



# REDDEN COURT SCHOOL

*Committed to Success for All*



Learning Mentor

Information Pack



Dear Candidate,

Thank you for taking the time to consider joining the talented staff team here at Redden Court School and The Success for All Educational Trust. I am very proud to be the Headteacher of Redden Court and the Executive Headteacher of a Trust that is committed to the success of all students in our care.

As an academy, Redden Court is focused on high quality learning and striving for the best possible progress in all subject areas. GCSE results in 2016 now place Redden Court well above national performance in many areas. Our Progress 8 score of +0.43 placed us in the 10th percentile nationally for Progress, 75% of students attained the basics standards of A\* to C in both English and Maths (national average 62%), 59% of students attained the EBaccalaureate standard (national average 24%), 83% of students attained A\* to C in English with 79% attaining A\* to C in Mathematics. The Progress made by our Most Able students achieved a P8 score of +0.42 which placed us in the 6th percentile nationally. We are very proud of our students and the results they achieve.

Notable Achievements in 2016:

- The school received 2 awards from SSAT for the Progress and Attainment of students in 2016.
- In the Havering School Awards we received awards for Best Progress Overall, Best Progress Made by Disadvantaged Students, Best Progress Made by More Able Students, Best Progress for Open Subjects, Best Progress in Mathematics, Best Progress in Humanities, Most Improved Attainment in the EBaccalaureate 2016.
- In September 2016, our most recent Ofsted inspection recognised the progress made by the school and the fact that we have created an inclusive community where we focus on working with families to raise aspirations.

We pride ourselves on being a fully comprehensive school placed at the heart of the community. We wait all of our students to be happy, ambitions and to achieve results that reflect their true potential.

Perceptions certainly play a big part in your decision when choosing the right school in which to build a successful career. Please come and visit us to see for yourself.

**Paul Ward**  
**Headteacher**



## **Redden Court School**

Our school has served the local community of Harold Wood for many years, providing a high quality education to the students of this area.

Our vision is focused on a 'Commitment to Success for All' and high levels of aspiration for every member of our community. The school is forward thinking and progressive. We seek to achieve the very best for all of our students through the use of a rich variety of educational approaches. We have caring staff who are dedicated to ensuring the students are successful in every aspect of their learning.

Redden Court is the lead school in the Success for All Educational Trust and is generally recognised as one of the highest performing mixed comprehensive schools in Havering. The MAT will expand over the next few years to incorporate both local Secondary and Primary Schools and currently is projected to include 3 Secondary Schools by January 2018.

We are an accredited 'Thinking School' and have very close links with the Cognitive Education Development Unit at the University of Exeter. Metacognition and the development of thinking skills is at the heart of our teaching and learning in the school as we believe it plays an important part in developing resilient and independent learners.

We also have very strong links with the Havering Teacher Training Programme, we are a senior partner in the Empower Teaching Alliance and we are recognised as a Leading Edge School by the SSAT. The school has also been accredited with Investors in People (Silver), Healthy Schools (Gold, The International School Award, The Safeguarding Standard, Gold Travel Ambassadors Award and is a Fairtrade School.



**Mr Paul Ward**

**Headteacher**



## **Behaviour for Learning Mentor January Start**

We have a position vacant for a Behaviour for Learning mentor to commence in January 2018.

Pay Scale APTC 5 salary £18,223 to £19,846 Position 35 hours per week and term time only (39 weeks) plus 5.3 weeks holiday pay.

Redden Court School is an oversubscribed, successful converter Academy which has served the local community of Harold Wood for many years, providing a high quality education for the students of this area.

Our school motto is 'Committed to Success for All' and we seek to achieve the very best for our students through a rich variety of educational approaches of technology.

'A culture of high expectations permeates lessons' OFSTED 2011.

We wish to appoint a Behaviour for Learning Mentor to support our young people overcome behavioural barriers to their learning in order for them to achieve their full potential.

We are looking for someone who has a positive approach, resilient and can deal with students which may be vulnerable. The successful candidate must have an approachable manner and recent experience of working with young people would be desirable.

The title Behaviour for Learning Mentor highlights the need for students to become independent learners with support and strategies to overcome behavioural issues where appropriate.

'Teachers value their professional development because it is supportive and practical' OFSTED 2011.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment.

Supporting the needs of children looked after & adopted, along with other vulnerable children.

To apply and for further information, please visit our website [www.reddencourt.haveringsch.uk](http://www.reddencourt.haveringsch.uk) or [www.haveringschoolcareers.co.uk](http://www.haveringschoolcareers.co.uk). We welcome visits to the school from potential applicants.

