



English Candidate Information Booklet

Success for All

www.buckinghamschool.org



[thebuckinghamschool](https://www.facebook.com/thebuckinghamschool)

[@TBS_Information](https://twitter.com/TBS_Information)

Headteacher's Welcome



A warm welcome to our School.

The Buckingham School is committed to providing the best possible opportunities for staff and students. We are a caring, supportive and inclusive school, where everyone works together to achieve their very best. Our staff are our greatest asset and this is a key part of our ethos and School Values. We are proud of the relationships and partnerships in learning between students and staff.

This is an exciting time to join The Buckingham School. The School benefits from a recently completed £2.8m property development programme, invested from the Local Authority to support the growing demand and student numbers.

We want to become the best school we can, with outcomes we can be proud of. Furthermore, we are proud of the relationships with our community; young people joining The Buckingham School are part of a vibrant, supportive and caring community with the desire to succeed.

We look forward to welcoming you to The Buckingham School.

Mr A McGinnes
Headteacher

About Us

The Buckingham School is a co-educational, non-selective school of just over 1,000 students, with a growing Sixth Form.

The Buckingham School is a much improved school with improvement seen across all key areas such as teaching and learning, curriculum and examination results. This excellence is underpinned as a result of sustained transformation, driven forward by strong leadership and management at all levels, striving for relentless improvement.

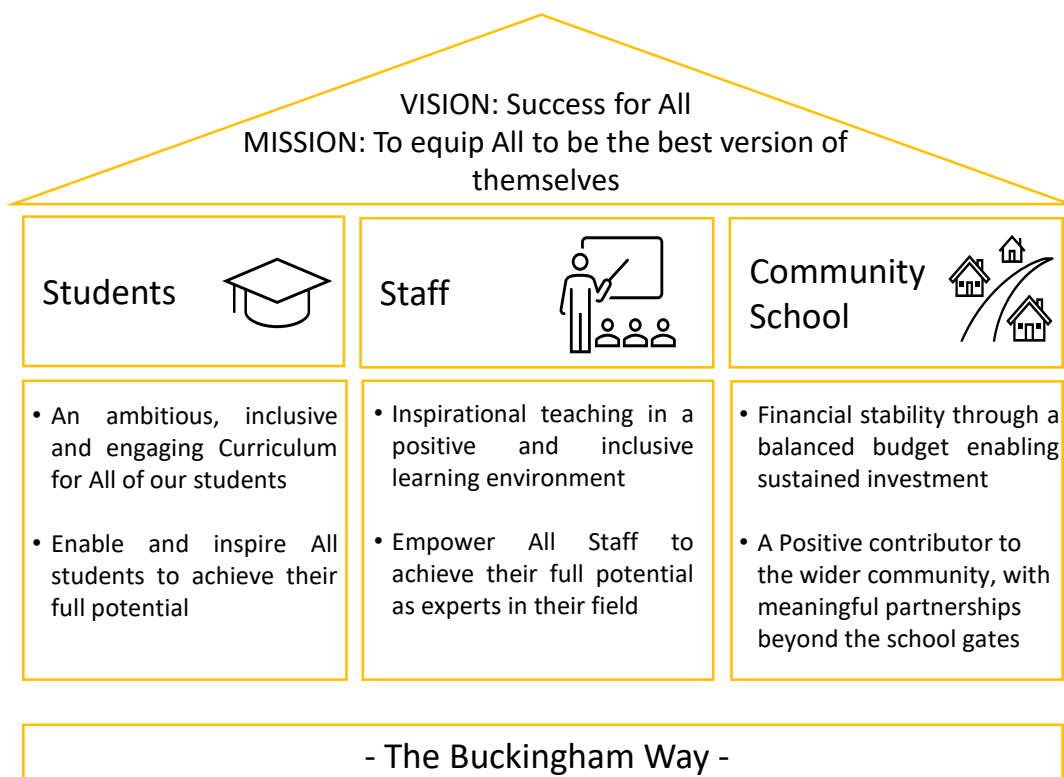
We place great emphasis on developing resilient students, who feel inspired by the School and also by the opportunities ahead of them in life.

Our Mission is simple – to equip All to become the best version of themselves. Our students are polite, well-presented and respectful. Some students have huge academic flair, some excel in the sporting arena, others have talents in our more creative subjects such as Art or Performing Arts – all are just as valuable as the other.

They are hungry to achieve success and we believe that The Buckingham School can offer inspiration, drive and opportunity for each child. Our students take pride in their appearance and understand the value of hard work and they enjoy coming to School.

Our Vision is **Success for All** and we aim to give all students life-changing opportunities through educational achievement. We will continue to drive improvement within our School in order to achieve the very best for every student.

We are delighted to share with you our Three-Year Strategic Plan and School Improvement Plan below:



WHY CHOOSE ENGLISH?

