

Teaching Assistant Level 1



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 11-18 comprehensive school with approximately 1400 students on roll. We are part of the Educational Alliance Multi Academy Trust, an established trust which is developing collaborative partnerships with academies across the Humber region. There are currently five academies within the trust: South Hunsley School, Hunsley Primary, North Cave Church of England Primary School, Malet Lambert, The Snaith School and Driffield School and Sixth Form. North Cave Church of England Primary School will shortly be joining the trust. South Hunsley School is a Teaching School (The Wolds TSA) and is a School-Centred Initial Teacher Training Provider. Each school within the Education Alliance retains its own identity whilst sharing the trust's strong vision and values.



'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; as a result 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, aiming for all students and staff to enjoy learning, experience success and develop their full potential.



Staff, governors, students and members of the community have worked together to create a new 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 new 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 A Level, 48% of our students achieved A* to B grades (a 14% increase on the previous year) and 78% A* to C grades. We are really proud of our students' efforts and achievements and this year saw a wonderful set of results for students who can move successfully into employment, apprenticeships and further study in Higher Education after a 99.4% pass rate.

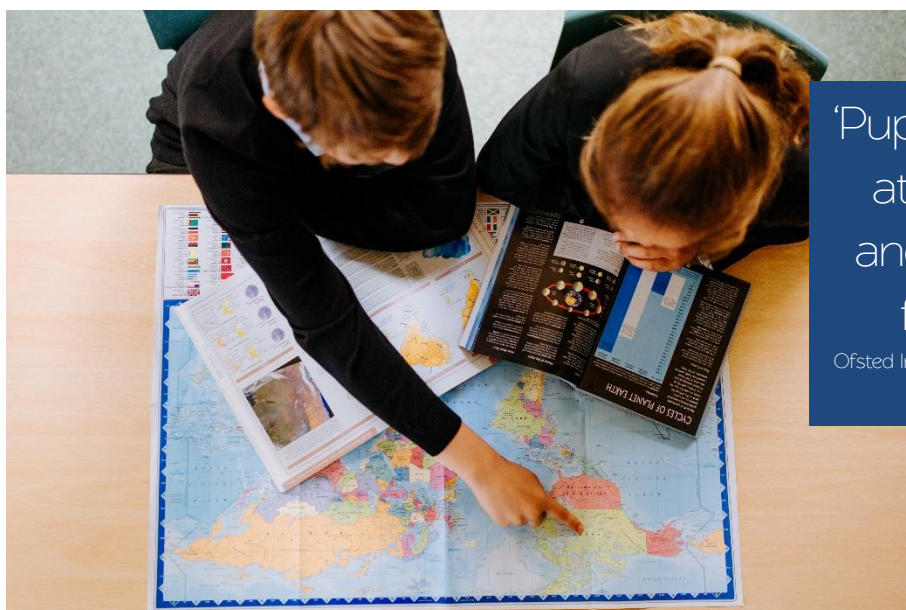
At GCSE level in 2019 a record number of students achieved the highest grades. Our basics measure has improved for the fourth year running with 66% of students achieving at least a standard pass in both English and Maths and 44% achieving a strong pass or above in English and Maths. The number of students achieving grades 7 and above has doubled over the last two years.

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

Ofsted Inspection report January 2020



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 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 (adjacent to the school site) which is equipped with the latest fitness equipment for the benefit of students and staff who are able to access discounted membership rates. 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.