**Closing date:** Wednesday 1<sup>st</sup> November 2017, closing at 12.00pm

**Interviews:** Friday 10<sup>th</sup> November 2017 (please ensure you keep this date free when applying)



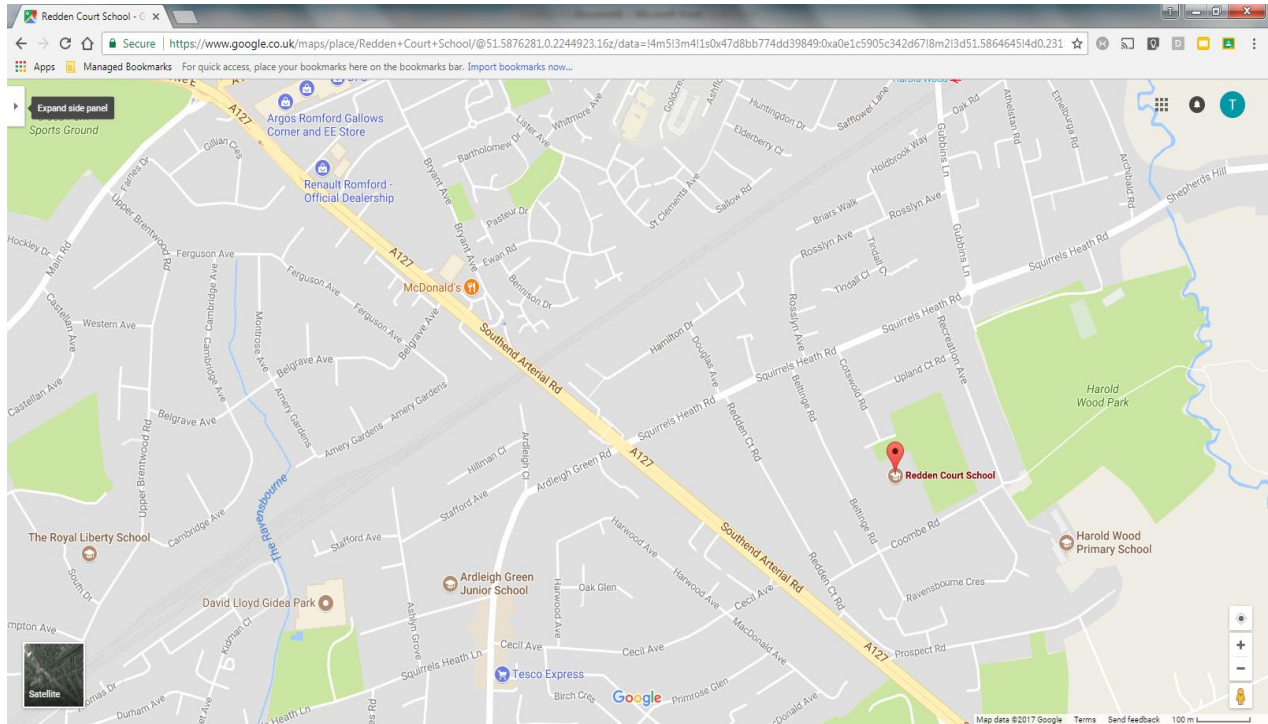


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**Redden Court School is the lead school in the Success for All Educational Trust.**  
**Cotswold Road, Harold Wood, Romford, Essex, RM3 0TS**  
**Tel: 01708 342293 Fax: 01708 386550**





## Job Profile

### **Behaviour for Learning Mentor**

**Hours:** 35 hours x 39 weeks per year plus 5.3 weeks holiday pay

**Scale:** APTC 5 £18,223 £19,846

**Job Purpose:** To provide a complementary service to existing teachers and pastoral staff in school, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential. The main focus of the role is delivering skills that support students with specific behavioural issues.

#### **Key responsibilities:**

- To promote the speedy and effective transfer of pupil information at all stages of transition (from primary to secondary, from Key Stage 3 to 4, from Key Stage 4 to 5).
- To identify those children who would benefit most from a Behaviour for Learning Mentor and, working with others, draw up and implement an action plan for each child who needs particular support.
- To develop a 1:1 mentoring relationship with children needing particular support where necessary aimed at achieving the goals defined in the action plan.
- To work with groups of young people identified as not fulfilling their potential to achieve their goals.
- To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- Supporting the needs of children looked after & adopted, along with other vulnerable children.
- To complete home visits where necessary and record all contact with students and parents on the school's monitoring system.
- To liaise with appropriate outside agencies such as the school nurse, EWO, Educational psychologist, CAMHS, social care etc.
- To model a professional approach in all interaction with all stakeholders across the school and speaking with students and staff with respect.



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- Being involved in meetings with students, parents and other stakeholders. This may include the planning and facilitation of meetings, making contributions, taking minutes or organising hospitality.
- To contribute to child welfare and protection utilising the EHA and MARF.
- To contribute to the maintenance of records and information systems both computerised and manual with due regard for data protection and confidentiality.
- To work closely with Heads of Year on targeting efforts on those at risk of underachieving who are not already receiving effective intervention.
- To work closely with the SENDCO to ensure that the needs of children with special education needs are met.
- To participate, with other staff, in the comprehensive assessment of children and young people to identify and address barriers to learning.
- To have full knowledge and appreciation of the range of extended services that could be drawn upon to provide extra support for pupils.
- To facilitate the sharing of information between school staff and partner agencies.
- To network with other members of the pastoral team and share best practice, knowledge and information.
- To comply with all relevant legislation and school policies and procedures.
- To undertake additional duties as required by the Head Teacher commensurate with the grading and nature of the post.



