will also help develop positive relationships between staff and students, in addition to providing our 6th form students with a sense of duty and responsibility.

I am very proud to be the Head teacher at FCC. You are very welcome to come and join us.



Phil Bevan

Head Teacher

The Music Department

The Music department at FCC strives to provide high quality Music education, through the provision of a broad and balanced curriculum at KS3, allowing all students to thrive and engage with a variety of different musical genres and explore different cultures. Music technology is integrated into the Music curriculum in order to support and extend students' experiences of Music.

KS3

Year 7, 8 and 9 receive lessons for one hour per week. The emphasis is on practical and creative music making however, some music theory is learnt throughout KS3 in order to prepare students for further study at KS4. Throughout KS3, students study three topics a year, which allows them to learn and explore in more depth.

Year 7 begin the year by studying singing and vocal technique in preparation to perform in a concert. They then enhance their composition skills and understanding of rhythm by studying STOMP. Following this, they study a keyboard course where they develop their performance skills as well as learn how to read treble and bass clef notation.

Year 8 begin the year by studying film music, developing their listening and analytical skills as well as further exploring composition. Next, The Blues topic allows students to form their own bands and create a blues inspired piece using a range of instruments including, guitars, pianos, ukuleles and vocals. Finally, students work in groups to stage a scene from Musical Theatre. As well as developing their confidence to sing, this topic also allows them to develop their organisational skills because they have to stage, choreograph and rehearse the scene with their peers.

In Year 9, students study music from around the world, particularly focusing on Jamaican reggae and West African Djembe drumming. learning through practical tasks. Students also begin to use music technology in more depth, using Mixcraft 8 software to create their own songs. They learn about the music industry and cover versions which are delivered through project based tasks. giving them an insight into the BTEC course available at KS4.

KS4

As a department we felt it was important for all students to be able to access music at KS4, whether they played an instrument or not. With this in mind, students have the choice of two courses: Eduqas GCSE or BTEC Tech Award in Music Practice. In recent years, the number of students choosing to study music further has increased.

KS5

Students at KS5 study the Eduqas A Level specification, choosing Option A performance as their main focus. Students study the Development of the Symphony from 1750-1900, Jazz and Music from the 20th Century.

Accommodation

There are three teaching spaces and six practice rooms within the department. MU1 has 15 computers, which have Mixcraft 8 installed. The Music department also boasts a magnificent selection of authentic African djembe drums and dun-duns from Uganda, a Brazilian samba bateria, 60 ukuleles and a large range of classical, acoustic and electric guitars and two drumkits.

Staff	Joined FCC	Responsibility
Stephanie Bew	2012	Head of Music since 2013
Felicity Woolnough	2021	Music Teacher
Alison Henderson	2016	Part-time Music Teacher

Extra-Curricular





Students have the opportunity to access instrumental lessons from a wide variety of peripatetic teachers from the Oxfordshire County Music Service, Swindon Music Cooperative as well as private music tutors.

We run weekly music clubs including:

- FCC Singers
- FCC Concert Band
- Ukulele Club

We have an able and ambitious project in year 7 and year 8, which gives students the opportunity to form their own ensembles and organise their own concerts, with the support of music mentors from older year groups.

Student leadership is an important aspect of the department with students from year 10 upwards becoming music mentors. Sixth form students also have the opportunity to become Visible Leaders, supporting KS3 and KS4 lessons.

We are keen for students to have as many chances to perform as possible and regularly organise events both in school as well as within the local community. Events include informal Teatime Concerts, the Christmas Concert and performances at a local festival called Folly Fest. Students can also perform in assemblies and formal events such as Presentation Evening.

Bi-annually, the music, drama and dance departments join forces to produce the school musical. Our most recent production was Matilda.

We have links with the academy primary schools and host the annual Festival of Voices and have in the past also organised workshops at the primary schools. This is something we are keen to build upon in the future.

Extra-Curricular visits

Trips include musical theatre shows as well as live concerts.

