TEACHER OF BUSINESS STUDIES
AND INFORMATION
COMMUNICATION TECHNOLOGY
MISSION STATEMENT

“An enjoyable, open, inclusive learning partnership, built on the small steps of life-long education with high standards of teaching and learning, delivered in a safe environment in which motivation is managed effectively and in which citizenship is promoted.”

SCHOOL MOTTO

“EXCELLENCE: DARE TO SUCCEED”
Dear Colleague

Thank you for expressing an interest in joining the Business Studies, ICT and GNVQ Faculty at The Lord Grey School as Teacher of Business Studies and ICT. The position would suit an experienced teacher or someone returning to teaching after a career break.

We are a successful community of approximately 1,500 students and staff onsite and we work together to provide a first class education for each student. The Lord Grey School is a society of serious learners and we are constantly striving to improve our examination results. We are a popular and over-subscribed school with increasing numbers. We plan to welcome Year Seven in 2005.

In recognition of the work that we have already done on our curriculum we have been awarded the Schools Curriculum Award three times. We are a recognised Specialist Modern Foreign Languages College and this year were acknowledged as one of the Most Improved Schools in England by the Specialist Schools Trust. Shortly after receiving the School Achievement Award in 2003, Ofsted published their Inspection Report, stating, “Lord Grey is a Good School with a Good Sixth Form.”

We are looking to appoint a lively, dynamic teacher who wants to make a difference to students and who can help us deliver our motto “Excellence: Dare to Succeed.” You will be the sort of person who enjoys a challenge; we will do our best to support you in your career development.

We look forward to receiving your application.

Yours sincerely

DESPINA PAVLOU
HEADTEACHER
Dear Colleague

Thank you for showing an interest in the post of Teacher of Business, ICT and GNVQ. I hope that from this letter you will gain an idea of how we work as a team and our approach to teaching.

The Faculty of Business, ICT and GNVQ is composed of ten teachers. The computer network is managed by the Director of ICT (this is a non-teaching post) with the help of a technician.

We offer GCSEs in ICT and Business Studies and applied GCSEs in Applied Business and Leisure and Tourism. The pass rate last year for ICT was 67% and 80% for Business Studies. GNVQ ICT is taught in Years 10 and 11 and achieved a 65% pass rate last year. The pass rate for Business courses has been 100% for the last eight years. The A Level in ICT was introduced in 2001 and a 100% pass rate was achieved last year. Year 12 ICT students are studying AVCE in ICT and AVCE and AS ICT in Years 12 and 13. Year 12 also follow the Nuffield Economics and Business course.

The Faculty also delivers GNVQ courses at Intermediate level in the Sixth Form and at Key Stage 4. Students on these vocational courses have achieved high levels of attainment, consistently out performing national averages. Through the delivery of GNVQ courses, business staff have developed strong links with local business. Industrial visits are a common occurrence on GNVQ courses. We plan to offer the Applied BCSE in Business, ICT and Travel & Tourism in September 2005. We also offer the students the chance to take part in the Young Enterprise Scheme.

All students in Years 7, 8 and 9 currently receive one lesson of ICT a week. The Key Stage 3 course is modular in nature with students being taught basic ICT skills and then being encouraged to apply these skills in order to complete a range of activities. We have a Key Stage 3 Coordinator for ICT who is responsible for the planning and development of the Key Stage 3 Strategy.

The school is well equipped in terms of Business and ICT, having over 400 computers. There are six rooms for the dedicated teaching of ICT, each with 26 or 30 computers and one room for cross curricular teaching. At present, there are two business rooms. All business classes have access to ICT built into their timetable.

In March 2003, Ofsted published their Inspection Report which stated that they had found the provision of Business and ICT to be good. The Inspectors found that students achieve because “teaching is good” and that “standards at GCSE are high.” They also found that “standards seen during the Inspection in GCSE and GNVQ classes are above the national average.” Staff work very hard to deliver high standards of teaching and learning throughout the faculty and there is an excellent team spirit. Members of the faculty are encouraged to contribute to the development of resources and policies, while excellent provision is made to help each person to develop professionally.

If you have any further queries or would like to make a pre-application visit, please do not hesitate to contact me.