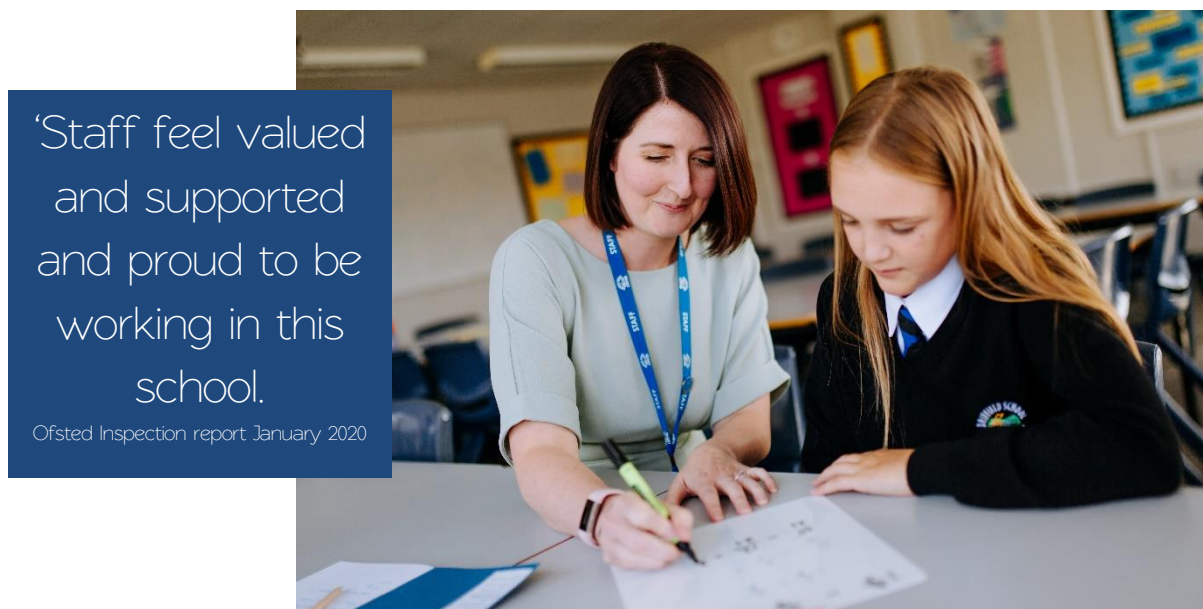


'Pupils are happy
at the school
and say that it
feels safe'.

Ofsted Inspection report January 2020

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](#).

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.



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, Driffeld 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 Executive Principal



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 took up post at Driffield School in May 2018 and, having worked in a variety of schools, I was attracted by the huge potential of the students and the school. For me, Driffield has the perfect comprehensive mix of students. We are challenged in our teaching by both our most able, many of whom secure places at Russell group universities, and by those who rely on us for the extra support and care they can sometimes need. Our students are a pleasure to teach and are our greatest assets. I have no doubt that Driffield School will be an outstanding school, but this is not the driver for myself, the governors or the staff. We want to provide the very best of educational experiences for every young person in our local area and this is our motivation.

Almost two years in at Driffield, and I am clear about our many strengths as well as some of the challenges that remain. I have extremely high expectations of myself, of staff and of students. However, we work by the motto of “Work hard and be nice to people”. We are not complacent and as a school and an organisation, we are genuinely committed to our students and our workforce and these pledges are explained in both the ‘Tackling Workload Together’ and ‘Together We Make Better Lives’ booklets.

I firmly believe in earned autonomy and delegated leadership. Driffield offers a great opportunity for colleagues who are passionate about making a difference in an improving school and a supportive organisation to join us at this exciting stage in our journey.

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
Scott Ratheram
Executive Principal