FCC Values

Kindness, Honesty and Respect

We cultivate **kindness** and compassion, creating a welcoming, inclusive learning space for everyone.
We place kindness at the heart of everything we do, as we believe acts of kindness are powerful and potentially life changing.

We develop **honesty** and integrity in all members of our community.
We recognise that being honest and truthful when mistakes have been made is brave, showing both character and a growth mindset.

We foster **respect** for ourselves, each other and our school environment.
We believe that adopting a respectful attitude towards others, even when we disagree, develops understanding and empathy.

We do this in the spirit of trust and cheerfulness

Values, Culture and Character

FCC raises aspirations, creates opportunities, develops character, and changes lives.

Our core purpose is to provide everyone with the confidence to be the best they can be.

Better people make better schools.

Our vision, expectations and the future 2022-2023

The Comprehensive Deal

FARINGDON COMMUNITY COLLEGE represents comprehensive ideals and is takes great pride in this. We are proud that we are able to cater for students of all abilities, from a wide cross section of society. We believe that if our students are to become valued citizens of the future then they need to have a knowledge and understanding that society is compiled from a wide array of individuals, all with very different skills sets and talents, and experiences. Often having a range of different values and beliefs.

FARINGDON COMMUNITY COLLEGE is a college which celebrates these differences, recognising and respecting each student for the individuals that they are. However, we are a college with high standards and high expectations, and this is reflected through our commitment to excellence in our Mission Statement:

For our students we aim to provide a climate in which they can develop confidence in themselves and a love of learning; where they recognise and embrace their talents to the full; where they respect the rights of others and accept their own responsibilities in creating a caring and supportive environment; where they strive to excel and where they find a positive direction to take then into adult life.

We do not aspire to be the average college down the road, but a college recognised for its excellence in all aspects of its work across and beyond our national boundaries.



Faringdon Community College is an ever expanding school with the number of students currently on roll now exceeding 1300. As part of the expansion, in September 2018 we benefited from the opening of a new building opening, giving the staff and students access to; 2 dedicated Drama/Dance Studios, 2 Science Laboratories and a Science studio, 17 “standard” classrooms, 2 IT Suites and a cafeteria.

Since opening an outdoor food ‘pod’ has been added, offering students the opportunity to order hot snacks.



Our Aims and Objectives for 2022-2023

Academic

To lay sound academic foundations upon which each student can build throughout their lifetime according to their interests, abilities and aspirations.

- To produce an entitlement curriculum for each student, built around the National Curriculum, which has breadth, balance and continuity.
- To have an expectation of each student to produce work of the highest quality but commensurate with their ability.
- To provide a quality learning experience for each student, within a challenging environment, which has a balance between understanding, knowledge and skills.
- To help the student develop independence of thought.
- To enable the student to gain a sense of achievement and self-fulfillment from what is undertaken in school
- To help the student appreciate the concept of education as a lifelong and enjoyable process.
- To enable each student to communicate ideas, thoughts and feelings through the most appropriate and effective method of expression.

Personal

To prepare the student for an independent adult life by developing their confidence and self-knowledge and by understanding their own physical spiritual and emotional needs.

- To help the student to develop confidence and a sense of self-worth.
- To help the student to develop self-discipline.
- To help the student to develop a sense of personal morality where they can judge the difference between right and wrong and consider the consequences of any of their actions.
- To enable the student to reflect on experiences, evaluate their current situation and then plan for the future.
- To enable each student to understand their own feelings, their strengths and their weaknesses.
- To help the student to understand their body, the way it works and how to look after it.

Social

To provide a caring and supporting environment where the student will learn a sense of responsibility for the community in which they live and thereby develop an awareness of the needs of others.

- To provide a caring and supportive environment where the student recognises and responds to the needs of others as well as themselves.
- To help the student develop and recognise the value of positive relationships with others.
- To help the student understand, be tolerant of and respect all members of society.
- To help the student appreciate the world in which they live and the importance of protecting the environment.
- To produce a member of society capable of contributing to that society's wellbeing and growth.