Yours sincerely

MATTHEW TYMON
HEAD OF BUSINESS STUDIES, ICT & GNVQ
PERSON SPECIFICATION

The appointed person must be:

- An excellent classroom practitioner
- Hard working and ambitious in outlook
- Committed to “making a difference” at Lord Grey
- Confident of raising standards
- Able to assimilate school and team policies and contribute towards their development
- A resourceful and positive team member
- Someone with a good sense of humour
- Healthy

The appointed person must be able to:

- Contribute new ideas
- Help develop resources and schemes of work
- Remain familiar with educational changes e.g. Government initiatives, National Curriculum etc.
- Seek career development
- Help reinforce cross-curricular links where appropriate
- Contribute to the wider life of the school
THE SCHOOL

The Lord Grey School opened in 1973 as a community comprehensive school following the amalgamation of Bletchley Grammar and Wilton Secondary Schools. New accommodation was provided to supplement the existing facilities. The school was incorporated as a Grant Maintained School on 1 April 1993 and moved to Foundation Status on 1 September 1999) under The New Framework for Schools.

More recently, the school has enjoyed considerable success:

1998  Specialist College Status (MFL).

2000  Appointment of the third Headteacher, following John Weymss-Holden and Stanley Hughes.

2001  Refurbishment and upgrade of most school areas.
      Opening of Learning Resources Centre.

2002  Substantial improvement in GCSE results – an increase of 14% on the previous year!

2003  Ofsted confirms that “Lord Grey is a Good School with a Good Sixth Form.”
      Recognition as one of the Most Improved Schools in England by the Specialist Schools Trust.
      Securing the School Achievement Award from the DfES.
      Achieving the Investor in People standard on our first attempt.

2004-5  Additional buildings and refurbishments to prepare for expansion to accommodate Year 7 (2005). School roll to surpass 1,500.

The school has an extensive range of ICT facilities securing whole school access and quality provision, with over 400 networked machines, including 30 laptops and 11 computer suites. A new ICT system is being purchased for September 2005. The school has a Sports Hall, Gym and extensive playing fields. Facilities have also been enhanced by our superb community provision including a floodlit Astroturf area and cricket wicket. The school has a residential centre in Cumbria, Longrigg. Lord Grey Catering provide a wide range of healthy and enticing foods of the highest standards.

The Lord Grey School is an exciting place in which to learn and teach. We aspire to be a learning community of the highest standards. As the school grows, so too will opportunities and careers.
ETHOS

At the forefront of our ethos is a desire to achieve the highest standards. Our school motto is:

“Excellence: Dare to Succeed”

Our motto represents our expectations for everyone to learn to the maximum of their potential.

Learning is at the heart of our focus ~ at the centre of our school is our Learning Resources Centre. We are a caring and purposeful community where academic work, extra-curricular activities, behaviour and citizenship are at the centre of our efforts. Working in partnership with parents and teachers, our students can achieve success.

We expect our students to participate in school activities with pride and commitment. We hope they will enjoy their learning and their time at Lord Grey. We encourage our students to actively develop an awareness of the world around them and the part which they, as individuals, can play in shaping the future of that world.

AIMS

We aim to:

• enable all students to develop their potential to the full and gain maximum personal achievement;
• develop in students a sense of self-worth and enable them to recognise and celebrate their achievements;
• support students in their learning by providing effectively for their individual needs;
• encourage students to organise themselves efficiently and learn both co-operatively and independently;
• create in all students a sense of responsibility and respect for themselves and the community and enable them to make the transition to adulthood;
• create in each student an inquiring and receptive mind, stimulating students to seek opportunities to further their understanding of the world around them;
• encourage the partnership between students, staff, parents and the local community.
HOW WE ORGANISE LEARNING

Our students receive a personal timetable, generated from our computer system. The timetable shows the subject, teacher and room for each lesson.

The school operates a Banding system. Each student is placed within a Band: A, B or C. The placement within the Band is decided by a variety of complex factors: past record, attitude and performance, statistical data (Statutory Assessment Test scores at Key Stage 2 and Key Stage 3; Cognitive Abilities Test scores); Tutor and Head of Year perceptions; student’s views; parents’ views; School Leadership Team’s view.

