



INFORMATION PACK

Accelerated Learning Champion

Thank you for your interest in The Swan School, part of the River Learning Trust.

The Swan became Oxford's first completely new secondary school for over 50 years when it opened in September 2019.

When full, we will have approximately 1,200 students on roll, of whom around 300 will be in the Sixth Form. Our students are drawn from a local catchment area and the school will be at the heart of the community.

Learning from the most successful approaches at the best schools, The Swan School provides a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos is academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning. Our students are inspired and nurtured, acquiring the knowledge and skills to think critically and creatively.

They learn to be confident, resilient



and ambitious, and have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we draw on best practices proven elsewhere, including a longer school day and enrichment activities embedded in the curriculum.

Students read and are read to and we expect all students to work to the best of their abilities and have excellent attendance and behaviour. If you have any questions or would like to speak to someone about this post, please contact our school office via office@theswanschool.org.uk or on 01865 416 070.

We very much look forward to hearing from you.

*Emily Harris and Matthew Larminie,
Acting Headteachers.*



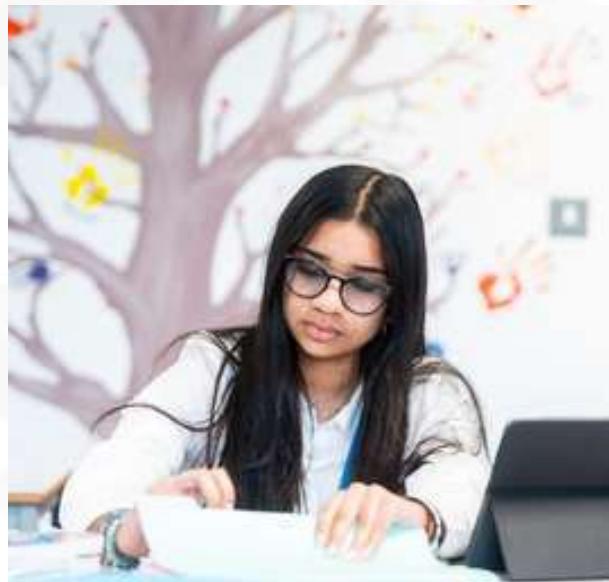
A Unique Curriculum

The curriculum at The Swan School is tailored to provide a rigorous academic education. We have the highest expectations of what students can learn and encourage them to learn quickly and securely, while being considerate of different starting points. We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have a full range of opportunities open to them.

The subjects taught are broadly traditional, but all students are motivated to stretch themselves beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education. Alongside this, and seen as of equal value, is their learning in art, design and technology, and music, in which they are taught to both appreciate the achievements of others and to develop their own creative abilities. In all subjects, the emphasis is on expertly-designed learning with high levels of structure.

There is absolute clarity for all on what students are expected to know and do at each point. No time is spent on tasks that don't move students on. This is also evident in the provision of independent work – some of which is completed during supervised study periods, and some at home.

This is purposeful, clear and useful, normally involving practice or learning by heart of material taught in lessons.



Electives

Our longer day on a Tuesday also means time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. Currently these include specialised sport, music, drama, additional languages and volunteering.

Electives are a chance for students to explore existing passions and discover new ones.

They are a compulsory part of school life so that enrichment is an entitlement for all, not an optional extra for a few.

Everyone at The Swan School works hard, guided by the belief that, through effort and dedication, wonderful things can happen. Students are expected to show commitment, self-discipline and responsibility in their studies.

As a result, they produce work of the highest quality and learn to achieve more than they ever believed possible.

Co-curricular Activities

Students at The Swan School are able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people.

Students will be active participants in the school, local community and beyond. They learn consideration and kindness, and contribute to society. Swan students have 40 minutes of tutor time every day where we focus on their personal and social development.

Tutors and co-tutors guide their tutees through a centrally planned 'pastoral curriculum' that includes PHSCE topics, values-based activities, and opportunities to debate topical issues in 'Thought for the Week'.

Tutor time also includes 'guided reading' where tutors read to their tutees for 20 minutes to help develop their literacy, love of reading, and cultural capital.

Support and Inclusivity

The Swan School is an inclusive school, where all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning is to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind. If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied. An outstanding learning support team and the extra-flexibility provided by the extended day allow us to make sure that no student falls behind or does not make good progress. Good schools do not give up on students.

Family Lunch

Students and staff sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills. This communal approach helps all our students to learn good habits, consideration for others, and also how to engage in discussions with confidence. Breakfast and healthy snacks at break are also available.



