Information Pack

Teacher of Business Studies
Maternity Cover
2 Terms in the first instance

Principal - Julian Appleyard. Rochdale Sixth Form College, College Road, Rochdale, OL12 6HY, t: 01706 769800  f: 01706 769801 website: www.rochdalesfc.ac.uk
Contents

Welcome and Introduction ........................................ 3
Making your application ........................................... 4
RSFC Vision, Mission, Values & Beliefs ...................... 5
Background Information ........................................... 7
Opportunities for CPD .......................................... 8
Job Description ................................................... 9
Person Specification .............................................. 12
Dear Colleague

I am delighted to provide an application pack for the role of Subject Teacher at Rochdale Sixth Form College. Hopefully, the information provided will be of interest and help you in taking your application forward.

The College has made a flying start since opening in 2010. With currently around 1000 students on roll the College has achieved a 99% A level pass rate inside two years. In addition the value added performance at AS level is inside the top 1% of institutions nationally, as measured by ALPS. The College has recently had its first OFSTED inspection and is only the second sixth form college in the UK to be graded Outstanding. The report is available to view at http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135659.

The keynotes for the RSFC are exemplified in our strap line “Best in Class”. We want to achieve a community of students who are truly valued as individuals and we are committed to this. It is crucial that we at all times are positive and aim to continuously build self confidence and belief into our students; this means embracing a “you can do it culture” within a “we can do it” framework that will inspire our young people to learn. Our aspirations for the trajectory of improvement are high, and we will be focused on creating happy successful students. To this end we want the quality of teaching to be outstanding day in and day out, together with a support and guidance structure that powerfully focuses upon the individual student and encourages them to take ownership of their own learning.

I make no apologies for stating that to be a classroom teacher at RSFC requires the colleague to be passionate about working with young people. Outstanding teachers prepare carefully, deliver with enthusiasm and assess in detail. It is on such people that RSFC will be built. Colleagues should have strong drive, determination and be willing to go the extra mile. They are expected to be emotionally intelligent, well organised, resilient and flexible. They are expected to put the hours in and be excellent role models for students and colleagues. They must be confident team players – and have an unconditional positive regard for young people, a sense of fun and inspire others!

To work at RSFC you must aspire to be an outstanding colleague and be willing to share and learn. Above all else, all staff at RSFC must like all young people and aspire to make them outstanding citizens who have real self belief and feel good about themselves. RSFC is no place for cynics and we wish to appoint positive people who want to make a difference. Clearly, working at RSFC will be demanding. However, I assure you that as a colleague you will be of great value and importance and in return it is my intention to provide staff with excellent support, a professional development programme and the resources to carry out a first class job.

I am excited about what we aim to do in Rochdale and there is a moral dimension to the work ahead. Recruiting and selecting people with the right values is crucial as our journey begins; if you feel inspired by working alongside students and believe you have the qualities needed to contribute towards RSFC’s development, then please apply. The start date for posts will be September 2013.

Finally, I would say that I do appreciate how long it takes to apply for jobs (I’ve done quite a few in my time). If you do decide to apply, I appreciate your investment of time and whatever the outcome, I wish you well in the future.

Julian Appleyard
Making Your Application and the Assessment Process

Teacher of Business Studies (AS/A2 Level)
Full Time – Maternity Cover - Initially for 2 terms starting January 2014

I hope that having read this pack you are inspired to apply for the post(s). If you are, then this is what you need to do:

Application

1. Complete the Rochdale Sixth Form College teaching staff application form. Please state on your application the subject you are applying for.

2. Provide a supporting statement of no more than two sides of A4 which should address how you approach your teaching your subject, as well as the contribution you would make to RSFC.

3. Complete the examination results form.

Your statement should not exceed two pages of A4.

Send your application by email to f.mcburnie@rochdalesfc.ac.uk or post it to Rochdale Sixth Form College, College Road, Rochdale, OL12 6HY.

Deadline

The deadline for the post is Friday 27 September 2013 (to arrive no later than 12 noon).

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Interview

The proposed date for interview is Monday 7 October 2013.

All posts will be paid on the Sixth Form College’s Teachers’ Pay Spine, including PSP payment if eligible up to £36,279 gross per annum. Start date: 6 January 2014

Visit www.rochdalesfc.ac.uk or contact Fiona McBurnie (PA to the Principal) for an application pack: f.mcburnie@rochdalesfc.ac.uk or telephone 01706 769800.

