



**SUBJECT LEADER
(SOCIETY & CULTURE)
EVOLVING TO HEAD OF FACULTY
CANDIDATE INFORMATION**



Thank you for your interest in the post of Subject Leader in Society & Culture at The Swan School, a new free school opening in September 2019 as part of the River Learning Trust.

When fully subscribed it will have approximately 1,200 students on the roll, of whom around 300 will be in the Sixth Form. Our students will be drawn from a local catchment area and the school will be at the heart of the community. The school is opening to meet the rising demand for school places in the city.

Learning from the most successful approaches at the best schools, The Swan School will provide a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos will be academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning.

Students will be inspired and nurtured, acquiring the knowledge and skills to think critically and creatively. They will learn to be confident, resilient and ambitious, and will have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we will draw on best practices proven elsewhere, including a longer school day and electives embedded in the curriculum. We will also have a family lunch where students and staff eat together to promote healthy eating, caring for others, maturity and conversation skills.

Students will read and be read to and we will expect all students to work to the best of their abilities and have excellent attendance and behaviour.

The Swan School is a new build and as such will benefit from state-of-the-art facilities in Marston, Oxford, an area of natural beauty close to the centre of Oxford. While our new building is being constructed, the first year of the school will be in purpose-built temporary accommodation adjacent to The Cherwell School South Site, a short distance from our permanent home.

This is a rare and exciting opportunity to be part of starting an exceptional comprehensive school.

As a founding member of The Swan's team, you will help to build the foundations of an outstanding school from the ground up. You will establish a world-class curriculum and teaching and learning practices in your area, and have the chance to build your own team.

The successful candidate will share our ambitions for our students. You will relish the challenge of creating a new school that will be different to other comprehensive schools in the city.

You will be a highly motivated team player with leadership potential, a creative thinker who is unafraid to try new approaches, and a reflective practitioner, keen to continue learning in order to achieve the best possible outcomes for our students.

You are invited to attend an information event for prospective staff to find out more about the school and this role. Please visit theswanschool.org.uk/now-recruiting to view dates and register interest.

If you have any questions or would like to speak to me about this post, please contact the River Learning Trust central office via office@riverlearningtrust.org or on 01865 558727.

We very much look forward to hearing from you.

Yours faithfully

Kay Wood (Headteacher)



How will The Swan School be unique?



A Unique Curriculum

The curriculum at The Swan School will be tailored to provide a rigorous academic education. We will have the highest expectations of what students will learn and will encourage them to learn quickly and securely, while being considerate of different starting points.

We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have the full range of opportunities open to them in the future.

The subjects taught will be broadly traditional, but all students will be motivated to stretch students beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education.

Alongside this, and seen as of equal value, will be their learning in art, design and technology, and music, in which they will be taught to both appreciate the achievements of others and to develop their own creative abilities.

In all subjects, the emphasis will be on expertly-designed learning with high levels of structure. There will be absolute clarity for all on what students are expected to know and do at each point. No time will be spent on tasks that don't move students on.

This will also be evident in the provision of independent work – some of which will be completed in time at the end of the day, and some at home.

This will be purposeful, clear and useful, normally involving practice or learning by heart of material taught in lessons.

A longer day will also mean time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. They are set to include specialised sport, music or drama, lectures and volunteering. In effect, they are a chance for students to explore existing passions and discover new ones.

Everyone at The Swan School will work hard, guided by the belief that, through effort and dedication, wonderful things can happen. Students will be expected to show commitment, self-discipline and responsibility in their studies.

As a result, they will produce work of the highest quality and learn to achieve more than they thought possible. Their teachers and support staff will show the same level of dedication and thus experience the professional joys and satisfaction brought by helping young people to learn and grow.

Co-curricular Activities

Students at The Swan School will be able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people. Students will be active participants in the school, local

community and beyond. They will learn consideration and kindness, and contribute to society.

Whilst some activities will be chosen by students through the electives programme, there will be a core programme of activities that all will complete. Because we are a new school, we are able to prioritise these activities and arrange the timetable and school day so that they are an entitlement for all, not an optional extra for a few.