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Kane Ward  
**Assistant Head Teacher**

**Lynne Sexton**  
**Deputy Head Teacher**

Tammi Tilson  
**Pastoral Administrator**

Simon Dickson  
**Link Safeguarding Officer**

**Head Of Years**

Joseph Lodge  
Year 7

Venessa Barclay  
Year 8

Debbie Bennett  
Year 9

Nina Stiffel  
Year 10

Mohammad Hoque  
Year 11

**Behaviour Mentor**

Sarah Turner  
**Home School Support**

**Student Services**

- Alison Stuart – Co-ordinator
- Abbie Hodgson-Wild – Co-ordinator
- Angie Grant – Attendance Officer

Rochford Extended Services  
**School Counsellor**

Wayne Hopkins  
**Police Liaison Officer**

**EWO**

Ann Barden  
**School Nurse**





## Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!





## Professional Learning Programme 2017-18

SDD - Staff Development Days; there are 2 of these and they are compulsory for ALL staff.

Twilights - these are directed time and therefore compulsory training sessions for ALL teaching staff. (6 hours directed time) Some of these sessions may also be compulsory for associate staff.

TLGs - these are directed time and therefore compulsory training sessions for teachers and other TLG members. (4 hours directed time)

Working Parties - these are directed time and therefore compulsory training sessions for staff. There should be a representative from each Faculty where possible, on each working party. (5 hours directed time)

NQT Training - these sessions are run by the Empower Teaching Alliance and are compulsory for NQTs (who therefore do not have to attend a working party). The first and last sessions are compulsory, then NQT's choose 6 of the remaining to attend.

Compulsory - the sessions highlighted in light red are compulsory for the specified group(s) of people only. These are in addition to your 15 hours of directed time.

Additional Training - these are voluntary training sessions. These may be used to make up some of your hours towards your directed time total.

Governors - these sessions are for members of the Governing Body and will commence at 5pm (unless otherwise stated).

Associate staff should also attend 15 hours of training; this could be a mixture of twilights, additional training sessions or individual identified training, as appropriate. Associate staff will be required to keep a log of evidence of this.



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Staff who work part time should attend the appropriate number of pro rata sessions e.g. 9 hours if you work 3 days per week.

\* Safeguarding

All training commences at 3.20pm unless otherwise stated.

Date	Event	Staff	Location	Themes	SDP
04/09/17	SDD1 (All day)	All	New Hall	Welcome, results, priorities for 2016/17 (WD, ST) Teaching and Learning Expectations (FG) / CPD (TG)	T1 T1, L1, P7 T2,4,8
		HOYS and Tutors	Various	Pastoral Update (LS)	
		HOFs	Various	New Year 7 & SEND students (AW, JL)	P9, L6 L1
		Associate LFs	S4	Department / Faculty Time	P1,3,4,8
			New Hall	Pastoral Team Meetings & HOF Meeting Associate Staff Team Meetings Positive Handling	L1, 11,12 L5
05/09/17	Compulsory Training	ALL Staff	TBC	Epipen, Buccal and Epilepsy (AB) This session will show all staff how to administer an epipen and buccal medication. It will also	P9,L6



				raise staff awareness on what to do in the event of an epileptic fit.	
05/09/17	Compulsory Training 3.15-4.15pm	ALL Staff and Governors	TBC	Safeguarding	
05/09/17	Compulsory Training	New Staff	G22	G4S Attendance & Behaviour Modules. Show my Homework (SC) This session will show all staff who have timetabled lessons how to complete class registers, log behaviour, record homework and set up mark books on G4S.	P1,3 T3,6
14/09/16	Compulsory Training	Thinking School Working Party	TBC	Orientation Day	
19/09/17	Governor Briefing	Governing Body	F57	Learning Walks and School Marking Policy (FG)	
20/09/16 Hall Mead School	Additional Training (4.15-5.45pm)	NQTs Compulsory	Empower Teaching Alliance	Introductory Meeting This meeting will provide an overview of what challenges an NQT may face during their induction year, explore NQTs' anxieties and	L5



				provide strategies for avoiding classic NQT pitfalls, provide NQTs with an opportunity to network and provide feedback as to what they feel their training needs are. Training requests will be fed back to Induction tutors and inform the planning of the NQT programme.	
20/09/16	Twilight 1/3	All Staff	New Hall	Visual Tools for Thinking (Thinking Points)	L1
		Associate Staff	Old Hall	Succession Planning	
21/09/17	Working Parties 1/5	Faculty Advocates and Working Party Members	Various	Disadvantaged (JB) Mables (ST) Thinking School (GA) 9 to 1 (EM) Technology/Google (SC)	
26/09/17	Compulsory Training	New Staff	F8	Health and Safety (BT, TD)	L6, 11
03/10/17	Compulsory Training (1 hour)	New Team Leaders	F57	Appraisal: documentation and target setting (TG, WD, ST).	T7, L5
03/10/16	NQT Training	NQTs	Empower Teaching Alliance	Behaviour for learning: This session will explore NQT's worries regarding effective management	T3, P3