What OFSTED says about FCC

Faringdon Community College underwent an OFSTED Inspection in February 2019. During their visit, inspectors visited sixty one lessons, examined students' work, scrutinised their books, interviewed governors and members of staff, and met with students.

We are very pleased with the report, which encapsulates all the wonderful things about Faringdon Community College, and has recognised that, *"typically standards are high and pupil attainment across the curriculum is routinely above national comparators."*

Overall Effectiveness of the School - Good

The OFSTED Inspectors recognised that "*Throughout the school, the environment is conducive to learning. Pupils work hard, responding well to teachers' high expectations for their behaviour and engagement."*

They also report that, "*The school's work to promote pupils' personal development and welfare is outstanding".*

Teaching and Learning

Inspectors also reported that *"Teachers have consistently strong subject knowledge. They use it well to plan lessons that stimulate pupils' interests and develop their knowledge, skills and understanding appropriately over time. As a result, most pupils make good progress and attain well by the end of key stages 4 and 5."*

Parents also feel well-informed about the progress their children are making.

Personal Development, Behavior and Welfare

"Pupils benefit from rich and varied opportunities that support their taught curriculum well. As a result, their personal development is very strong, and they are equipped very well for life beyond school."

The report highlighted "Pupils experience rich opportunities that support their personal development successfully. They play their part in enhancing the school community, for example by taking their turn to be part of the 'happy to help' team or being a 'visible leader'. Pupils' understanding of important issues such as human rights and civil liberties lead them to behave maturely and considerately towards each other. This contributes to a highly tolerant atmosphere around the school, where pupils are confident to be themselves."

Safeguarding

"Pupils are taught well about how to keep themselves safe. The high-quality personal, social, health and economic (PSHE) programme develops their thinking in an age appropriate way and in response to priorities that emerge in the local area. As a result, pupils demonstrate a mature approach to managing risks."

Leadership and Management

"*The head teacher unites staff with a common sense of purpose in order to nurture pupils and help them to achieve their very best. Adults demonstrate their high expectations for pupils by modelling them through their actions. Pupils respond appropriately well and a culture of mutual respect, equality and high aspiration ensues"*

Sixth Form

"*Leaders know provision well. They have a clear understanding of the sixth form's strengths and relative weaknesses. Their vision for raising standards further is rightly driven by their desire for students to be happy, safe and successful."*

The inspectors also highlighted *"Students benefit from a wider curriculum that prepares them well for life beyond school. Work experience is tailored closely to students' career aspirations. Students are expected and encouraged to play a visible part in the life of the school, such as through being sports leaders or midday supervisors. Citizenship day experiences respond directly to students' identified needs and relevant priorities. Consequently, they are both valuable and valued.*

What some of our students say about FCC

Year 7:

- *I like Faringdon Community College because I feel safe and that my opinion is taken seriously and taken into consideration, also the staff are very kind and make moving up years so easy.*
- *Because the lessons are interesting and we learn lots. The teachers are all nice.*
- *There are a wide range of good teachers and they push me to the best of my ability as I strongly believe that I have progressed a lot.*
- *FCC is a really supportive place because when I moved here I was the only person from my primary school and felt really lonely. I received lots of encouragement from the staff to make new friends. My tutor is really nice and helps me a lot.*

Year 8:

- *There are lots of welcoming and friendly faces.*
- *I enjoy the lessons. I have improved in quite a lot of subjects since coming to FCC.*
- *You get help when you struggle.*

Year 9:

- *I like FCC because it helps you get more friends.*
- *The teachers are enthusiastic and I learn lots in lessons*
- *It is a safe environment for learning and I feel like it will help me progress further in the future when compared to other schools.*

Year 10:

- *I feel that some teachers give their all to make sure that we understand, enjoy and succeed at their subjects. I really appreciate it and it makes all the difference.*
- *I learn new things every day, and it is helping me achieve my grades. I also have fun at school, during break and lunch, are good times for talking with friends and having fun.*
- *Everyone is kind and considerate. Also the teachers are friendly.*

Year 11:

- *I have made loads of new friends and have been given plenty of amazing opportunities. I feel that I am now more equipped to tackle the world outside of school thanks to all of the support I have received.*
- *All of my subject teachers are very nice, they will always help me, as long as I have been putting in the effort. I have made a lot of new friends at school, which makes school more enjoyable.*
- *FCC has pushed me to get the best for myself by pushing me to get good target grades and helped me do the things I love in school.*
- *From a Year 11 student who is new to the school this year: There is a lot more technology available at FCC. This provides online educational resources where we can study online and do homework online as well. This really helps me.*

What some of our staff say about FCC

Faringdon genuinely is a great place to work. The staff are friendly and supportive and the students are eager to learn and succeed. Whenever I visit other schools, I'm always reminded of how lucky I am to work at FCC and am filled with a sense of pride. Our students are polite and respectful, making walking around the school a really enjoyable experience: students and staff alike greet you or smile as you walk by and there is always a sense of calm around the school.

SLE

I have just joined FCC after many years teaching elsewhere.
I have thoroughly enjoyed working in this school so far, and have been considering as to why it has felt such a positive move.
A couple of things:
1 – I think that there is a general culture of compliance within the school. The twice weekly assemblies have perfect behaviour.
2 – Relating to the above; I feel that the power in the school still lies with the staff, rather than the students/parents. I think that this is really important and is unfortunately not the case in many schools.

Subject Leader

As a former teaching assistant, trainee teacher and at present an NQT, I thoroughly enjoy my work here at FCC. I work within a fantastic department and a fantastic school. There is a very big support network at FCC which has provided me with lots of help from lots of different members of the teaching staff about many different topics as well as supporting me with my teaching and learning. FCC provides its staff with lots of opportunities to learn new areas of teaching through internal and external CPD. FCC is also a great place to be heard and to share your ideas; it's always trying new things and adapting to be the best it can be.

NQT

I would describe FCC as a welcoming community in which colleagues support one another. The induction process and continuing CPD mean that settling in is both enjoyable and as easy as possible. The other benefit of FCC is the beautiful area which surrounds the school, with easy access to Oxford and its dreaming spires.

NQT

The first impression of FCC was of over-whelmingly friendly staff who were always prepared to take time to offer a kind or supportive word and provide practical help (often in cake form!). There is a real desire to enable staff to achieve a healthy work-life balance.

SLE

Teaching and learning at FCC

At FCC, we believe in the ennoblement of the teaching profession. Great results are only possible when there is a great practitioner in the classroom and we value that teacher's integrity and judgement. We believe that the progress and welfare of the students is at the core of their practice: that they will do their utmost to deliver what the students need, when the students need it, in the way that the students need it.

With this in mind, we have no prescriptive ideas of what great teaching and learning 'look like' at FCC; on one occasion, for example, it may be that group work is best for students; in another lesson, it may be necessary to deliver in a lecture-style, with the teacher doing most of the talking. Whatever is necessary will be considered as being the best for students if it is clear that they are at the core of the teacher's approach. We believe that the teacher is to be regarded as the best person to make the decisions about what it is that students need. If this means that the teacher feels compelled to forego their planned lesson to 'follow the learning', this is seen as being preferable to doggedly forcing activities upon a class because that is what was planned.

However, there are structures in place, such as lesson planning formats, for those who feel that they need this kind of support; these - along with shared ideas about teaching and learning from across the college - are held within the teaching and learning folder of the college's shared area. We support the taking of measured risks, such as more creative approaches to learning, and some approaches to support this can also be found in this folder.

During every lesson, there is a senior member of staff assigned to being on Leadership Team Support (LTS). This member of staff visits various lessons around the college for different reasons, e.g. to support a particular subject or year group. These members of staff may leave a postcard for you or the class TA to compliment you on particular aspects of your teaching.

Once a day, there is also a focused tour by one or two members of SLT; examples of this focus are Pupil Premium students or any students who might be in need of a boost or causing concern. A member of SLT may turn up to your lesson to withdraw or observe and speak to a student whose effort has improved or declined significantly over recent weeks and ways that this can be sustained or improved. The college calendar shows when data is collected for each year group to support this strategy. On Monday mornings, SLT meets before the college day starts to discuss the practice seen, celebrate the many successes witnessed and to consider what support may be needed in the light of these visits.