RIVER LEARNING TRUST

The Swan School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools and a school-centred initial teacher training provider across Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 14,500 pupils and have around 2,000 colleagues working in the trust. The SCITT trains around 110 trainees across some 40 schools in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts Secondary School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edwards Field Primary School
Garsington CofE Primary School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

SCITT

OTT

TEACHER SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Accelerated Learning Champion

Contract Terms:

Permanent

Grade: 6**Accountable to:**

SENCO / Teacher responsible for Accelerated Learning

PURPOSE OF THE POST

Under the direction of the Special Education Needs Coordinator (SENCO)/teacher responsible for Accelerated Learning, work as part of a team to promote the emotional, physical and educational development of pupils, including those with special needs.

MAIN RESPONSIBILITIES

Main responsibilities and tasks may include but are not limited to

Under the direction of the designated supervisor, line manager, or classroom teacher:

Supporting the student:

- Participate in activities designed to meet the emotional, physical and learning needs of individual children and groups of children, including those with special needs.
- Contribute to the monitoring and delivery of Individual Education Plans (IEPs)
- Monitor student's responses to learning activities and encourage them to take an interest in their own learning.
- Develop and maintain effective learning relationships with individual students and groups to ensure that students achieve learning targets.
- Support students to develop their independence and confidence in their own learning.

Supporting the teacher

- Assist with the organisation of the learning environment and ensure adequate supplies of learning materials.
- Take responsibility for maintaining accurate special needs records in accordance with school policies and data protection.
- Work in conjunction with the classroom teacher in order to plan effective support.
- Assist in communicating to all staff about students' needs and effective learning support strategies.

Supporting the curriculum

- Assist in the planning delivery and evaluation of learning activities for individuals, groups or the whole class, working with the teacher to ensure coverage of the curriculum, including ICT.
- Help students to develop their literacy and numeracy skills, including reading, writing, number and shape.
- Lead small group Accelerated Learning programmes in literacy, numeracy, or social/emotional wellbeing.
- Assess and monitor students' progress in intervention sessions, reflecting on gaps for future planning.
- To support the elective and independent study programme.

Supporting the school

- Contribute towards instilling a culture of high expectations for all students across the school.
- Provide consistent and effective support for colleagues in line with the responsibilities of this role.
- To consistently apply whole school policies, including behaviour and rewards.
- Support the maintenance of student safety and security and minimise the risks from health emergencies.
- Build successful relationships with students, parents, teaching staff, support staff and outside agencies.
- Be active on duty, as per the duty rota.
- To support students in the library, breakfast club or other areas of the school before school, at break and lunch.
- To be an effective member of a pastoral team.
- To contribute to some school events.

Supporting the Accelerated Learning team

- Participate in regular performance reviews to ensure that any personal development needs are identified and met.
- Attend relevant professional development training. Review and maintain your own professional practice through agreed development activities.
- Be an active part of the SEN team, and support the SENCO in strategically planning resources, timetables and interventions

JOB DESCRIPTION continued

Other Duties

- To be familiar with and adhere to all school policies.
- To fulfil your duties and responsibilities regarding safeguarding pupils, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.
- To set a good example in terms of dress, punctuality and attendance.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The Swan School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



PERSON SPECIFICATION

Criteria	Qualities	
Qualifications	<ul style="list-style-type: none"> Good general level of education, at least 5 GCSE's (A-C) including Maths and English Language or further relevant experience in the absence of formal qualifications. DCFS Induction Level 2 Course, or equivalent, e.g. previous LA/TA Training courses Willingness to undertake training to be able to deliver small group Accelerated Learning programmes 	E D E
Experience	<ul style="list-style-type: none"> Experience of working in a classroom environment and/or with students with special educational needs. 	D
Skills and knowledge	<ul style="list-style-type: none"> An ability to use ICT as a learning and administrative tool An ability to work as part of a team An ability to work to deadlines An ability to support students through the pastoral programme and extra-curricular activities Confidence to lead small group Accelerated Learning programmes. 	E E E E E
Personal qualities	<ul style="list-style-type: none"> A fundamental belief that all children can achieve great things, no matter what their background or prior experiences. An ability and willingness to empathise and listen, and to be self critical and reflective. Enthusiasm, hard-work, integrity, creativity, flexibility, and resilience. Interest in developing own personal skills. An understanding of, and commitment to, equal opportunities in its widest sense and a commitment to inclusive education. A sense of fun as well as the ability to work hard and calmly under pressure. A commitment to child protection in its broadest sense to empower learners and prevent harm. 	E E E E E E E E



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www.theswanschool.org.uk