				of classroom behaviour in order to create a climate for learning. NQT's will leave the session equipped with a range of strategies to begin to use and develop in their lessons over the coming weeks.	
4/10/17	Additional Training	Voluntary	TBC	Data Sheets and Seating Plans (NT)	
11/10/17	Additional Training	Voluntary	TBC	Mental Health: defining and recognising issues	
12/10/17	Governor Briefing	Governing Body	F57	Governor Briefing: - Results Update - Raise Online (ST) A summary of what the 2016-2017 Raise Online document tells us and what implications it has for future planning.	
13/10/17	Compulsory Training	SLT & HOFs	TBC	Planning Evening	
18/10/16	NQT Training Hall Mead School	NQTs	Empower Teaching Alliance	Cracking the hard class: What to do when you have run out of strategies. You will leave this session armed with practical tips and guidance on how to effectively manage the behaviour of challenging	T3, P3



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				students.	
18/10/17	Additional Training	Voluntary	TBC	Developing Pupil Potential Day 1	
23/10/17	27/10/17	HALF TERM			
02/11/17	TLG 1/4 (1 hour)	TLG Members (including identified associate staff)	TBC	Group 1 NQT/RQT (TG, SC): TLC1 Group 2 (AW): SEND Provision Group 3 Leadership Training (WD): Workshop 1 Group 4 HOYs (LS, ST):	
06/11/17	Governor Briefing	Governing Body	Various	Governors Open Day	L4, 6, 8, 11,12
07/11/17	Working Parties 2/5	Faculty Advocates and Working Party Members	Various	Disadvantaged (JB) Mables (ST) Thinking School (GA) 9 to 1 (EM) Technology/Google (SC)	
15/11/17	Compulsory Training	All staff	New Hall	Safeguarding: LGBT (LS) Autism (AW)	
16/11/16	NQT Training Hall Mead School	NQTs	Empower Teaching Alliance	Pastoral - How to be an effective form tutor. Dealing with parents Being a form tutor requires you to be the master of multiple disciplines, from	T7, P4,8



				mentoring the members of your form to ensure they are happy and effective learners. In this session we will discuss the importance that a form tutor plays in the day to day life of students in the school and offer advice from our own wealth of experience to help you become an effective and happy form tutor.	
21/11/17	Additional Training (1.30-2pm)	Voluntary	TBC	Differentiation without resources	
28/11/17	Additional Training (1.30-2pm)	Voluntary	TBC	Dealing with Challenging Behaviour	
28/11/16 Hall Mead School	NQT Training	NQTs	Empower Teaching Alliance	Special Educational Needs - Working with LSA's The needs of some students are complex. This session will help you plan to meet the needs of these students and how to differentiate using the student's profile information coupled with data. LSAs can be the lynchpin of your lesson. Find out how to use LSAs effectively	T1,2



				and how to draw on their expertise.	
29/11/17	Additional Training (1.30-2pm)	Voluntary	F4	Moving from powerpoints to google slides (SC/FK/NG)	
05/12/17	Twilight 2/3	All Staff	New Hall	Dispositions (Art Costa's Habit of Mind)	L1
		Associate Staff	Old Hall	Professionalism Proactive not Passive Dealing with students	
08/12/16	Governor Briefing	Governing Body	F57	Governor Briefing: - TBC	L1
12/12/17	Compulsory Training	All staff	New Hall	Raise Online (ST)	
18/12/17	SDD2	All staff			
19/12/17	SDD3	All staff			
20/12/17	SDD4	All staff			
18/12/17	01/01/18	CHRISTMAS HOLIDAYS			
02/01/18	SDD5 (All day)	Teachers and Royal Liberty Teachers	New Hall	Teaching and Learning Conference Teachers will demonstrate outstanding teaching strategies that maximise progress and impress observers, Analyse what effective AfL really means to ensure learners are challenged in every	T1, 2, 3, 4 P3 L1



				<p>lesson you teach, Examine the myths around differentiation along with DfE guidance and recommendations, Get teachers up to date with what the inspectorate really say. Outstanding lesson beginnings, Outstanding routines, Outstanding habits and norms, Outstanding myth- busting, Outstanding challenge for all, Outstanding common sense!, Outstanding behaviour management, Outstanding AfL and observation tips No excuse culture.</p>	
		LFs and Royal Liberty TA's	TBC	TBC	
		Associate Staff	TBC	TBC by BT	
04/01/17	NQT Training School	NQTs	Empower Teaching Alliance	<p>Lessons Within lessons: Everyday Differentiation and Planning This session will focus on sharing and developing effective differentiation strategies for use in the classroom and an</p>	T1,2 L1





				introduction to the 'lesson within lesson' approach to teaching to help make differentiation an extension of your natural everyday practice, rather than a bolt-on activity. We'll also discuss different lesson planning strategies and the backward design approach to long-term planning to help better manage planning requirements.	
09/01/18	Working Parties 3/5	Faculty Advocates and Working Party Members	Various	Disadvantaged (JB) Mables (ST) Thinking School (GA) 9 to 1 (EM) Technology/Google (SC)	
30/01/18	Additional Training (1.30-2pm)	Voluntary	TBC	Staff Mentor Training (ST, JM)	
31/01/17	NQT Training Hall Mead School	NQTs	Empower Teaching Alliance	Leading Learning This session will aim to help NQTs move their classroom practice to consistently good and outstanding. NQTs will gain an understanding of what good and outstanding progress	T1,2,3,4 L1