The aim of the banding is to help each student progress in their studies to their full ability. For some students fast-paced lessons to challenge and stretch their talents are needed; for other students a time of consolidation of basic skills is in their best interests. Movement between Bands, both up and down, is possible. A student who is struggling to keep up in Band A can be moved down to Band B; a student who is working hard in Band B can be moved up to Band A, and so on.

Band A: Accelerated Learning
For students in this Band, the teacher will be aware of the need to work at a realistically fast pace; more challenging class work and homework tasks will be set; the quantity of work covered will be greater. Target levels at Key Stage 3 will be Levels 6, 7, 8 and Exceptional Performance. Target levels at GCSE will be grades C to A*.

Band B: Broad Curriculum
For students in this Band, the teacher will be aware of the need to differentiate the work undertaken. In this Band there will be students who have narrowly missed placement in Band A and who are working towards moving up; and there will be students who have moved up from Band C through a concerted effort on their part. Thus a wide ability range will be represented; virtually all of what is covered by Band A will still be covered but the pace of work might be just slightly slower. There will still be high expectations in terms of work. Students will in no way be penalised in terms of the range of grades that they can achieve. Students will still be able to achieve grades well above the national average. Target levels at Key Stage 3 will be 4, 5, 6 and 7. Target grades at GCSE will be D to A. Vocational as well as academic courses will be offered in Band B.

Band C: Consolidated Revision
For students in this Band, the teacher will be aware of the need for consolidation and revision of previously learned skills. The teacher will liaise closely with Teaching Assistants and the Special Educational Needs Department to ensure that work is pitched at the appropriate level and that homework tasks are clearly explained and well differentiated. Greater attention will be paid to ensuring that students build good literacy and numeracy skills. In this Band, in Years 8 and 9, students will have the opportunity to focus on study skills. The pace of lessons will be such that the teacher will be confident that all students can keep up and fully understand the work. In this way students will be more likely to succeed with their work and make progress towards moving up to Band B. Target Key Stage 3 levels will be 3 and 4. At GCSE level the target grades are G to C.
TUTORING

We work very hard to ensure that each student is known, cared for and valued as an individual. When students first join the school we set out to make our tutor groups evenly balanced and well mixed. We take into account many considerations including abilities in different areas of learning, reports and information from primary schools, SATs scores and requests from parents. Our close links with our partner primary schools are especially helpful in making our students’ induction to their new school smooth and reassuring. Many of our newcomers already know The Lord Grey School through visiting various classes. Our Headteacher and Assistant Headteacher will see each child in her or his school before transfer to Lord Grey and we greatly value the day that all our new students spend with us towards the end of their last primary term.

The most important teacher for each student is their tutor who is responsible for their overall progress in learning, their welfare and personal development. This role is facilitated through our Monitoring Tutorial at the end of each school day. Normally, the form group will remain together throughout Years 7 to 11, and the aim is for the tutor to stay with them for that time, so that it is easy for parents and students to build up a good relationship with one tutor. In Years 12 and 13 the form groups are re-organised.

The tutor oversees all the reviews and annual reports and so is in the best position to help and advise the student throughout their school career and when they are looking towards the next stage of education and training. Tutors spend considerable time in giving individual interviews and advice and are the main point of contact between home and school. We aim for parents to find it easy to contact the tutor about any concern through our Parent Surgeries.

Each year group of forms is organised into a team, led by the Head of Year, or Head of Sixth Form (Years 12 and 13). They keep contact with all the students in their year, and so our knowledge of each student is constantly enriched. The Head of Year is a link between tutor and Heads of School who oversee two year groups each. They report to the Deputy Headteacher and Assistant Headteacher who in turn report to the Headteacher.

