

LIGHT HALL SCHOOL
Hathaway Road
Shirley
SOLIHULL B90 2PZ

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July 2010

Dear Applicant

Transition Teacher – (Maternity Cover for 12 months)

Thank you for expressing an interest in this key role. Please find enclosed:

- An outline introduction to Light Hall School
- A job description
- A person specification
- An application form
- A copy of our Child Protection Policy
- A copy of our Equal Opportunities Policy
- A copy of our Child Welfare Policy

I would like to stress that we are fully committed to the protection and safety of all our students.

I hope the above details will encourage you to apply for this key role. To do so, please write a letter of application (2 sides maximum) and complete all questions on the application form. Please remember to include details of two referees, one of whom should be your current/most recent Headteacher.

The closing date is midday on Wednesday 1 September 2010. The email address is:
office@lighthall.solihull.sch.uk.

Yours sincerely



Vic Scutt
Headteacher

AN INTRODUCTION TO LIGHT HALL SCHOOL

Light Hall School is a co-educational comprehensive of 1240 students aged 11 to 16. In September 2003 we obtained specialist college status for mathematics and computing. We were listed by Ofsted as one of the 123 top performing schools in the country (January 2005). In our latest Ofsted Inspection (December 2009) we were graded as good with outstanding features. One of the outstanding areas was attainment.

The school is situated to the west of the town centre of Solihull in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds. New local housing developments have extended our catchment into a more rural environment.

Academic standards are high and are well above national averages. Our record results were obtained in 2008 when 82% of students obtained 5 or more A*-C's, 61% including English and Maths. In 2009, the results dipped slightly (74% and 54% respectively), but contextually they were still good. The majority of our students continue their education in local colleges and proceed to degree courses at university.

In our latest Ofsted Inspection report (December 2009), students were described as being "positive and friendly", as working "diligently in lessons", and with "good behaviour (that) further supports their learning". Overall, the school was graded as good with outstanding features. In our annual surveys, both parents and students rate the school highly.

As a mathematics and computing college the school actively promotes these key skills across the curriculum. Provision to promote these core aspects has improved significantly and the programme for implementation provides an exciting opportunity for us to continue our developments and to share our expertise in the wider community. All teaching staff have laptops and the school has wireless technology throughout. Data ICT projectors are provided throughout the school and many classrooms now have interactive whiteboards. Our web site is highly developed with a heavy emphasis upon supporting independent learning and our expanding learning platform.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good sporting facilities and has developed a real community ethos within the area that it serves. In recent years the school has obtained three Curriculum Awards (for its links between the curriculum and local industry), the bronze SportsMark Award, the gold ArtsMark Award a Healthy Schools award, and a careers guidance award. We attach considerable importance to staff development.

On entry to the school students are placed in mixed ability form groups. Heads of Year co-ordinate a team of form tutors. Pastoral Managers are also in post and have responsibility for day to day pastoral care. Subjects are arranged in blocks on the timetable for most years thus allowing setting to occur where appropriate. The National Curriculum is seen as a minimum entitlement for all. A skills curriculum is delivered in year 7. A strong emphasis is placed on the role of an individual in the wider community.

In February 2006, the school suffered a fire which destroyed 14 classrooms and some administration areas. The replacement building, opened in November 2008, includes additional rooms, constituting about a third of the school in total. It contains state-of-the-art learning facilities for performing arts, mathematics, geography and modern foreign languages.

An introduction to the post of Transition Teacher

We are looking to appoint an excellent classroom practitioner who can deliver the core subjects to the most vulnerable students during their Y7 transition year. This role could be delivered by either a primary or a secondary trained teacher or middle school trained

You will need to teach English, maths and science up to National Curriculum level 4 (possibly some aspects of level 5). There will be two classes, each of approximately 14 students in size. The intention is that they will also be taught in the same classroom for these subjects. The rest of their curriculum – technology, PE, art, music, MFL, drama, ICT, and a skills curriculum (based on history, geography and RE) – will be taught by subject specialists in other areas of the school.

This was a new post for Light Hall School in 2009/10. It aims to ease the transition process for the most vulnerable students, many of whom will have learning difficulties, a few with statements. It aims to provide a stable component to their first year in secondary education, allowing them to form strong pastoral relationships with their main classroom teacher, whilst also allowing them to begin to experience the more specialist areas of the secondary curriculum.

A key aspect of the role will relate to working with our excellent team of SEN staff. This area is lead by two staff who share the post of SENCO. We also have an Assistant SENCO, a large team of Learning Support Assistants, plus a dedicated SEN area. Our SEN provision has been described by many professionals as outstanding. The post also involves liaison and teaching in our local feeder schools to year 6 students.

You will also need to work closely with the core subject areas. English, maths and science are led by a subject head, but also have a KS3 Coordinator plus an Assistant and Inclusion postholder. Full support will be provided to ensure that, by the end of Y7, the students involved will be ready to experience subject specialists from Year 8 onwards.

We see this post as key to our delivery of the Every Child Matters agenda. The students involved traditionally find the change to secondary education the hardest, especially the sudden change from one main primary teacher to a high number of secondary specialists across the school. Although they enjoy most aspects of the transition, we intend this additional provision to support them on a more personalised level.

SCHOOL ROLE DESCRIPTION

Job Title: Transition Teacher

Year: 2010/11

Responsible to: SENCO, plus Heads of the core subjects

Responsible for: Teaching English, mathematics and science to small groups of less able students in Y7.

Specific Responsibilities:

1. To implement and deliver an appropriately differentiated and engaging curriculum.
2. Manage the classroom environment to ensure effective learning takes place
3. Following, delivering and contributing to the departmental scheme of work
4. Contribute to the development and writing of teaching and assessment materials for all years
5. Attend meetings as required
6. Contribute to the departmental improvement plan and support the implementation of whole school policies
7. Monitor the progress of pupils in teaching and form group, ensure that appropriate assessment, recording and reporting of pupil achievement occurs, and supply the head of subject/head of year with relevant information
8. Use tracking data to identify and challenge student underachievement and to inform teaching and learning.
9. To contribute and implement IEP's as appropriate.
10. To ensure the effective deployment of classroom assistants when allocated to a teaching group/individual.
11. To give active support and promote high standards of teamwork within the subject department and pastoral group.
12. To communicate within school and to parents as appropriate.
13. Take an equitable share of statutory duties
14. Ensure work is set in the event of known absence and in cases of unplanned absence where appropriate.
15. To take part in the school's programme for CPD.
16. To assist in the identification of own CPD needs and professional development.
17. Undertake the duties of a form tutor and to promote the safety and welfare of students in the group.
18. Help identify personal training needs required to help implement school priorities and enhance own job performance.
19. To follow the school's procedures for health & safety.

**PERSON SPECIFICATION
TRANSITION TEACHER**

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>An appropriate degree</p>	SEN qualification
Knowledge	<p>English, mathematics, science National Curriculum up to level 5</p> <p>Every Child Matters Agenda</p>	SEN issues
Skills	<p>Able to motivate Y7 students with learning and emotional difficulties</p> <p>Ability to work constructively within various subject teams</p> <p>Able to manage time and resources effectively</p> <p>Good communicator</p> <p>Excellent classroom practitioner</p> <p>Good sense of humour</p> <p>Active appreciation of the emotional intelligence of children</p> <p>Full compliance with child safeguarding procedures</p>	Potential for further career development
Experience	<p>Teaching English, maths & science up to National Curriculum level 5</p> <p>Assessment of the National Curriculum</p>	Able to teach an additional subject area above National Curriculum level 5.