				looks like in a lesson and how to ensure that this becomes a regular part of all of their lessons. Attendees will leave the session with practical, subject specific strategies to improve their practice.	
06/02/18	TLG 2/4 (1 hour)	TLG Members (including identified associate staff)	TBC	Group 1 NQT/RQT (TG, SC): TLC1 Group 2 (AW): SEND Provision Group 3 Leadership Training (WD): Workshop 1 Group 4 HOYs (LS, ST):	
12/02/18	16/02/18	HALF TERM			
20/02/17 Hall Mead School	NQT Training	NQTs	Empower Teaching Alliance	Making Marking Meaningful This session will focus on how teachers can mark with maximum impact, in line with own school policy. Evidence from the Education Endowment Fund suggests that high quality effective marking over time is one of the most effective ways of improving learning. OFSTED inspectors increasingly look for quality and	T4



				impact of marking when judging the overall quality of learning in a school. We will consider ways to maximise the impact of our marking, so it enables all pupils to show progress whilst minimising the burden on teachers. We will look at how to build marking into Schemes of Learning to ensure consistency and how to plan in parallel with set data drop deadlines to avoid duplication and wasted effort.	
22/02/18	Twilight 2/3	All Staff	New Hall	Dispositions (Art Costa's Habit of Mind)	L1
RESERVE DATE		Associate Staff	Old Hall	Professionalism Proactive not Passive Dealing with students	
08/03/18	Working Parties 4/5	Faculty Advocates and Working Party Members	Various	Disadvantaged (JB) Mables (ST) Thinking School (GA) 9 to 1 (EM) Technology/Google (SC)	
15/03/17	NQT Training Hall Mead School	NQTs	Empower Teaching Alliance	'Moving on from teaching to the middle' - Stretch and Challenge : NQT's will leave this session with practical ideas and resources to	T1,2 L1



				implement effective stretch and challenge in their classroom. This session will also provide you with an opportunity to consider the needs of pupils that are more able as well as some of the barriers these pupils face on the classroom. In mixed ability classes it's all too common to teach to the middle, so the question is as practitioners what can we realistically do to help stretch our able students and develop independent thinkers? Building in stretch and challenge should not and does not need to add to teacher workload; rather we can use a range of simple resources from our 'Teacher Toolkit', including questioning, challenge questions, feedback and homework projects.	
16/03/17	Governor Briefing	Governing Body	F57	Governor Briefing: - TBC	L1, 4
22/03/18	Additional Training (1.30-2pm)	Voluntary	TBC	Behaviour Management Strategies, in particular for SEND students	



28/03/17 Hall Mead School	NQT Training	NQTs	Empower Teaching Alliance	Twitter, Technology and Trying New Ideas': Technology surrounds the world in which we live and the pupils we teach. It filters into our schools and classrooms as computers, laptops and interactive white boards, yet we don't always know what to do with them. This session aims to share ideas for using technology in lessons to improve teaching and increase engagement, as well as looking at how social media can support you as a teacher. Ideas will also be shared on activities and teaching methods that can motivate pupils to get involved and offer interactive activities that you can try or adapt, or even inspire you to come up with your own!	T2,5
30/03/18	13/04/18	EASTER HOLIDAYS			
18/04/18	TLG 3/4 (1 hour)	TLG Members (including identified associate	TBC	Group 1 NQT/RQT (TG, SC): TLC1 Group 2 (AW): SEND Provision Group 3 Leadership	





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		staff)		Training (WD): Workshop 1 Group 4 HOYs (LS, ST):	
27/04/17	Governor Briefing	Governing Body	F57	Governor Briefing: - TBC	
10/05/17	NQT Training Hall Mead School	NQTs	Empower Teaching Alliance	Recording Progress within the lesson This session aims to help think of new and creative ways to record progress within a lesson, without adding extra work to your planning. The session aims to share good practice of recording progress across the different curriculum areas. Finally you will be designing your own form of recording progress and implementing that into a lesson/classroom structure.	T1,2
10/05/18	Twilight 3/3	All Staff	New Hall	Questioning for Enquiry	L1
		Associate Staff	Old Hall	Behaviour Management	
28/05/18		HALF-TERM			
07/06/18	Governor Briefing	Governing Body	F57	Governor Briefing: - TBC	L2, 4



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12/06/18	Additional Training	Voluntary	TBC	Team Building (PE Faculty)	
21/06/17 Hall Mead School	NQT Training	NQTs	Empower Teaching Alliance	Memory Natalie is an Academy Lead Teacher at Hall Mead School and has a particular interest in unlocking greater capacity in the memory of students. With the changes in curriculum, the demands on students to memorise information and recall it in final exams is going to play a crucial part in their success. This session will look at integrating memory making skills into lessons so that you can help students amass greater knowledge as you go.	T2,L3
22/06/18	Compulsory Training	SLT	St Francis Hospice	TBC	
26/06/18	Working Parties 5/5	Faculty Advocates and Working Party Members	Various	Disadvantaged (JB) Mables (ST) Thinking School (GA) 9 to 1 (EM) Technology/Google (SC)	
03/07/18	Additional Training	Voluntary	TBC	Action Research Presentations (RR)	