To give an indication of our approach, we intend that every student in Year 7 and 8 will take part in a music or drama performance, either in our own performance space, or in one of the many beautiful venues in the city.

All will be taught public speaking skills so they are able to talk with confidence in front of an audience. Furthermore, all students will learn to debate formally and will take part in competitions that will empower them to set out their views.

Sport will be compulsory and regular, with every student playing in at least one team in the first year.

Support and Inclusivity

The Swan School will be an inclusive school, ensuring that all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning will be to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied.

An outstanding learning support team and the extra-flexibility provided by the extended day will allow us to make sure that no student falls behind or does not make good progress.

Good schools do not give up on students, and we intend to be a great school.

Family Lunch

Students and staff will sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills.

This communal approach will help students to learn good habits, consideration for others, and how to engage in discussions with confidence. Breakfast and healthy snacks at break will also be available.

The School Buildings and Grounds

The Swan School will benefit from the most modern of facilities in new buildings in Marston. This will include state-of-the-art accommodation, equipment and technology, plus a sports hall, activities studio, drama and music rooms, specialist art, design and technology spaces and much more.

The school is situated in an area of natural beauty close to the River Cherwell. The grounds themselves are designed to be an extension of this environment, with wood-clad buildings, mature trees, natural hedgerows and wildflower areas.

Despite this rural feel, the location offers easy access to the centre of Oxford and the many opportunities for educational enrichment to be found there.

Location

The Swan's permanent site will be located in Marston, an area of natural beauty a short distance from the centre of Oxford.

The site is close to several other primary and secondary schools, with whom we will develop close and mutually beneficial working relationships.



Structure of the School

	2019	2020	2021	2022	2023	2024	2025	2026	2027
Year 7	120	120	180	180	180	180	180	180	180
Year 8		120	120	180	180	180	180	180	180
Year 9			120	120	180	180	180	180	180
Year 10				120	120	180	180	180	180
Year 11					120	120	180	180	180
Year 12			40*	40*	40*	120	120	180	180
Year 13				40*	40*	40*	120	120	180
Totals	120	240	420	600	780	960	1140	1200	1260

* Our intention is to open a sixth form by working in close partnership with The Cherwell School



The River Learning Trust is a multi-academy trust that is committed to working together to achieve excellence in education. RLT is responsible for a number of schools and a school-centred initial teacher training provider (SCITT).

Currently, RLT comprises five secondary schools, The Swan School in pre-opening, 12 primary schools, and the SCITT.

Another two primary schools are due to join in 2019 with other secondary schools in discussions about the possibility of joining RLT.

The schools and SCITT are united by their commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together.

Further details about the Trust, including its history, names and location of schools, and details about the central team can be found on the RLT website: <http://riverlearningtrust.org>

The principles of the River Learning Trust are:

Everyone Learning – creating and

taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning

Commitment to Excellence – striving for the best educational experience through continuous improvement

Respectful Relationships – acting with care, integrity, and fairness in all we do

As a member of staff in an RLT school you will benefit from the support, opportunities and leadership development provided by the Trust central team and colleagues in other schools.

Job Description

Title of Post: Subject Leader Society & Culture.

This post will evolve into a head of faculty role as the school and the curriculum team grow. This is likely to be in September 2021.

Grade: MPS/UPS + TLR 2(3) Increasing to TLR 1(2)

Start Date: September 2019

Accountable to: Senior leader

Purpose of the post

To establish the humanities and MFL curricula in order to ensure all students achieve highly and make excellent progress. To develop outstanding teaching and learning across the team, taking full consideration of current initiatives, knowledge and policies to ensure the highest of outcomes for all students.

Key responsibilities

Leadership and management

- Leadership and management
- To actively promote the school's vision, values, and culture.
- To develop and implement the strategic direction of the curriculum area.
- To actively support the work of teachers delivering the subject and support staff to ensure the very best pupil outcomes.
- To ensure effective self-review, feeding into effective development planning.
- To lead and manage a team as the curriculum area grows.
- To collaborate with practitioners within the school, RLT, and beyond to ensure the best possible outcomes for students.
- To coordinate departmental meetings as an effective tool for professional development.
- To enable the professional learning and development of team members and support colleague wellbeing.
- To ensure that team members consistently apply school procedures and policies.
- To be prepared to hold team-members to account and challenge under-performance.
- To manage the curriculum budget.