Within subjects, too, Subject Leadership Teams carry out learning observations, reviews of pupils' work, discussions with pupils and learning walks to see what teaching and learning is like in their subjects and to offer any support that might be needed.

If a member of SLT or the Subject Leadership Team turns up to your lesson, it is to not to check up on the teacher, to scrutinise practice or to catch teachers out. Activities planned should not be curtailed because someone has walked into the room. If you have faith in yourself that you are doing what is best for the students, we have the experience and understanding to see that. As a college, we need to be able to 'tell the story' of teaching and learning and the best way to do this is to see what quality teaching takes place - day-in, day-out (typically) - across the college.

Twice a year, SLT collects 'typicality' data. This is where teachers evaluate their practice against the teacher standards and Ofsted criteria. Information used to support these evaluations can come from observations, learning walks, looking at students' work, discussions and feedback from SLT or Subject Leadership Team feedback, especially any teaching and learning postcards received. These grades are validated by Subject Leadership Teams and SLT and will help to inform performance management reviews. This information will also be used to support the college's Ofsted self-evaluation grade in the event of an inspection.

The three main teaching and learning areas of focus for us as a college are assessment, workload and the teaching and learning principles behind Assessment Without Levels. While our assessment practice is something to be proud of and is constantly improving, we feel that keeping this as a main focus is vital. The Education Endowment Fund (Sutton Trust) cites good quality feedback as having the most positive impact on learning and we keep this at the forefront of our minds when planning and teaching. Rich questioning, in particular, is one of the tenets of effective Assessment Without Levels and an aspect of learning that we are keen to hone across the college.

Using students to support one another with assessment and learning is a key part of assessment, with the goal being to create highly effective self-assessors of the students so that they can build their independence. Working with others to see where their learning is good and where support is needed is also intended to build their resilience. Of course, with such independence and the ability of students to identify their strengths and needs comes a reduced workload for teachers – without compromising standards - so that they can get on with working on what students need next and how best to create the opportunities for this to happen.

Observations are now referred to as 'learning observations', which is reflected on the observation sheets that are used to record details of the lesson. These are teacher standards based. They can be found in the staff room. There is also a reflection sheet for completion by the observer and observed teacher, together, during their feedback discussion. The completed reflection sheet should be sent to Linda Sutton, who will process the feedback and discuss needs for CPD with Nona Lewis. You do not have to provide a lesson plan for observed lessons but you can if this is preferred.

Every year, all teaching staff select a class of students to give feedback in an anonymous, electronic questionnaire. This is conducted by a member of SLT or someone on the Department Leadership Team. This data is confidential between the teacher, the Department Leadership Team and SLT. This activity is intended to help teachers to reflect on student perceptions, celebrate their successes and consider any areas for development. It can also be used to inform typicality data and performance management reviews. For this academic year, the questionnaire has been updated to allow students to give written feedback to some questions and to enable the person conducting it to carry out the questionnaire in the fairest way.

There is a teaching and learning SLT sub-group (a working party) that meets several times a year to discuss current practices across the college and how we can improve. We constantly strive to improve our teaching and learning practices across the college and welcome feedback from teachers that will help us to develop teaching and learning.





CPD Introduction and training at FCC

Faringdon Community College is a forward thinking, dynamic and friendly place to work. We have a strong belief that staff are at the heart of a successful school and their professional development has to be invested in to maintain our high standards. There is a strong commitment across the whole staff to support new teachers as well as a principle that we are all continuing to learn how to improve our practice.

We have an excellent and thorough internal CPD & Induction programme for new staff, newly qualified teachers (NQTs) and those who are training with us. This programme runs on Mondays after school. For existing staff, they are welcome to attend any part of the programme and can choose which CPD sessions they want to attend. This may be linked to their appraisal or be something they have selected to improve their teaching or to further their knowledge and understanding of educational issues.