04/07/17	NQT Training	NQTs Compulsory	Empower Teaching Alliance	Career Paths in Teaching / Moving into life as an RQY This final session will focus on evaluating your induction year, on opportunities for your continuing professional development and on celebrating achievements. There will also be time to speak individually about any issues or ask any final questions you may have.	L5
05/07/18	TLG 4/4 (1 hour)	TLG Members (including identified associate staff)	TBC	Group 1 NQT/RQT (TG, SC): TLC1 Group 2 (AW): SEND Provision Group 3 Leadership Training (WD): Workshop 1 Group 4 HOYs (LS, ST):	



## EXTRA-CURRICULAR CLUB – AUTUMN TERM 2017

	MON	TUES	WED	THURS	FRI
<b>BEFORE SCHOOL</b>  <b>7:45 – 8:30</b>	<ul style="list-style-type: none"> <li>Inclusion Breakfast Club - S4 (7.45 – 8.30am Invite Only)</li> <li>Early Bird Club – Library (8-8.40am)</li> <li>Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB</li> <li>Futsal (all years) - PS (7.45-8.20am)</li> </ul>	<ul style="list-style-type: none"> <li>Fitness (all years) TH/AG/JC</li> <li>Inclusion Breakfast Club - S4 (7.45 – 8.30am Invite Only)</li> <li>Early Bird Club – Library (8-8.40am)</li> <li>Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Breakfast Club - S4 (7.45 – 8.30am Invite Only)</li> <li>Early Bird Club – Library (8-8.40am)</li> <li>Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB</li> <li>Basketball (Year 7) - TH</li> <li>Football (Year 8) - JL</li> <li>Football (Year 10) - SC/MC</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Breakfast Club - S4 (7.45 – 8.30am Invite Only)</li> <li>Early Bird Club – Library (8-8.40am)</li> <li>Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB</li> <li>Girls Football (Years 7 and 8) - JC</li> <li>Football (Year 9) - JM</li> <li>Basketball (Year 8) - TH</li> </ul>	<ul style="list-style-type: none"> <li>Netball (all years) – VH/LS/AS</li> <li>Inclusion Breakfast Club - S4 (7.45 – 8.30am Invite Only)</li> <li>Early Bird Club – Library (8-8.40am)</li> <li>Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB</li> <li>Basketball (Year 9) - SC</li> <li>Rugby (Year 7) - AG</li> </ul>
<b>LUNCH</b>	<ul style="list-style-type: none"> <li>Inclusion Lunchtime Social Club – S4</li> <li>Band Club (Sue Yeomans)</li> <li>Basketball (Year 8) - TH</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Lunchtime Social Club – S4</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Lunchtime Social Club – S4</li> <li>Year 10 Art GCSE Coursework Support - CG</li> <li>Basketball (Year 10 and 11) - TH</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Boccia Club in the Drama Studio</li> <li>Drama Club - Performing Arts Ambassadors</li> <li>Glee Club - GA</li> </ul>	<ul style="list-style-type: none"> <li>PE GCSE Drop In Theory/Practical - all PE staff</li> <li>Year 11 Art GCSE Coursework Support - CG</li> <li>Basketball (Year 9) - SC</li> <li>Textiles Club in F57-CB</li> </ul>
<b>AFTER SCHOOL</b>	<ul style="list-style-type: none"> <li>Inclusion Homework Club - S4 (3-4pm)</li> <li>Study Area – F4 (3-4.30pm)</li> <li>School Production Rehearsal (3-4.30pm) (until October half term)</li> <li>Netball (Years 9, 10 and 11) - VH</li> <li>Rugby (Year 8) - AG</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Homework Club - S4 (3-4pm)</li> <li>Study Area – F4 (3-4.30pm)</li> <li>Girls Football (Years 9, 10 and 11) - JC</li> <li>Rainbow Nation Art Club – KW (3-4.30pm)</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Homework Club - S4 (3-4pm)</li> <li>Study Area – F4 (3-4.30pm)</li> <li>Girls Basketball (all years) - VH/JC</li> <li>Gymnastics (all years) - LS/TG</li> <li>Inclusion Sports Club - FH (3-4.20pm) in Dance Studio</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Homework Club - S4 (3-4pm)</li> <li>Study Area – F4 (3-4.30pm)</li> <li>School Production Rehearsal (3-5pm)</li> <li>Street Dance Club (3-4.30pm)</li> </ul>	<ul style="list-style-type: none"> <li>Study Area – F4 (3-4.30pm)</li> <li>Netball (all years) - JC/VH/LS/AS</li> <li>Basketball (Year 7) - TH</li> <li>Rugby (Years 9 and 10) - AG</li> </ul>