ASSESSMENT OF STUDENTS’ PROGRESS

Teaching and learning demands an accurate awareness of each student’s abilities and progress. The regular marking and assessing of classwork and homework, and tests, is essential for us to monitor progress. A formal system of “Progress Checks” exists and every subject teacher reports to parents on the effort and attainment of their child each term. In Years 7, 8 and 9, attainment is measured in National Curriculum Levels 1-8 and in Years 10 and 11 attainment is measured in GCSE grades. Years 8 and 9 will have an examination week in May, Year 10 in April and there are mock examinations for Year 11 in December. Years 12 and 13 will have mock examinations for AS and A Level examinations in March.
ABOUT MILTON KEYNES

There are few cities in Europe where you can go shopping, snow-boarding, water-skiing and sailing - then catch a west-end show at a popular and successful theatre - so you may be surprised to learn that you can do all this and more in the ‘new city’ of Milton Keynes.

Milton Keynes is regarded as the most successful of the ‘New Towns’ built since the war and is one of the five richest districts in the UK. It is one of three expansion areas in the South East (Dartford, Ashford) earmarked for significant commercial and population growth in the next 20 years. MK’s uniqueness is that it has vast amounts of land still to be developed – it is the fastest growing city in the UK! Population expansion growth rate is three times above the national average and a further 60,000 homes are planned to be built to transform MK from a 250,000 to a 500,000 population city over the next 20 years. Commercially, Milton Keynes creates around 5,000 new jobs a year.

If you’re a sports fanatic you may be interested to know that Milton Keynes is fast becoming the UK’s extreme sports capital. Xscape is the ultimate leisure complex where you can practice skiing and snow-boarding on the slopes of the UK’s longest indoor real-snow slope, or try your hand at mountaineering on the indoor climbing wall. If it’s water sports you’re after then head to Willen Lake where Whitecap Leisure offers you the opportunity to go-water-skiing and wakeboarding on the UK’s longest cable tow.

If extreme shopping is your passion then you’ll be in paradise when you visit central Milton Keynes as it’s home to one of the longest indoor shopping centre’s in Europe. “Thecentre:mk” expands over three miles and is accompanied by Midsummer Place and Xscape, which together provide more than 300 shops boasting big name designer and high street stores, restaurants and café’s. The adjacent Theatre District also offers a wide choice of restaurants and bars and is home to the UK’s most successful regional theatre, MK Theatre; and MK Gallery, which hosts around 10 free exhibitions every year.

Must see and do
- Xscape, the ultimate leisure complex and real indoor snow slope, Milton Keynes
- Willen Lake
- thecentre:mk and Midsummer Place, Milton Keynes
- Peace Pagoda
- Bletchley Park and Station X
- Woburn Abbey
- Woburn Safari Park
- Stowe Landscape Gardens
- Gulliver’s Land
- Grand Union Canal

Milton Keynes is located approximately halfway between London and Birmingham.

BY ROAD
The M1 motorway lies adjacent to Milton Keynes, with access from both Junctions 13 and 14. The city is built on a North American style grid system and the A5 dual carriageway runs through the centre of the city. Milton Keynes is therefore easily accessible by car, coach and bus.

BY RAIL
Milton Keynes is serviced by Virgin and Silverlink Trains, running directly from Manchester to London Euston, with three stops in Milton Keynes: Milton Keynes Central, Bletchley and Wolverton (please note not all trains stop at all stations).

BY AIR
The nearest international airport is London Luton, which is only 30 minutes away by road. London Heathrow is approximately 90 minutes away, Birmingham International Airport and East Midlands Airport are approximately 80 minutes away.
EQUAL OPPORTUNITIES IN EMPLOYMENT

The Lord Grey School is an equal opportunity employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disability. We strive to make sure that candidates are not disadvantaged by conditions or requirements which cannot be shown to be justifiable. Selection criteria and procedures are frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual and relevant merits and abilities. All employees will be given equal opportunities and, where appropriate special training, to progress within the organisation.

DISCLOSURE OF CRIMINAL CONVICTIONS

This post is subject to the DEC Circular 4/86 “Protection of Children: Disclosure of criminal background of those with access to children”. The successful candidate will be required to give their agreement to an enhanced check by the Criminal Records Bureau.

MEDICAL FITNESS

In accordance with the Education (Teachers) Regulations 1982, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during their subsequent employment. In this connection, teachers will be required to complete a medical questionnaire which is then considered by a Medical Officer.

HOUSING

We are able to offer temporary housing on our school site if required. Milton Keynes Council operates a Key Worker Housing Scheme.

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