All NQTs have a mentor who has the same subject specialism as the NQT. Regular meetings, between the NQT and the mentor, take place both informally and formally. Lessons are observed throughout the year by the mentor, Subject leader, Professional tutor, Head teacher and other colleagues. NQTs are actively encouraged to observe the teaching of other colleagues both within their subject and outside it. It is hoped that every NQT will spend a day at another school during their first year to learn from successful practice seen elsewhere. The positive vocational commitment that our new entrants to the profession have is appreciated and nurtured. NQTs have a voice amongst the staff and their opinions are listened to and respected. It is our aim that they are involved and empowered.

On-going support is something which we value highly. Second-year teachers also have a mentor and the support is tailored to someone teaching in their second year. The second-year mentors may not be subject specific mentors but linked to an identified development need or at the request of the second-year teacher. Those staff picking up new professional responsibilities will also be given support and guidance in the form of a mentor, usually a colleague who has a similar role in school. All new staff, regardless of their experience or role, will be allocated someone who will support them through the transition from their previous educational establishment to their new one.

Additional CPD sessions are organised through the year as the need arises or in response to requests from staff. Each termly full staff meeting has a CPD item which is usually linked to SEND. Subject leaders have relevant CPD as part of their termly Subject leadership meetings. Many staff attend external CPD often linked to the GCSE or A level courses they are delivering. The career development of our teachers has importance.

School improvement Teaching and Learning briefings are held weekly for ten minutes every Friday morning. This regular forum is a great way for colleagues to share knowledge and skills about aspects of Teaching and Learning and to disseminate good practice throughout the College. It also allows opportunities for discussion and debate.

Oxfordshire is an area which is steeped in education with a deep commitment to teachers' continued professional learning and career development. We work closely with local ITT providers and offer PGCE placements for Oxford Brookes students and Oxford University interns. We also offer school centred initial teacher training and we have both salaried and non-salaried School Direct placements in partnership with OTSA and NWSCITT. OTSA offers CPD and leadership development opportunities for teachers at all stages of their career. http://www.otsa.org.uk/

"The CPD sessions that I attended at FCC during my training year and my NQT year were invaluable. The specialist guidance and support I received allowed me to focus my attention on specific skills and gave me the confidence to try new things. The sessions helped me to talk to experienced staff about issues I may be dealing with and also gave me an opportunity to seek professional guidance which was hugely important during this time. It was also extremely comforting to speak to others who were at the same stage of their career as me and share strategies, words of wisdom and a cup of tea".

"I found the CPD sessions at school both valuable and very informative, not only to improve my teaching practice but also a great opportunity to share ideas and get any advice and support needed as an NQT".

"The CPD sessions are valuable for a number of reasons; They allow you to discuss progress and strategies with other members of staff who are not in your department, they serve as a refresher to remind you of the various ways to deploy differentiation, SEND, Teaching assistants, technology and more into your classroom environment, they also simply allow you time to talk in a relaxed atmosphere which is something we tend to dismiss due to work load".

"Although I have covered the vast majority of the topics previously, it has proved really useful to myself in terms of refreshing my memory on certain things and to hear other teacher's views and queries on the topics in question".

"I have found it a great support to meet every week with other NQT's to share our experiences and also to share practice. When I was having difficulties with a class or student that another teacher also taught we had time to talk about it and in some cases come up with a consistent approach to behaviour management. It really has been invaluable".

"For new and experienced staff alike, the opportunity to reflect on aspects of our practice and share experiences and perspectives is a great benefit - all staff can take away something constructive from these sessions".

Pastoral care at FCC 2022-2023

We believe that children learn best when they feel safe, secure and are cared for. At Faringdon Community College we have a behaviour for learning policy, which encourages and rewards positive behaviour.

All staff, teaching and non-teaching, are responsible for pastoral care. The school seeks to create a positive caring atmosphere with our core values being Focussed, Calm and Considerate. Most full time, and some part time teachers are expected to be form tutors and are the 'first point of contact' for all students. This system, along with key contacts for PP students and Lead year group TA's ensure that all students have someone to talk to and communication is kept open between home and school.

