



12 REASONS TO TEACH AT THE SWAN SCHOOL

theswanschool.org.uk

If you have any further queries please contact us at:

office@theswanschool.org.uk

- **Exemplary behaviour:** Our students are impeccably behaved and staff are supported with consistently applied centralised behaviour systems.
- Our **curriculum is centrally planned** to support workload and ensure all students get the best possible lessons.
- **Commitment to high quality CPD:** This is organised in weekly morning sessions, which focus on what really makes a difference in the classroom. We have no after school meetings and one inset day each term focused on data and planning.
- **We don't expect written feedback** in exercise books; we let departments decide on the best way to give feedback in their subject.
- You will work closely with school leaders in a small team and have a chance to genuinely influence the identity of the school. There will be **opportunities for career progression** as the school grows.
- **We prioritise staff wellbeing:** Staff are supported to attend appointments and meetings are during school hours if no cover is created. All teaching staff are given a late start or early finish fortnightly to support wellbeing. As a counter-balance to our extended day, our terms are shorter than at other state schools.
- **No written reports** and a sensible approach to assessment – three times a year with a simple percentage given. We don't give grades or written comments, no grades.
- Opportunity to **contribute your hobbies and interests** to wider school life in electives, as part of the school day.
- We focus on **evidence-based approaches**, such as on knowledge, direct instruction, deliberate practice, self quizzing, and interleaving of content. All staff engage with research and best practice and we are committed to adapting our approaches if they don't work.
- We induct students and staff over a **full 'Matriculation Week'**, so that everyone fully understands our routines and values.
- **We fundamentally believe all students can achieve great things**, and put into place small group maths and English interventions right from the start of Year 7, so those who are behind can quickly catch up.
- **Developmental approach to 'teaching and learning' observations:** We have no graded lesson observations. Most observations are peer-to-peer with a focus on developing one agreed area of our practice.