Exceptional Leadership

Mrs S Merrick - Curriculum Leader
Mrs R Adewumi - Assistant Curriculum Leader
Mrs K Lefevre - Lead Practitioner



Welcome to Team English; where we really live up to the noun 'team.' We are a group of passionate and committed teachers who drive high expectations and push enjoyment for all within our classrooms. We are constantly striving to be better than we were the term before and support each other in all things within school life as we do it; sharing resources and improving teaching and learning is our daily focus.

Rich & Diverse Curriculum

- Face by Benjamin Zephaniah
- Blood Brothers by Willy Russell
- Macbeth by William Shakespeare
- Darkside by Tom Becker
- In the Middle of the Night by Robert Corimer
- Gothic Literature
- Dystopian Fiction
- A Christmas Carol by Charles Dickens
- ...and many more!

Support and Resources

- Dedicated English classrooms and a well-equipped Learning Resource Centre
- Allocated LRC lessons for developing reading for pleasure
- Students across the school are equipped with Chromebooks
- Access to IT Suites for timetabled lessons
- Resources for lessons are provided and shared within the department
- A dedicated English office with a printer/copier
- Smaller class sizes in KS4 (working its way down in KS3)
- A supportive and manageable 'Assessment and Feedback' Policy

GCSE and A-Level Provision

- All students study English Language and Literature at GCSE (AQA)
- GCSE Film Studies as an option subject (Eduqas)
- At A-Level we offer English Literature (AQA Specification A), English Language (AQA) and Film Studies (Eduqas)

- Massolit
- Planet Estream
- Seneca Premium
- AQA Exampro for GCSE
- Google Classroom
- Pixl Pupil Progress for GCSE
- English and Media Centre
- Litdrive
- Litcharts

Safeguarding Policies and Procedures

At The Buckingham School, we believe that a policy on Child Protection is founded on the right of all children to be safe. We expect all members of the School community including staff, Governors, supply staff and volunteers to share this commitment. Every member of the School community is responsible for contributing to a positive culture of safeguarding.

Our aim is to provide staff, supply staff, Governors and volunteers with the framework they need to keep children in The Buckingham School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care. Safeguarding at The Buckingham School is our number one priority and this is set out in our Safeguarding and Child Protection Policy.

All staff, including Governors, are required to attend, annually, a Safeguarding Awareness Course. The training is delivered by a qualified "Train the Trainer" Instructor (Level 3 Award in Principles of Safeguarding and Protecting Children and Young People). As part of the Safeguarding Awareness, it is also a requirement for all staff to be familiar with the Government's current Keeping Children Safe in Education guidance.

The Buckingham School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Our Commitment to Wellbeing

We worked hard to develop our staff charter on Wellbeing.

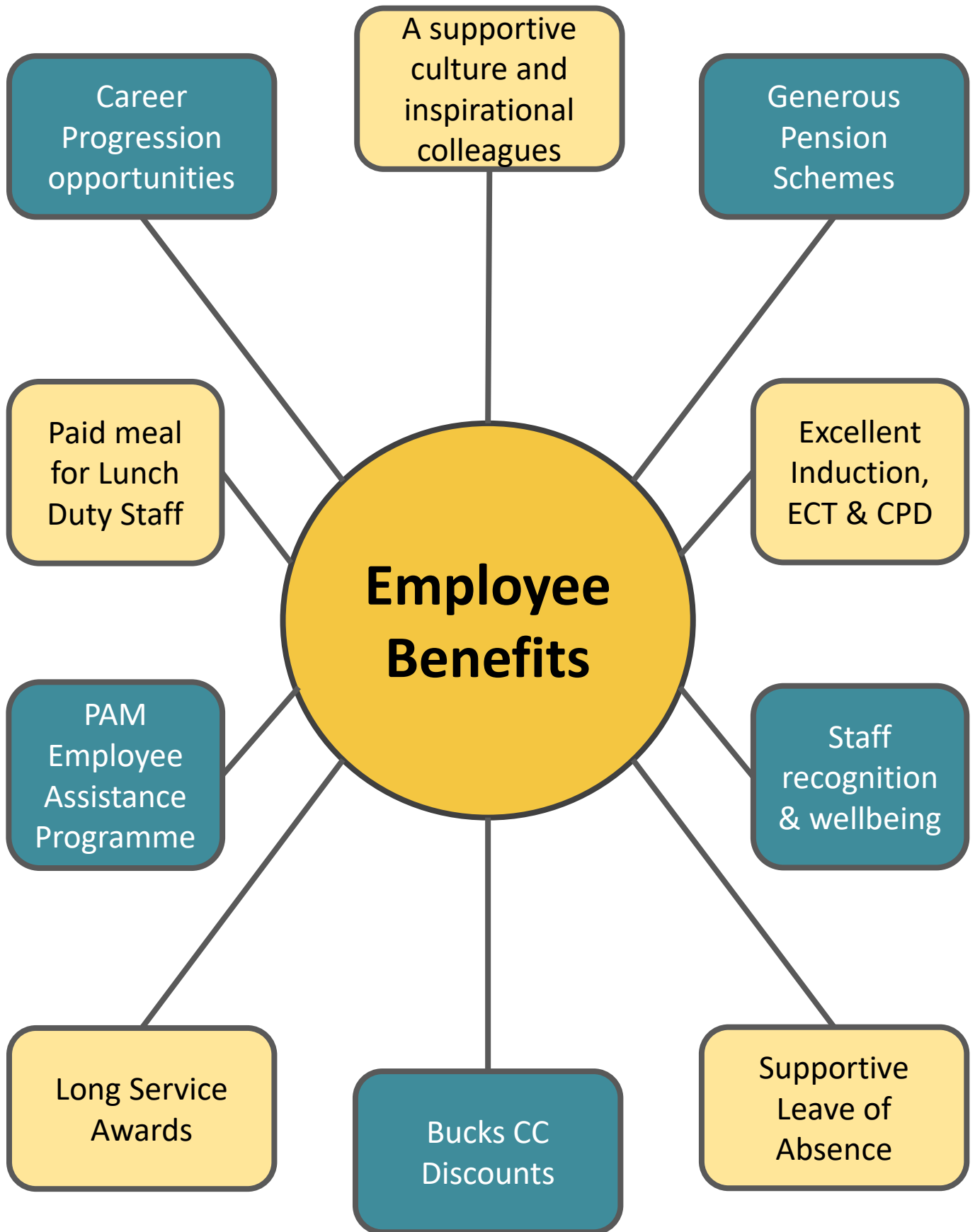
Staff come first; without them, there is no one to be student-centred. Our staff model everything that we expect of our students.