Julian Appleyard
RSFC Vision, Mission, Values & Beliefs

Our Vision

We aim to be the Sixth Form College of choice for the young people of the Borough of Rochdale and aim to develop confident and articulate students, respectful and respected, capable of independent and critical thought and appropriately prepared for higher-level achievement.

Our Mission

At RSFC our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, to inspire and to motivate our students so they have the opportunity for greater choice in life.

Our Values and Beliefs at RSFC

As a Sixth Form College and as individuals we value and champion:

Care for the Individual, Empathy and Compassion – our first priority is to connect with our students, be interested in their lives and backgrounds and listen actively to what they say; treating every student in every class as an individual and continuously boosting their self esteem and confidence, whilst showing empathy and compassion towards their needs.

Achievement, Success and Excellence – an unceasing focus to improve standards of academic achievement to better the lives of our students; and a passionate desire for their success through a culture of high expectations and aspirations.

Learning, Creativity and Innovation – we are driven to pursue effective learning for all students and first class teaching and support by all colleagues – day in, day out.

Relationships, Collaboration and Teamwork – students and staff working together to foster a real sense of community and mutual respect. A partnership with parents/carers to ensure our 16-19 year olds are confident and mature individuals who are able to become responsible and valued members of our wider society. We maintain close and meaningful partnerships with schools, other colleges and universities to further enhance the learner journey. Relationships with our community in Rochdale will reflect our commitment to the social and economic well being of the Borough and increase the range of opportunities for our students to become active citizens.

Inclusivity, Belonging and Respect – we embrace diversity and strongly commit to the equality of opportunity for students, staff, their friends and families and our wider community in order to create a sense of belonging.
Honesty, Openness and Fairness – the life of the College community is based on the values of honesty and fairness and we commit to conducting ourselves with openness, trust and respect for the individual.

Positivity, Enthusiasm and Fun – shown by and towards all students and staff at RSFC

The Ambition is that by the time students leave RSFC they will:

- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative and prepared for future growth and learning
- Be happy!

Shared Objective for all Staff

"To maximise students' achievements"

- At RSFC we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability
- Above all, staff at RSFC like their students and demonstrate this through their daily conduct and interaction
Background Information (Essential Reading!)

A Focused Curriculum

The Sixth Form College’s learning environment will be unique as the only institution in the Borough being built specifically for full time 16-19 years olds wanting to study A levels. The curriculum offer will focus on advanced level courses, with a broad range of AS and A2 subjects available, in both academic and applied areas. The College will consider offering the Advanced Diplomas in Humanities, Languages and Science when established, as well as the IB. The Governing Body are committed to a broad range of enrichment activities that will allow students to broaden their experience and develop new skills. Enrichment will be a core aspect of a student’s programme.

High Academic Standards, High Expectations – No Barrier to Underachievement

Rochdale Sixth Form College is intending to become one of the country’s leading Sixth Form Colleges. It promises outstanding learning and teaching, with excellence being important in everything the College does. At RSFC we will have simple systems and processes that are executed superbly well – this is important. We have no intention of complicating our organisation. Excellence in the classroom, abundance of powerful support, the highest expectations for all students and a real positive culture are central to our philosophy. The minute we move away from these beliefs is the minute we take our eye off the ball and that is not what RSFC is about. All students will be expected to achieve at least their potential and more. We want to inspire, motivate and enthuse and want the young people who walk through our doors to develop a positive ‘can do’ attitude and with it the self-confidence and self-belief that comes from being successful. We expect to ‘add value’ to students achievements.

Inspiring and Passionate Staff

Having the right values are crucial at RSFC. High expectations and empathy are core principles at RSFC for all staff. Caring for our young people and being compassionate does not mean compromising on academic rigour. We expect staff at all levels to have the expertise and commitment but also be passionate about young people and love working alongside them. All staff will build self-confidence and self esteem into students through their daily interactions, and have a burning desire to see them achieve their potential. High expectations of students and a total belief in their potential are an absolute must!