## Results 2016

### Key Stage 4

	Historical Results							Provisional as at August 2016		
	2012		2013		2014		2015	2016		
Progress 8 (P8)					-0.02	~	0.35	↑	0.5	↑
Attainment 8 (A8)					43.29	~	52.58	↑	56.05	↑
E-Bacc	13%	↑	28%	↑	24%	↓	44%	↑	59%	↑
% A*-C En Ma							73%	~	76%	↑
5+ A*-C En Ma	53%	↑	75%	↑	66%	↓	69%	↑	75%	↑
5+ A*-C En Ma (GCSE Only)	50%	↑	58%	↑	62%	↑	68%	↑	74%	↑
5+ A*-G	95%	↑	95%	~	96%	↑	92%	↓	99%	↑
A*-C in English (Cohort)	38%	~	90%	↑	88%	↓	85%	↓	84%	↓
A*-C in Maths (Cohort)	39%	~	75%	↑	73%	↓	76%	↑	81%	↑
A*-C in 2 Sciences (Entries)	44%	~	49%	↑	57%	↑	54%	↓	88%	↑
A*-C in a Language (Entries)	43%	~	52%	↑	48%	↓	59%	↑	89%	↑
A*-C in Humanities (Entries)	44%	~	62%	↑	68%	↑	71%	↑	85%	↑
5+ A*- A & Dn*- Dn	~	~	16%	~	5%	↓	23%	↑	24%	↑
5+ A*- A (GCSE Only)	~	~	15%	~	4%	↓	23%	↑	23%	~
3+ A*- A & Dn*- Dn	~	~	28%	~	15%	↓	35%	↑	38%	↑
3+ A*- A (GCSE Only)	~	~	27%	~	13%	↓	35%	↑	36%	↑
1+ A*- A & Dn*- Dn	~	~	44%	~	48%	↑	62%	↑	73%	↑
1+ A*- A (GCSE Only)	~	~	44%	~	56%	↑	56%	↑	53%	↓
Average Capped Points	357	↑	363	↑	311	↓	325	↑	354	↑
Average Points per Student	510	↓	553	↑	377	↓	390	↑	451	↑





# REDDEN COURT SCHOOL

*Committed to Success for All*



English										
En A*-C	58%	↓	88%	↑	89%	↑	86%	↓	<b>84%</b>	↓
En A*-A	8%	↑	20%	↑	11%	↓	34%	↑	<b>25%</b>	↓
En 3 ELP	69%	↓	91%	↑	91%	~	91%	~	<b>88%</b>	↓
En 4 ELP	26%		44%	↑	41%	↓	60%	↑	<b>53%</b>	↓
Maths										
Ma A*-C	69%	↑	75%	↑	71%	↓	76%	↑	<b>81%</b>	↑
Ma A*-A	19%	↑	26%	↑	13%	↓	32%	↑	<b>30%</b>	↓
Ma 3 ELP	72%	↑	79%	↑	61%	↓	75%	↑	<b>80%</b>	↑
Ma 4 ELP	30%		47%	↑	24%	↓	47%	↑	<b>47%</b>	~
Significantly Up (5% or more)		↑								
Up		↑								
No change		~								
Down		↓								
Significantly Down (5% or more)		↓								



## Staff Benefits

### Career Development:

- Apprenticeships
- Support towards achieving further qualifications
- Leadership programmes
- Progression opportunities
- Teacher Training Programme

### Family Friendly:

- Childcare vouchers – if you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

### Financial:

- Pension – teaching staff access Teacher Pension Scheme and Associate Staff access Local Government Pension Scheme
- All teaching staff are allocated a Chromebook

### Health and Wellbeing:

- Schools Advisory Service offering:
  - Access 24 hours a day to a GP Helpline where you can have a telephone consultation for you and close relatives.
  - Access to Physiotherapy
  - Access to a counselling service
  - Free 12 week Weight Management Programme
  - Support for stress management
  - Lifestyle Screening
  - Relationship Counselling
  - Long Term Condition support - Support for you and family members where you or a member of your family is suffering from a long term condition such as cancer, Multiple Sclerosis or Motor Neurones Disease. This list is not exhaustive.
  - Private Medical Service
  - Stress Counselling



## VALUES AND ETHOS STATEMENT

At Redden Court, our Mission Statement has been formulated as a result of the collective input of all stakeholders in our community, parents, staff, governors and particularly our students. We have chosen to express our mission through our ASPIRE logo:



and our ASPIRE ethos:

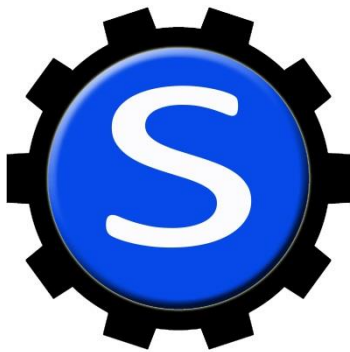


### Achieve and Accomplish

"At Redden Court we support and challenge each other to achieve and accomplish". **Connor H**

"I want to be successful in everything I do. For me it is not enough to just become okay at something. I like to know that I have not only achieved but that I have become accomplished."

