

Information for applicants

Silverdale School is a highly popular and high-achieving 11-18 comprehensive in the south west of Sheffield. The school has been completely rebuilt (PFI) in the first phase of Sheffield's Building Schools for the Future programme.

The school is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for Profoundly Deaf children which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.

Silverdale School is part of Chorus Education Trust. As such all appointees may be required to work at any site within the Trust in the future.

Aims

The school has high expectations of all its pupils.

Our aim is to work in partnership with pupils and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the pupil community and prepare pupils to take their place in a multi-cultural society. The school is committed to equal opportunities for all. The school aims to safeguard all its pupils so that they experience school as a safe and secure environment in which to learn.

Admission

The school has approximately 1,295 pupils including 410 in the Sixth Form.

In recent years the number of applications for admission to Silverdale has exceeded the admission limit, approximately 180 pupils are admitted each year to Year 7, who are placed in 6 mixed ability classes.

The Sixth Form is also popular with a large number of Y11 pupils progressing to post-16 education. Approximately 35 post-16 places are available each year to students not attending Silverdale.

Facilities

The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it supports:

- *Innovative and flexible teaching and learning:* with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) which all promote learning as a stimulating and enjoyable experience.
- *Inclusion:* an integrated support centre at the heart of the school enables students to become independent learners. The integrated resource provision for the profoundly deaf is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.
- *Behaviour management and supervision:* The creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.
- *Departmental Areas:* each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- *Provision for ICT:* the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school.

The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

Pastoral Care

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor, Pastoral Manager and Key Stage Leader to monitor attendance, work progress, behaviour and achievements. We offer support and guidance in these teams from Years 7 to 11. The Key Stage Leaders are supported and managed by the Assistant Heads, and a Pastoral Administration Assistant. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 and Y13 Leaders, Key Stage 5 Support Officer and Administration Assistant. Here, guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide

range of activities including prefect duties and community service and a PSHE and Key Skills programme.

We work closely with parents, outside agencies and feeder schools. We believe in keeping parents informed through regular reports, a Parents' Evening, Choices Evenings in Years 9 and 11 and welcoming evenings for Years 6 into 7. We welcome contact with parents at any time. Each pupil receives a Planner where homework, attendance, punctuality, achievements and homework problems are recorded.

We have a high profile Anti-Bullying policy and good behaviour is expected and rewarded with unacceptable behaviour checked promptly according to the school's sanction ladder.

Curriculum Organisation

Pupils who join year seven from primary schools are placed in all-ability classes for teaching, registration and tutor purposes.

The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of pupils in teaching groups consisting of similar ability).

The Year 10 and 11 option programme provides a common core experience for all pupils and an opportunity for some specialisation. Pupils study 10 subjects aimed at external examinations. All pupils have the opportunity to take GCSE English, Maths and Science and the vast majority of pupils take at least one foreign language at KS4. It is possible for students to take two foreign languages to GCSE, three separate Sciences and to access the English Baccalaureate, as appropriate to their needs and abilities.

Pupils who need individual attention, especially in English and Mathematics, may be withdrawn from class lessons to be taught by specialist staff at anytime during the five years. The aim of this is always to prepare the pupil for a return to mainstream classes as soon as possible. Support is also provided for individual pupils in lessons where appropriate.

Sixth Form

Silverdale's Sixth Form offers two year courses to students who wish to continue their studies beyond Year 11. A wide range of A-level and BTEC courses are offered which maximise career opportunities and meet the specific requirements of any Higher Education courses for which they may be aiming.

A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, volunteering and many other options.

The stay-on rate to the sixth form is very high (about 60% regularly stay on into the sixth form at the school). Most of these students go onto gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Y12 and help with UCAS application at the beginning of Y13. Post A-level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge places.

Curriculum Enrichments

Curriculum Enrichments are available to all pupils. Y10 pupils have two weeks of work experience. Optional enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trips; annual drama productions; music concerts and activities; French exchanges; language intensive courses abroad; home stay visits in Spain; Christian Union; a range of Student Voice activities including an Executive School Council; work shadowing; work experience abroad for all A-level linguists; Young Enterprise and mock Interviews for Sixth Formers.

All year 11 students receive a Record of Achievement and Experience which contains a personal account of their work experience and enterprise experience, tutor and personal statements, as well as their other achievements and experiences.

Examination Results

In 2016, our Progress 8 score was 0.49. In 2017, we expect the progress 8 score to be around 0.41.

The average grade at A-level is a B- and our school ALPs score is a 2. In 2017 Silverdale Sixth Form students achieved 72% of grades at A*, A or B – the best results of all state schools in Sheffield.

Management

The Leadership Team consists of an Executive Headteacher, two Co-Heads of School, Deputy Head (Teaching & Learning and Director of Teaching School), Deputy Head (Head of Sixth Form and Curriculum), Assistant Head (Closing the Gap), Assistant Head (Inclusion & SENCO) and Business & Development Manager (Business Development).

The School has an agreed Equal Opportunities Policy and a Special Needs Policy statement. The School has previously achieved Investors in People status.

The Co-Heads of School report to the Executive Headteacher of Chorus Education Trust.

The Management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

Governance

The Local Governing Body meets frequently and has a cycle of committees covering Finance and Resources, School Improvement, and Safeguarding and Inclusion. The Parent Governors are keen to hear parental views and respond to their needs.

The Local Governing Body report to the Chorus Education Board of Trustees.

Chorus Education Trust

Chorus Education Trust (formerly known as Silverdale Multi-Academy Trust) currently consists of Silverdale School and its Teaching School. It is providing interim leadership to Westfield School in the south-east of Sheffield, with Westfield due to join the Trust formally on 1 January 2018.

Other schools are in the process of joining the Trust, and the aim is to develop a Trust across Sheffield and the Peak District with geographical hubs. The vision of the Trust is 'Outstanding Achievement for All'.

Sheffield Teaching School Alliance

Silverdale School was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance. We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield, the first and only National Modern Languages SCITT, and a fully developed programme of CPD for teachers.

Appointment of Teacher of ART – Maternity

Personnel Specification

The successful candidate will need to demonstrate evidence of the following:

Qualifications

- A relevant degree together with QTS, QTLS, PGCE or equivalent teaching qualification

Experience

- The successful candidate would be required to teach Key Stage 3 and Key Stage 4 Art.
- Experience of teaching Key Stage 5 would be advantageous.

Professional Knowledge & Understanding

- An enthusiasm for innovation and developing teaching and learning for Art.
- An excellent understanding of engagement and how to motivate students.

Professional Skills

- A high commitment to learning and achievement.
- Excellent interpersonal skills
- The ability to collaborate with other staff.

Application Procedure

Teacher of Art (Maternity)

Applications should be made by completing the form in detail and by a letter of application of not more than two typed sides of A4 in length.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to Carly Braid via recruitment@chorustrust.org and should arrive no later than **Sunday 13 May 2018 by 11:59pm**

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay.

CV's & SCC application forms will not be considered.

Interviews will take place **during the week of 21 May 2018** and details of the interview arrangements will be sent to all shortlisted candidates.

Please understand that we cannot acknowledge receipt of individual applications.