



APPLYING FOR A TUTORIAL POST

Application Procedure

- ◆ Please complete the enclosed application form.
- ◆ In section 10 of the Application Form submit a hand-written, word-processed or typed statement in support of your application.
- ◆ If you wish to add further information beyond that which is asked for in the application form you may attach additional sheets
- ◆ Application forms can be completed electronically and are available to download at www.landau-forte.org.uk

The Selection Process

It would be appreciated if applications were received **as soon as possible please**. If you have not heard from us within 6 weeks of sending your application please assume that on this occasion your application has not been successful.

Information for Prospective Applicants

Introduction

Landau Forte College opened in September 1992 as an 11-19 co-educational City Technology College providing free education for children of all abilities within the City of Derby. In September 2006 at the invitation of HM Government the College became an Academy. As an Academy we have retained our status as an independent state funded organisation and have experience a period of growth with the admissions of additional students and the appointment of additional staff.

We currently have approximately 1140 students on roll, with over 300 in the Post 16 phase. Entry at Year 7 is 168 and September 2011 will complete the period of growth taking place since 2006. We currently have a large staff of approximately 202 this includes tutors, administrative, financial and technical support staff.

The College is owned and managed by the Landau Forte Charitable Trust and funded by direct grant from The Department for Education. Other major sponsors include Thorntons, Williams PLC, Rolls Royce PLC and Bowmer and Kirkland Limited.

At age 11, the student body is drawn from two catchment areas. Catchment Area 1 (50% of places) comprises 5 electoral wards of the City and they are Abbey, Arboretum, Derwent, Normanton and Sinfin. Catchment Area 2 (50% of places) is a radius of 4.75 miles from the College but not including the wards in Catchment Area 1. This in reality means that all of the City of Derby and some of border districts are within our catchment area. Our Post 16 cohort includes students who have been at the College since age 11 and some externally recruited at age 16. The intake is fully comprehensive in ability, providing both for very able

children and those with statements of Special Educational Needs. The College is heavily oversubscribed with approximately 900 applicants for 168 places in Year 7. Similarly there are usually over 400 applications for the 150 places in Year 12.

Students and their Learning

Students and their learning are our priority. We are a highly committed team of staff who endeavour to work in partnership with students and parents. There is a strong work ethic in the College, with high expectations of both staff and students and a clear focus on learning and achievement in all its forms. We are committed to the concept of continuous improvement. We are determined to continue raising student motivation, aspiration and achievement through a wide range of academic, vocational, technological, sporting, cultural and artistic opportunities.

We offer students a complete curriculum package, which includes areas of experience that are more usually considered to be extracurricular. Students are exposed to a curriculum, which encompasses the National Curriculum plus Careers Advice and Guidance, the world of business and Religious Education in Key Stage 3. Within the 14 -19 curriculum a range of GCSE and AS and A2 level courses are studied, in this phase Vocational Education assumes greater significance with the College offering a range of courses including Applied GCSE, BTEC First Diploma, BTEC National Diploma, OCR Nationals and Work Placement. In addition to an extended core curriculum all students have the opportunity to experience Humanities, the Arts, Physical Education, Religious Education and Careers. It is the intention wherever possible and appropriate that student learning should be placed within the contexts of Business, Industry and the wider Community.

Student support is vitally important and is centred upon the work of the Personal Tutor who is the key figure in the partnership between the student, the College and the home. The student body is divided into four divisions with each division further divided into vertical aged range tutor groups. The role of the Personal Tutor is an essential element in the work of all the Tutorial Staff and is supported through the one of the Divisional Directors of Learning and the College Executive.

We have a strong team of Support Staff who ensure that the infrastructure for learning and working is high quality, well maintained, welcoming and safe. The contribution of the support staff to the success and well being of students is extremely important.

Achievements

In September 2008, the College had a very successful OFSTED Inspection where the College was judged to be Outstanding. This is available for viewing on our website www.landau-forte.org.uk. This was a considerable achievement for all concerned recognising the hard work undertaken so far and providing a strong basis for our future development.