**Lucy E**

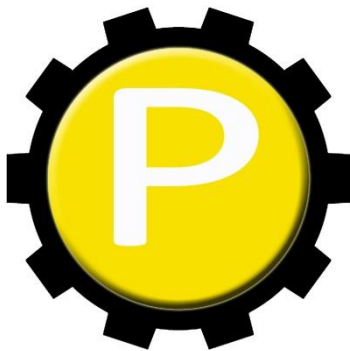


## Share and Support

"Sharing is something I value – for me, sharing is caring. I value other people's opinion as they help me to build my own ideas."

**Olivia W**

"From as soon as I started at Redden Court it was clear that everyone was happy to listen to my ideas and give me help when I needed it." **Daniel O**



## Pursue and Persist

"Being knocked down doesn't mean you just give up, it means you get back up and try even harder. It's the world telling you to just give that little bit more." **Scarlet J**

"When I have my eye on something, whether it's an 'A' in a science test, or a game winning try in rugby, I practise, practise, practise. If I keep improving, eventually I will reach my goal."

**Luyi G**



## Innovate and Inspire

"At Redden Court I am inspired to innovate and to think outside the box. I am encouraged to expand my knowledge and to ask myself, "what if" and "why". **Megan C**

"I think it is as important to inspire as it is to find inspiration. I am a reading mentor and hope to inspire those that I support."

**Thomas B**



## Reflect and Refine

"In lessons, we are encouraged to think deeply about our work, recognise what we have done well and see how we can develop it. Sometimes it is hard, to be honest, but I know it will help me to succeed." **Katie C**

"Reflecting and refining means to a lot – I'm not scared to learn from my mistakes. I am able to go back to my previous work and pick out the points I can improve." **Laura Y**



## Engage and Excel

"I want to surpass the expectations others have of me and know that I will need to work hard at everything - even the little things – that I need to do." **Kim D**

"I have high expectations for myself, but I know that success doesn't come without hard work." **Jed R**



**Achieve & Accomplish** - to gain the knowledge and skills necessary for our present and future wellbeing



**Share & Support** - to develop those around us by our thoughts, words and actions, and through guidance, compassion and understanding



**Pursue & Persist** - to set ourselves challenging tasks and not be deflected by, but instead learn from the difficulties that will come our way



**Innovate & Inspire** - to value creativity and seek wonder and awe in all that we do



**Reflect & Refine** – to recognise our potential to improve and sharpen our practice accordingly



**Engage & Excel** - to embrace the job in hand so as to exceed our own and others' expectations

We believe that all members of our community should be aspirational, supportive of each other, persistent, innovative, reflective and willing to engage at all times.

Our aspirational values will ensure that everyone in our community is committed to success for all.





## Staff Stories



**Mr Carrington,  
Assistant Head**

Redden Court recognises and rewards hard work, enthusiasm and commitment to success. They have given me the opportunity to progress from an NQT to a Head of Faculty and now my current role as an Assistant Head within five years. I have been encouraged to introduce new technology to the school and work on a number of interesting projects. The staff and students are a pleasure to work with and our team ethic is impacting positively on our results and achievement. The school's progress in recent years has been phenomenal and there are exciting times ahead as we lead the Multi-Academy Trust to support other schools and continue to expand our own vision and ethos.



**Miss Todd, Head of  
Maths Faculty**

Redden Court is a wonderful school and has supported me over the years with each stage of my professional progression. I started my training here as GTP in 2007, became leader of the house system, second in Maths and then Head of Faculty in January 2014. I am currently in the process of working towards gaining my Lead Practitioner accreditation. I have been given huge opportunities and been supported each step of the way. If you are a good teacher, with great ambition and enthusiasm you will be supported and encouraged to go on and achieve fantastic things in your career at Redden Court.



**Miss Morris, Head's  
PA**

When I joined RCS over 7 years ago, I was job sharing the role of PA to the Head Teacher. Now I work full time in the same role, but have additionally helped the school achieve the Gold TFL Stars Award, help plan and organise school trips and am working with colleagues on our Thinking Schools Accreditation. I have always felt supported and empowered to excel in my performance and development and am considered a valuable member of the school team.





***Mr Pendred, Head  
of Technology  
Faculty***

I arrived at Redden Court School as an NQT, and at the time I never thought I would progress as quickly as I have. This is a school that really recognise and reward hard-work. From the very start I had the responsibility of being a subject leader in Product Design, then after only two years I progressed to Head of Department in Design and Technology, and in my fifth year at the school I was made Head of the Technology Faculty. I have had a key involvement in much of the school signage and have had opportunities to run school trips and lead a STEM club. This is an ambitious and supportive school full of great staff, and in my opinion there is no better place to pursue a career in teaching.



***Mr Barrett,  
Business Manager***

I joined Redden Court in 2012 shortly after the school converted to Academy Status in January 2012. From that time I have learned something new every day. Little did I know the range of experiences I would have within the school. I have enjoyed every single day I have worked in the school and am extremely proud of the outcomes the students achieve and the part that I play in that. We are about to encounter an exciting time at the school with the formation of the Multi Academy Trust and building works through the Priority Schools Building Programme that will enhance the quality of provision for our students.

Redden Court is a school where I want to come to work with enthusiasm each day and I am empowered by an amazing leadership team.