Learning, Teaching and Achievement

Changes in the way in which young people are learning in Key Stage 3 & 4, and in Higher Education, will have an impact on student learning at RSFC. Students will have more control over when they learn, where they learn, who they learn with and how they learn, for example using an ICT rich learning environment, students will be able to access a wide variety of media and situations. The key principle is that the needs of each individual student are paramount. In all lessons there are high expectations and appropriate challenges, so that students of all abilities make significant progress.
The College will not seek to address diverse learning styles by delivering learning geared to identified profiles. Rather we will ensure that learning activities are varied and include, for example, visual, auditory and kinaesthetic elements as routine standard practice. Active learning will be at the core of classroom experience – as students learn most effectively when they are actively involved in their learning. Classroom delivery will also take account of the principles of assessment for learning, by accurately and regularly assessing student’s achievement, identifying key next steps and targets and providing the necessary support for students to achieve them.
Opportunities for Teaching Staff to Develop their CPD Portfolio

• There are currently 6 members of staff at RSFC undertaking a Masters level course of study in liaison with Manchester University. The research projects the staff are undertaking are related to educational management, development of outstanding teaching practice and innovation in learning for the 21st Century. These courses are primarily college based with support from the Assistant Principal and lead tutors from Manchester University.

• RSFC is recognised as a learning partner by the Teaching and Learning Academy. This partnership enables staff to undertake research projects (all in-house) at level 1, 2 and 3 to gain professional accreditation and recognition for their work. TLA project work is thought to be one of the most progressive systems to ensure staff development in the UK.

• There is a rigorous NQT programme of study here at RSFC that involves weekly meetings, professional discussion and persistent reflection of teaching practice to ensure our NQTs are gaining the best possible start to their career. These weekly meetings and reflections form part of the NQT developmental programme that will lead to recognition by the College of Teachers at the end of this academic year. RSFC is also a partner of the College of Teachers, which enables staff to obtain reduced membership, submit material for publication and become involved in a rapidly expanding professional network that covers the entire UK.

• It is envisaged that RSFC will be running professional coaching programs in the near future in liaison with Manchester University and other local providers. This valuable CPD opportunity will lead to accreditation and the opportunity to practice and develop the skills of coaching in an invigorating and forward thinking environment.

• All staff at RSFC have a personalised and focused performance management target that specifically allows individual professional development in the sixth form sector. Staff may work in clusters or on an individual basis with supervision and support from the Senior Leadership Team. RSFC is committed to both student and staff learning and provides all the necessary requirements to ensure staff develop at a rate that reflects their aspirations and professional goals in both the short term and long term.
The Role of Subject Teacher:  Job Description

Key Focus:  Maximise Students’ Achievements

All staff are fully expected to contribute to the shared objective of maximising students’ achievements and to the achievement of the RSFC Primary Purpose:

*Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus upon learning and teaching and student support.*

*Our young people are challenged to achieve through high expectations within a “you can do it culture”. We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.*

A. Planning, Teaching and the Promotion of Learning

Teach allocated students by planning teaching to achieve progression of learning in accordance with RSFC policies. Subject teachers are required to:

- Be in sympathy with the RSFC ethos that has high expectations with powerful support – *compassionate rigour is the theme!*
- Ensure lessons are differentiated for the individual needs of students in terms of ability, personal learning and thinking styles.
- Use a variety of teaching strategies, which involve planned formative assessment and active learning strategies. Seek to ensure the interests of students are engaged and sustained through provision of clear structure for lessons, maintaining pace, motivation and challenges.
- Encourage students to think and talk about their learning, develop self-control and independence, concentrate, persevere and listen attentively.
- Work actively to create an ethos that promotes equality, celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with special educational needs.
- Plan and work in accordance with subject area schemes of work and examination specifications.
- Display sound knowledge and understanding of their subject area.
- Establish good relationships that promote the achievement of learning, whilst maintaining a purposeful and positive atmosphere in the classroom through the clear communication of Rochdale Sixth Form College expectations.
- Set the learning in the context of what has gone before and make it clear what it is intended to achieve.
- Monitor and intervene when teaching to ensure effective learning and maintain a safe environment in which students feel confident.
- Self evaluate teaching critically to improve effectiveness.
- Keep full attendance records sending electronic class attendance data promptly.

B. Monitoring, Assessment and Reporting Student Progress and Achievement

- Assess academic performance in the light of previous achievement to enhance the value added results of all students.
- Assess how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching.
- Assess students’ work in accordance with RSFC assessment policy and awarding body assessment objectives and mark criteria.
- Assess and record students’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade/level at which the student is achieving.
- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews).
- Set sufficient work for formal assessment such that students’ understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level.
- Complete formal reports on students according to the College reporting systems and the reporting calendar.
- Attend parents’ evenings according to the College calendar to keep students’ families and/or their carers informed about their progress.