Teaching and Learning:

- To deliver consistently highly effective lessons.
- To ensure high quality schemes of work/learning resources are available for team members, leading on their ongoing review and development to take full consideration of changes at a national level.
- To develop inclusive classroom practices to ensure all students can make exceptional progress, reviewing approaches on an ongoing basis to take into account research, best practice, and initiatives.
- To ensure that best practice is shared within the curriculum team and beyond.

Assessment

- To ensure exam board and other external requirements are met in the curriculum area.
- To ensure internally assessed components of exam work are completed to maximise student achievement.
- To keep up to date with any changes in assessment regulations and ensure staff are fully informed.
- To ensure the curriculum area effectively assesses work in line with school policy.
- To lead the planning and review of appropriate assessments for all key stages.
- To lead the moderation of assessments, ensuring that information is

robust and useful.

- To ensure baseline data is accurate and is effectively used to inform planning.
- To be responsible for the tracking of pupil progress across the curriculum area ensuring timely and effective strategies are put in place to maximise pupil progress.
- To analyse performance and examination data.
- To actively participate in the sharing of assessment/tracking information with other staff in school.

Pupil Engagement

- To ensure that whole-school reward and behaviour systems are applied consistently with a proactive and positive approach to behaviour management.
- To support team-members in managing pupils, liaising with parents if engagement issues arise.
- To oversee the physical environment in the curriculum area.

Staff Development

- To be responsible for the induction programmes and development of all trainees in the curriculum area (Including NQTs and BTs).
- To be responsible for appraisal according to policy guidelines.
- To be responsible for identifying and addressing the development needs of all members of the team.
- To lead members of the team in developing their pedagogy and teaching methodologies.
- To keep the team well informed.

Monitoring

- To participate in and lead robust systems for monitoring all aspects of the curriculum area, using findings to drive improvement.
- To play a role in monitoring the quality of teaching and learning, and facilitating developmental coaching feedback conversations.

Other responsibilities

- To be an effective member of a pastoral team.
- To contribute to the development and implementation of whole school policies and practice.
- To communicate and liaise with other curriculum areas/teams within the school.
- To communicate with parents/carers and appropriate agencies.
- To represent the school at meetings and conferences.
- To contribute to school events including assemblies.
- To lead electives and supervise independent study periods as directed.
- Follow the school and Trust's Health and Safety rules and procedures and adhere to safeguarding principles.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person Specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (MFL or a humanities subject) • Evidence of continued professional development
Experience	<ul style="list-style-type: none"> • Evidence of successful teaching of either a humanities or MFL subject at multiple key stages, including examination results that show you have added value to students' outcomes. • Experience of innovative curriculum development. • Experience of leadership in a school setting. • Evidence of leading others in the delivery of the curriculum and classroom management. • Evidence of the ability to use data as a tool for improving standards
Skills and knowledge	<ul style="list-style-type: none"> • An ability to motivate and lead other staff. • An ability to support and enhance the practice of others. • An ability to accurately monitor and evaluate the work of others, and a preparedness to hold team-members to account. • An ability to think strategically and plan for the long-term development of the curriculum area. • An ability to lead whole school initiatives.
Personal qualities	<ul style="list-style-type: none"> • A fundamental belief that all children can achieve great things, no matter what their background or prior experiences. • An ability and willingness to empathise and listen, and to be self critical and reflective. • Enthusiasm, hard-work, integrity, creativity, flexibility, and resilience. • An understanding of, and commitment to, equal opportunities in its widest sense and a commitment to inclusive education. • A sense of fun as well as the ability to work hard and calmly under pressure. • A commitment to child protection in its broadest sense to empower learners and prevent harm. • An awareness of and commitment to whole school, local, and national policies and initiatives.

SAFEGUARDING

The Swan School and the River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role.