We are wedded to TEN key actions, to place staff first:

1. Communication – volume, medium and tone of communication. Sincere evidence based thankyou's, not platitudes
2. Evidence-based decision-making – stakeholder voice, best practice, research
3. Staff having greater opportunities to be in contact with peers to be reflective and share good practice
4. Staff development – improves performance and the sense that both the individual and their performance is valuable to the school
5. Managing the workload of staff
6. Securing an ever-improving culture of behaviour for learning in the School
7. Securing a culture of strong, ethical leadership, based upon ownership
8. Feeding back to staff about their performance regularly and effective annual performance reviews (which include planning for career development and succession-planning in School)
9. Support for colleagues struggling either personally or professionally
10. Light touches that bring moments of joy to the working week – cakes do not solve all of our problems but they do not do any harm, either!

Here are some examples of how we achieve the principles:

- Planning the School calendar to minimise periods of significant pressure for teaching staff
- Reducing meetings during weeks then there is an after School event
- Allocating time within INSET for preparation
- Discount on memberships and sessions at our neighbouring The Swan Pool
- Free weekly Yoga Sessions with a qualified instructor
- Centralised communication into one Weekly Staff Update to reduce emails
- Providing opportunities for all staff to complete professional development, both internally and externally.



Our Student Centered Charter

We place the needs of our students at the centre of everything that we do. That is what the School exists to do.

Everything we do strives to develop the Virtues in each of our students, so they can walk The Buckingham Way.

Our seven Virtues are:



Your Continuing Professional Development and Teaching and Learning

At The Buckingham School, we are proud to be subscribers to Tom Sherrington's and Oliver Caviglioli's Walkthrus. This provides all teaching staff with incredibly high quality materials that have been designed to provide a central set of connected resources that we build our professional development around.

At the heart of Walkthrus is a selection of evidence-informed teaching strategies, curated in six series, which are as follows:

1. Behaviour and Relationships: Establishing classroom conditions essential for effective learning
2. Curriculum Planning: Creating coherent, well sequenced knowledge rich curriculum
3. Explaining and Modelling: Making sense of complex ideas to support students in building schema
4. Questioning and Feedback: Using responsive teaching methods to check students understanding and move them forward
5. Practice and Retrieval: Building secure long term memory and fluency
6. Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning

Each Walkthru is a five-step guide to support a process of professional development, providing a common reference point for teachers and departments to frame their discussions, self reflection and feedback around.

Every member of staff has been provided with all 3 books and has access to the Walkthrus website. Alongside the strategies themselves, the books present five panel summaries of some of the most influential books about teaching, along with the research behind the use of visual guides and the effectiveness of instructional coaching as a process for effective professional learning.

Walkthrus are deliberately designed to be context free so that the same ideas can be translated into a number of settings. We have introduced the ADAPT concept to support our approach to instructional coaching whereby we encourage our teachers to:

- Attempt: mentally or physically rehearse a strategy using the Walkthrus
- Develop: add steps to make the ideas more precise
- Practice: practice using the strategy in the classroom overcoming initial hurdles
- Test: evaluate the effect on learner outcomes

Leadership development is at the centre of our thinking, with opportunities for all staff to develop via internal coaching and external qualifications being funded to support progression.



“

*Believe me, when we say
Success for All, we really do
mean All.*

”