We have a firm and fair approach to discipline, which is reflected in our Behaviour for Learning System which supports staff and provides a framework for expectations in the classroom.

Parents are informed if there is a concern about their child's behaviour so that we can work together to initiate an improvement. This is in line with the School's Behaviour for Learning Policy.

Key Contacts

Mr Paul Dipple, Deputy Headteacher

(padipple@fcc.faringdon.academy)

(Designated Safeguarding Lead)



Special Educational Needs at FCC 2022-2023

Faringdon Community College is an inclusive establishment, which welcomes all children. We strive to give every child the best possible chance to succeed. Working to this aim is a dedicated team including a SENCO, 16 Teaching Assistants, and a part-time specialist dyslexia teacher, an Inclusion Manager and a SEN Administrator. We provide a safe, welcoming and positive environment for students to work in, consisting of two classroom areas, and two smaller rooms suitable for one to one work.

Our aim in the Special Educational Needs Department is to help and encourage students to become independent learners who are able to access the school curriculum and function confidently in school. We work with students to help them reach their maximum potential in class subjects and exams, developing transferable study skills and strategies that they can use throughout the school and beyond into further education or the world of work.

Intervention for students is provided at three different levels:

- For those needing a small amount of extra support we provide TAs in classes who are available to a number of students often working with groups as requested by the class teacher. The SEN Department also manages and staffs an after school Homework Club which is available in the Library Mondays to Thursdays.

- For those students requiring a greater degree of intervention we run a number of targeted small group support programmes within the SEN Department. These include Accelerated Reader, Spelling Groups; Year 7, 8 and 9 Literacy and Numeracy Groups; Year 10 and 11 Study Support sessions to help KS4 students keep up with class work, assignments and homework. We also provide a Breakfast Club for our pupil premium students and break time and lunch time clubs in the SEN suite for certain students in need of a quiet and calm environment during less structured times of the school day.

- For students needing more sustained and individual attention we provide 1:1 targeted support. This includes: the Toe by Toe phonic reading programme; targeted TA or teacher interventions with individual students and dyslexia support for students with significant specific learning difficulties.

In addition to our support programmes, we are able to conduct assessments with students who staff believe may have learning difficulties and arrange access arrangements for students with special learning needs, who meet exam board indicators, and are taking GCSE, AS or A2 exams. We also liaise closely with colleagues in the Attainment, Inclusion and Mentoring (AIM) team, Student Support, and the college Careers Guidance Officer to ensure the smooth transition of SEN students on to further and higher education programmes or apprenticeships when they leave FCC.

The SEN Department at Faringdon Community College has access to and works closely with a number of specialist external services who support our students in a number of ways, either directly with the student, monitoring progress or offering advice to the teaching staff. These services include among others: Speech, Language and Communication Services; Autism Outreach; the Educational Psychology Service; CAMHS/PCAMHS; Hearing and Visual Impairment Support Services; Occupational Therapy Services; Outreach services and programmes offered by Special Schools, in particular Fitzwaryn based in Wantage.

The SEN Department at FCC has an excellent record of supporting students with a diverse range of learning needs. There were 25 Year 11 students on the SEN register during 2017-18. All but one of the students

achieved at least 7 GCSE (or equivalent) passes and 40% achieved at least 5 passes at Grade 4 and above. These results reflect the students' hard work as well as the support given by a dedicated team.

GCSE Case Study: Mya entered FCC with a level 3 in English and a level 3 in Maths. Mya was on the SEN register for SEN support because of speech, language and communication needs. She achieved 304 GCSE points, 112 points above her expected target. Mya was the SEN student who made the most progress, including above expected progress in both English and Maths.

GCSE Case Study: Imogen was our highest achieving student with SEN. She was on the SEN register for SEN support because of specific learning difficulty. Imogen achieved a total of 554 GCSE points which included a grade 9 in Maths, grade 7 in English Language and Literature and five further A*/A grade passes. In total, Imogen gained 10 A* - C grades and is now studying for her A levels at FCC.