C. Contribution to the Overall Management of RSFC

Subject teachers are required to:

- Operate at all times within the stated policies and practices of the College and promote them actively.
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the staff code of conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere.
- Work co-operatively with staff throughout the College to implement the College Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to curriculum/subject, learning & teaching group and staff meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole College development goals. For newly qualified teachers, and teachers new to the College, this will include attendance in any sessions organised as part of formal induction programmes.
- Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy.
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the College Health and Safety Policy and Child Protection procedures and implement them as appropriate.
- Contribute to College provision for enrichment activities and study centre supervision as consistent with individual timetables.
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Days/Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students where there is consistence with individual experience and workloads.

- Participate in College quality assurance and self assessment systems, including the use of student focus groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the College line management system.

- Play a co-operative and supportive role within curriculum areas and the College as a whole through the sharing of good practice and mentoring/coaching activities for less experienced staff where this is appropriate.

- Undertake such other duties as reasonably required by the Principal.
## The Role of Subject Teacher: Person Specification

<table>
<thead>
<tr>
<th>Essential Criteria</th>
<th>How identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good relevant degree</td>
<td>Application</td>
</tr>
<tr>
<td>PGCE</td>
<td>Application</td>
</tr>
<tr>
<td>QTS/ QTLS and membership with DfE or IfL</td>
<td>Application</td>
</tr>
<tr>
<td>A passion for teaching subject</td>
<td>Letter/Interview/References/Teaching exercise</td>
</tr>
<tr>
<td>Ability to engage with students, inspiring learning &amp; promoting success</td>
<td>Application/Interview/References/Teaching exercise</td>
</tr>
<tr>
<td>Very good classroom practitioner</td>
<td>Application/References/Teaching exercise/Interview</td>
</tr>
<tr>
<td>Ability to devise new resources for learning</td>
<td>Application/References/Teaching exercise/Interview</td>
</tr>
<tr>
<td>Knowledge of active learning and teaching styles</td>
<td>Application/References/Teaching exercise/Interview</td>
</tr>
<tr>
<td>Evidence of dynamic and innovative practice</td>
<td>Application/References/Teaching exercise/Interview</td>
</tr>
<tr>
<td>Either – successful teaching placement <em>(applicants currently in training)</em> OR successful record of teaching including very good exam results in one or more of KS4 &amp; KS5</td>
<td>Application/References</td>
</tr>
<tr>
<td>Commitment to learning and teaching as first priority</td>
<td>Application/References/Interview</td>
</tr>
<tr>
<td>Competence in the use of ICT</td>
<td>Application/References/Interview</td>
</tr>
<tr>
<td>Ability to contribute positively to teams, share ideas &amp; develop resources co-operatively</td>
<td>Application/Letter/References</td>
</tr>
<tr>
<td>Ability to be adaptable &amp; flexible</td>
<td>Application/Letter/References/Interview</td>
</tr>
<tr>
<td>Effective interpersonal &amp; communication skills</td>
<td>Application/Letter/Interview/Teaching exercise/References</td>
</tr>
<tr>
<td>Commitment to valuing the individual and boosting their self belief and worth – an unconditional positive regard for young people</td>
<td>Interview</td>
</tr>
<tr>
<td>Commitment to high standards &amp; expectations – no accepting of second best in students and staff</td>
<td>Application/Letter/Interview/References</td>
</tr>
<tr>
<td>Commitment to professional learning &amp; institutional improvement</td>
<td>Application/Letter/Interview/References</td>
</tr>
<tr>
<td>Commitment to high professional &amp; personal standards of work &amp; conduct</td>
<td>Application/Letter/Interview/References</td>
</tr>
<tr>
<td>Determination to promote equality of opportunity</td>
<td>Interview</td>
</tr>
<tr>
<td>Ability to offer enrichment &amp; contribute to wider college life</td>
<td>Application/Letter/Interview/References</td>
</tr>
<tr>
<td>Commitment to professionalism, sharing, teamwork &amp; collaboration</td>
<td>Application/Letter/Interview/References</td>
</tr>
<tr>
<td>Commitment to enjoying work!</td>
<td>Interview</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desirable Criteria</th>
<th>How identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to use interactive ICT systems for learning and teaching</td>
<td>Application/References/Interview</td>
</tr>
<tr>
<td>Ability to teach subject to AS/A2</td>
<td>Application/References</td>
</tr>
<tr>
<td>Experience of examining subject</td>
<td>Application/Letter</td>
</tr>
</tbody>
</table>