We are justifiably proud of our students who demonstrate high levels of commitment and achievement. Our results at KS4 show that students are achieving well. The proportion of students gaining 5A* – C grades has been consistently high ranging between 67% and 97%. This is not at the expense of students of lower ability who also had significant achievements. Value added as measured by a range of tools is strong and improving.

Our KS5 results remain consistently high with a pass rate between 97% and 100%. Our students have been very successful in vocational programmes with the pass rate invariable at 100%.

Beyond the examination success the College is committed to developing the whole child and many successes (including national awards) have been gained through our extension programme where there is ample opportunity for young people to participate in a vast range of activities, visits, competitions and events.

Leadership and Management

The leadership structure has a Principal who is accountable to the Chief Executive of the Trust and local board of Governors. The Executive team at the College is made up of the Principal, two Vice Principals and a Finance & Business Manager, who together lead the College along with a broader Senior Leadership Team. This is made up of the Executive and a team of Directors of Learning who hold whole College, Subject and Student Support responsibilities. Subject teams and Key Stages are led by a Curriculum Leaders or Key Stage Co-ordinators, who are members of the subject team and accountable within the relevant Directorate. For the Leadership and Management of the College Infrastructure there are a range of managers and supervisory staff for Finance, Administration, ICT Systems, Site and Buildings and Catering who are accountable to the Principal through the Finance and Business Manager. Our intention is to have a structure, which enables many staff to participate in the leadership and management of the College.

The Board of Governors provides outstanding support for the College. The members of the Board are people of local, national and international standing from a wide range of backgrounds. The Board is non-executive and has two committees, Finance and General Purposes, and Education.

The Learning Environment

We are fortunate in having a superb learning environment; the College was newly constructed in 1992 and is well maintained. The building was extended in 1996 and again in 2001. A new Learning Centre was opened in August 2007 incorporating a wireless and hard wired network of more than 800 PCs/laptop computers with Intranet and Internet connections, Interactive Electronic Whiteboards, access to on-line curriculum resources and a broadband link. Every member of the Tutorial Staff is equipped with a lap top computer which facilitates dynamic and highly visual teaching and learning and enables the on-line monitoring of student attainment and attendance. The place of Information and Communication Technology is central to teaching and learning. All tutors should consider themselves tutors of ICT alongside their subject specific roles. Students, families, staff and community users are able to access this resource from home. The College is constantly seeking to maintain and improve the learning environment. All subject teams have access to ICT both within their learning areas and through specialised facilities.

Key Characteristics and Principles

The College has a strong ethos which is based upon mutual respect and developing the individual. It is an exciting and vibrant community with a culture of success. It is a demanding place to work, expectations are high and the commitment required is great. Equally there are outstanding opportunities for professional development. We, as a College, are keen to further develop our work and we strive for continuous improvement in everything that we do.

It is essential that staff be fully in support of the following key characteristics and principles of the College. Please consider them carefully before applying for an appointment at the College.

We have:

- ◆ a commitment to teamwork
- ◆ a process of target setting and review for the performance of all staff
- ◆ a commitment to flexible approaches to learning including the application of ICT, and to exploring innovative curriculum structures
- ◆ a stimulating, attractive and welcoming learning environment
- ◆ excellent relationships with students and parents
- ◆ a strict dress code for staff and students
- ◆ an extended working day with a five term year
- ◆ an approach which supports and stimulates professional growth

We are committed to:

- ◆ effective learning through high quality teaching
- ◆ placing students first
- ◆ the continuing professional development of our staff
- ◆ developing partnerships between education and the world of business and industry
- ◆ maintaining the integration of the academic, vocational and pastoral strands of our work
- ◆ the wider education of the Community
- ◆ sharing our facilities between students and staff
- ◆ monitoring and evaluating our performance so that we can achieve continuous improvement

We need colleagues who are:

- ◆ first and foremost committed to the development of young people
- ◆ are capable professionals with a high level of expertise in their specialist area(s)
- ◆ willing to explore innovative and dynamic methods for teaching and learning
- ◆ people with high levels of enthusiasm, energy, resilience and determination
- ◆ ambitious, with a desire to work in a dynamic organisation which is determined to provide the highest quality of learning and achievement for its students
- ◆ competent in the use of ICT both as an administrative tool and in teaching and learning (or have a strong commitment to developing those skills and competencies)
- ◆ committed to the ethos and culture of Landau Forte College
- ◆ prepared to work in a No Smoking organisation

Terms and Conditions

The College is a state funded independent organisation receiving an annual grant directly from the Department of Education. The College operates Terms and Conditions of Employment which seek to fully recognise and reward the particular roles of the Tutorial and Support Staff.