A level case study: Amy was on the SEN register for SEN support due to a specific learning difficulty. She received 1:1 tuition to help her with her dyslexia and was entitled to extra time for her exams. Amy studied History, English Literature and Art at A level, achieving grades B, B and C. She also studied for the Extended Project Qualification, equivalent to half an A level, in which she achieved a B grade. Amy is currently studying Archaeology and History at university.

A number of students on the SEN register join FCC sixth form and go on to University success or into apprenticeships.







Reading is very important at FCC and all the books in our recently refurbished library are clearly identified with their Accelerated Reader level.

We invite authors in on an annual basis.

The Curriculum at FCC for 2022-2023

School Timetable Arrangements

Each day consists of 5 periods, each for one hour. We operate a two-week timetable to give us more flexibility in how we distribute the 50 lessons in a timetable cycle. In addition, each day the students have 15 minutes in the morning with their tutors – assemblies take place twice a week for each year group during the morning tutor time.

Key Stage 3 (Years 7-9)

Students cover a common curriculum meeting the requirements of the National Curriculum Key Stage 3 programme of study. The range of subjects taught and the time allocated to them is shown in the table. Most subjects are taught to mixed-ability tutor groups in Y7 with ability setting in Maths. Setting in some subjects such as English, Science and Languages is introduced in Y8 and Y9. We have been redesigning our schemes of work in all subjects to aid smooth progression across KS3 and onto KS4, based around Key Performance Indicators (KPIs) which will help them develop the skills they need for their GCSE studies.

All students study one foreign language in KS3, either French or Spanish. Parents have the opportunity to request which language is studied although we cannot promise that all requests can be met. Students who do well in this language in Y7 will be offered a chance to take up German as an additional language in Y8.

The allocation of lessons in KS3 is as follows:

Subject	Number of hours per fortnight		
	Year 7	Year 8	Year 9
English	6	6	6
Maths	6	6	6
Science	5	6	6
Design & Technology	5	5	4
History	4	4	3
Geography	4	4	3
RE	2	2	4
PE	4	4	4
Languages	5	5	6
Art	2	2	2
Music	2	2	2
Drama	2	2	2
ICT	2	2	2
Accelerated Reader	1		

Key Stage 4 (Years 10-11)

These years focus on the preparation for GCSE. There is a common core of subjects taken by all students, enriched by some option choices, which allow individual interests and abilities to be developed.

Most students will take GCSE or equivalent examinations in between 8 and 12 subjects but the combination of subjects varies for different individuals, with a focus on vocationally-based and life-skills courses for some, and on academic study for others.

All students study RE with the GCSE exam to be taken at the end of Year 10 from 2020 onwards. Some students will take the full-course exam and some the short-course.

English provides the opportunity for students to gain GCSEs in both English Language and English Literature. The more able Mathematicians have the opportunity to take an additional GCSE in Further Mathematics.

Science is taught as separate lessons in Biology, Chemistry and Physics, taught by subject specialists. Around half of the year group will now take separate GCSEs in each of the sciences and the remainder take a Combined Science qualification, which counts as 2 GCSEs, still has separate exam papers in all three subject areas and does form a suitable basis for A level study for students who do well on it.

For their options, students currently choose either three or four (depending on whether they take separate sciences or not) subjects from a range including in Art, Business, Child Development, Computing, Creative Media, Dance Drama, French, Geography, German, History, IT, Music, PE and Spanish. They can also choose from a range of Design & Technology specialisms including Food & Nutrition, Resistant Materials, Textiles, Graphics, Hospitality & Catering and Engineering

We expect the vast majority of our students to be aiming for at least the level 2 threshold equivalent of 5 higher grade GCSE passes, but most will go well beyond this.

Key Stage 5 (Years 12-13)

Many of our Year 11 students stay on to study academic A levels in our Sixth Form. They can choose from a broad selection of subjects all taught by specialist teachers.

Teacher Standards

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1: Teaching

A Teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2:

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
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