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

Key Priorities	Focus Area	Targets (for more detailed targets see each section)
1. Raise achievement through a curriculum that it is ambitious, well designed and sequenced across all key stages, equipping students with the knowledge and skills for future learning and employment	<p>1.1 Raise achievement, particularly for the most disadvantaged, boys and those with SEND, through an ambitious curriculum, that is adapted to support all students in our context, and provides opportunities for those that fall behind to catch up</p> <p>1.2 Develop and embed a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<ul style="list-style-type: none"> An increasing proportion of students have a positive Progress 8 score and secure the qualifications they need for future learning and employment A full curriculum, driven by aspirational ambitions for all students, that is tailored to meet their needs Improved outcomes for key groups of students, including disadvantaged, boys and SEND learners
2. Ensure that teaching and assessment are effective, evidence informed and focus on ensuring students can retain and recall the knowledge and skills needed to thrive	<p>2.1 Continually improve our teaching over the next three years by embedding subject specific and evidenced informed strategies that do not create unnecessary workload for staff</p> <p>a) 'Teaching to the top' and scaffolding so that work given to students is demanding</p> <p>b) Skilful assessment that drives responsive teaching and effective feedback</p> <p>c) Careful sequencing and modelling of new ideas and concepts</p> <p>d) Planning opportunity for regular review and practice</p>	<ul style="list-style-type: none"> Quality assurance (QA) processes indicate that teaching is strong in all subject areas All staff access high-quality and subject-specific CPD that positively impacts their quality of teaching Effective assessment is used to drive responsive teaching, identifying misconceptions and gaps in subject knowledge
3. Embed excellent attitudes to learning and respectful relationships across the school by continually raising the bar, building a culture of high expectations that permeates through all we do	<p>3.1 Ensure that good behaviour and attitudes to learning have a positive impact on student progress through consistent implementation of the Behaviour for Learning Policy and the explicit teaching of learning behaviours and routines</p> <p>3.2 Promote a positive and respectful culture to ensure that all students continue to be safe and feel safe</p> <p>3.3 Ensure that the attendance of all students, especially those with SEND and those eligible for the Pupil Premium, is high or improving to ensure no groups of students are disadvantaged</p>	<ul style="list-style-type: none"> Behaviour is consistently good in lessons and around the site: low level disruption is rare Students report that they feel safe and are well supported in school Whole school attendance has improved compared to last year and is on track for 95.5% (all) and 94% (PP)
4. Support our students in 'Achieving Personal Excellence' through tailored support and guidance, alongside the knowledge and experiences they need for future success and happiness	<p>4.1 Inspire our students to strive for personal excellence by providing them with a carefully structured curriculum (including APEX), a wide range of experiences and the care they need to succeed</p> <p>4.2 Continue to refine our CEIAG programme against the Gatsby Benchmarks so that students have a clear understanding of what they need to achieve for the careers to which they aspire, and believe they can reach their goals</p>	<ul style="list-style-type: none"> Student voice demonstrates that they feel safe and supported in keeping themselves safe outside of school, knowing how to keep themselves physically and mentally healthy Evaluation shows that the careers programme can clearly evidence all the Gatsby Benchmarks
5. Deliver an outstanding Sixth Form that provides our students with the support, experiences, knowledge and skills they require for successful futures	<p>5.1 Ensure that stretch, aspiration and high expectations for all permeates through all aspects of our curriculum design and delivery so that students achieve well</p> <p>5.2 Further refine our provision so that high quality impartial careers guidance; non-qualification enrichment activities and a programme to develop independence and social and personal responsibility, ensures all students have successful futures</p> <p>5.3 Provide opportunities to highlight Year 12 and 13 as role models within the school, displaying outstanding work habits, attendance and punctuality</p>	<ul style="list-style-type: none"> ALPs grade 3 + 90% of students access first choice of destination At least 30% of students access Russell Group Universities Increasing numbers of students access higher level apprenticeships High profile Sixth Form Leadership Academy established

National Examination Targets	<ul style="list-style-type: none"> Students, including the most disadvantaged, boys and those with special educational needs and/or disabilities (SEND), develop detailed knowledge and skills across the curriculum and, as a result, achieve well Students are ready for the next stage of education, employment or training and gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study 	<p>End of Key Stage 4</p> <ul style="list-style-type: none"> Progress 8 = above average Basics = 70% (4+) and 48% (5+) 	<p>End of Key Stage 5</p> <ul style="list-style-type: none"> L3 VA = above average ALPS = 3+
<ul style="list-style-type: none"> This document is intended to provide a summary of the main strategies and actions that the school will take over the next twelve months. Detailed plans sit behind Progress towards the targets will be assessed through the school's quality assurance schedule along with external scrutiny and peer review from TEAL and TSA The latest data and a brief commentary will be added to Progress Checks 1 & 2 at the end of the autumn and spring terms based on quality assurance activity. The targets will be RAG rated and actions adjusted in purple 			

The SEND team

The Special Educational Needs and Disabilities (SEND) team strives to work in partnership through innovation, creativity and challenge to endeavour that students with additional needs at Driffield School & Sixth Form will become successful, motivated citizens.

The SEND department – “The Link” – is located in the heart of the school. The Link is a safe haven for students with special educational needs and disabilities who access the area for intervention and support from the SEND team. At recreational times, the Link provides a friendly and supportive setting in which students can socialise or seek support and guidance from the SEND team.

At Driffield School we support students with a range of additional needs from Key Stage 3 to Key Stage 5: cognition and learning difficulties, communication and interaction difficulties, social, emotional and mental health difficulties and sensory and physical needs.

We value and recognise the importance of building and maintaining positive relationships with the young people we support and their families. Through a pupil-centred approach, working closely with parents/carers and external agencies, we endeavour to meet the needs of students with special educational needs and disabilities and support the achievement of their aspirations whilst at Driffield School & Sixth Form.