The salary agreed with the successful candidate will reflect the importance of this appointment and the expertise and experience of the candidate (including any progression already made on the national pay spine such as Threshold or Upper Pay Spine progression). Salaries take account of experience, expertise, role and responsibilities they are reviewed in August of each year and are payable from 1 September.

In addition to salary the College offers a benefits package including:

- ◆ Private Health Care Insurance.
- ◆ A weekly meal and refreshment allowance.

- ◆ Pension arrangements - Tutorial Staff are entitled to belong to the Teachers Pension Agency Scheme; Support Staff to the Local Government Scheme.
- ◆ A Lap Top Computer which may be used both on and offsite taking advantage of the wireless network and associated data projectors and Interactive Electronic Whiteboards to aid teaching and learning, planning and preparation and assessment and reporting.

Continuing Professional Development

In order to work effectively and efficiently we have a process of annual review and development for all staff. This process intends to assess and recognise performance and formally identify staff professional development needs. There is a strong emphasis on continuing professional development and the College takes advantage of local, regional, national and international professional development activities as well as providing a comprehensive in house programme which benefits both from the knowledge and expertise of the staff and from other external professionals as appropriate.

The Role of the Tutor

General Responsibilities

- ◆ To contribute positively towards upholding and further developing the ethos and culture of the College.
- ◆ To implement the College policies, procedures and development plans.

Curriculum, Teaching and Learning Responsibilities

- ◆ To implement the College's philosophy concerning effective learning within your teaching and learning.
- ◆ To work with other staff in contributing to the total learning of students within the College including extension and enrichment activities.
- ◆ To reflect the principles of the College's curriculum framework in preparing, delivering and developing with others (staff members and partners from industry and commerce) aspects of the curriculum and associated documentation.
- ◆ To ensure that there is provision for all students to meet the needs of the curriculum (including the National Curriculum) and such external examination syllabuses as required.
- ◆ Within the context of the overall College policies, curriculum, assessment and the specialist subject frameworks, design appropriate methods of assessment.
- ◆ To prepare, plan and deliver the agreed College curriculum using flexible approaches to learning and making use of the Library and Learning Centre and ICT resources as appropriate.
- ◆ Implement the College marking, assessment, recording and reporting procedures for assessing student work and providing feedback to both students and parents/carers.

Support Responsibilities

- ◆ As a Personal Tutor accept responsibility for the care of a group of students, fully implementing the College's philosophy and policy concerning learning and student care.
- ◆ As a Personal Tutor promote the partnership between the home and College through regular contact/meetings with parents/carers and students.

Review & Development Responsibilities

- ◆ To be an active participant in the College review and development system. This will include an annual performance review against targets and, where appropriate, re-designation of responsibilities in the interests of students and staff.

Training Responsibilities

- ◆ To co-operate with Curriculum Leaders and the Senior Leadership Team and College Executive in ensuring that all staff engaged in delivering areas of learning are fully trained and equipped for the purpose.

Fabric Responsibilities

- ◆ To ensure that all learning spaces are attractive and well kept.
- ◆ To ensure that student work is well displayed.
- ◆ To ensure that the College is free from litter and graffiti and conducive to creating a safe and stimulating learning environment.

Parent, Community & Industry Responsibilities

- ◆ To involve parents/carers industry and the community as fully as possible in the life and development of the College.
- ◆ To encourage industrial and commercial partners to make contributions to curriculum design and delivery in a spirit of full collaboration.

In addition responsibilities may be delegated in line with experience, expertise and designated role within the College.