



Candidate Information Pack



Dear Candidate,

Thank you for your interest in working at EPHS. I am immensely proud of the success of our students and the dynamism of our staff. It is a privilege for me to work with a fantastic group of committed and creative professionals. Our school is at an exciting point in its history and we are looking for outstanding individuals to join us in making a difference to our students and community.

We are explicit in our aim of “Proudly Achieving Excellence in a Learning Community”. We firmly believe that it is by embracing the fact that we are all learners, staff as well as students, that we can support and challenge each other to provide the best education for all. Our values state we are proud, persevering, prepared and principled and we look for these qualities in staff as well as students.

If there is more information you would like or any questions you have, please visit our website. If there are any questions you have, or to discuss the role please contact me through Ms Henderson, the Headteacher’s PA.

We wish you the best with your application and look forward to meeting you.

Yours faithfully,

Eliot Wong, Headteacher

Appointment procedure

Applicants are welcome to visit the school, be taken on a tour and meet a member of the senior staff. Please contact Ms Wendy Henderson, the Headteacher’s PA, on whenderson@ephs.ealing.sch.uk or 020 8566 1166 to arrange a time.

Applicants who have not heard from us by the deadline should assume they have been unsuccessful in being short listed.



Elthorne Park High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Criminal Records Bureau.

Elthorne Park High School is a non-smoking site and as such smoking is not permitted on the school grounds.

Who are we?

We are high performing community secondary school for students aged 11-18, within the London Borough of Ealing. Established in 1988 as an 11-16 school on the site of former training college, we quickly became highly regarded in the local community and oversubscribed. We opened our Sixth Form in 2009 and now offer a range of A Level and BTEC qualifications. A new Sixth Form block was opened in 2012. We are currently going through another building phase which will see a new three storey building including a new Hall, Library, classrooms and ARP (Additional Resourced Provision) for students with communication difficulties.

For the third year in a row we are the highest performing school in Hanwell and South Ealing and we are in the top quintile of schools nationally for GCSE attainment (including attainment in English, Maths and 2 Science GCSEs), progress in English and progress in Mathematics. Our students achieved on average $\frac{2}{3}$ of a grade higher than expected nationally in all subjects in 2015 and 45% of students achieved the Ebacc compared to the national average of 22%. Science GCSE results have rocketed up to 82% and are well above national averages in 2015. Nearly 1/3 of all GCSE grades awarded are A or A*.

100% of A Level students were retained until the end of Year 13 and 42% of all grades awarded at A Level were at an A* or A grade. ALPS Value Added rates our Sixth form as 'Outstanding' for teaching & learning and results.



What is our ethos?

We have four core values at Elthorne Park High School: Proud, Principled, Prepared and Persevering. These underpin everything we do. We celebrate all achievements whilst ensuring we are developing the whole student.

Our ambitions are clear: to create a school which is exceptional in its outcomes; excellent in its curriculum, learning and teaching; immaculate in our students' conduct; inclusive in our provision; and outstanding in its development of staff at all levels.

We embody these values by being: passionate in embracing evidence-informed approaches to improvement; relentless in expecting all students to make outstanding progress irrespective of their background; forthright in celebrating the achievements of our staff and students; positive about change and innovation; forensic in removing obstacles to our students' development and our staff's work; rigorous in our assessment of student progress; and eager to deploy new technology where it can improve the quality of learning or the capacity of our staff to work productively and happily.

We are proud of what we have achieved so far and continue to work hard to ensure we go on proudly achieving excellence.

How is the school structured?

Our academic structure is based around seven faculties:

English	
Maths	
Science	
Computer Science	Computer Science, ICT
Design Technology	Food, Graphics / Visual Communication, Resistant Materials, Textiles
Expressive Arts	Art, Drama, Music, Physical Education
Humanities	Geography, History, Religious Studies, Psychology
Modern Languages	Foreign French, German, Japanese, Spanish,

Each faculty has a Head of Faculty with overall responsibility for the curriculum, teaching, learning, behaviour and staff development of the staff within it. Core faculties have Seconds in Faculty who have responsibility for particular Key Stages. Foundation faculties have Heads of Subjects with responsibility for individual subjects within the faculty. Each faculty is line managed by a member of the Senior Leadership Team (SLT), who works with the Head of Faculty to support the performance of staff and the progress of students.

Our pastoral structure is based around horizontal year groups. Each year group is divided into Tutor Groups of 30 students, except for the Sixth Form where the Tutor Group is smaller. Currently there are six Tutor Groups in Years 8, 9, 10 and 11. There are seven Tutor Groups in Year 7 and we are planning on expanding to eight Tutor Groups in next Year 7 and for all subsequent years. Each year group is led by a Year Leader, with an Assistant Year Leader and a Pastoral Support Worker (who is a non-teaching member of staff). Each year group has an attached member of the SLT. The Deputy Headteacher

(Pastoral) line manages the Year Leaders in Key Stages 3 and 4. Our Sixth Form is led by our Head of Sixth Form who is also an Assistant Headteacher.

We have an excellent Learning Support Department. Our experienced Special Needs Coordinator (SENCO) leads a team of expert Teaching Assistants and our use of external professionals, including Speech and Language therapists, Behaviour Inclusion services, counsellors, Art therapists and Educational Psychologists. We shall be opening our Alternative Resource Provision in September 2016.

Our SLT is led by our Headteacher and includes two Deputy Headteachers, four Assistant Headteachers, the PA to the Headteacher, who is also responsible for our administrative support team, and one or more senior members of staff seconded on to the SLT for a year as part of their professional development and to support the school in its realising its ambitions.



What is our Sixth Form like?

Our Sixth Form grows in size and achievement each year and all teaching staff have the opportunity to teach at this level. We offer a range of A Levels and BTEC qualifications and will always consider offering more. Our aim is to support student in accessing the very best universities, colleges, apprenticeships and employment through rigorous teaching and learning and adaptive use of new technologies. All our Sixth Form student are given tablets to allow us to 'flip' our teaching and them to become more independent in their learning.

Currently in Year 12, we run the following courses (A Level unless stated):

Art	Film Studies	Philosophy of Religion & Ethics
Art & Design BTEC	French	Physics
Biology	Further Mathematics	Psychology
Business BTEC	Geography	Spanish
Chemistry	Government & Politics	Sport BTEC
Computing	Health and Social Care BTEC	Theatre Studies
Economics	History	
English Literature	Mathematics	

Our Sixth Form students have their own Study Room and a post-16 Library dedicated to careers and University applications. Students are eligible for a bursary if they were claiming free school meals in Year 11 and in addition all students can apply to a discretionary fund for travel, courses and resources to help them in their studies.

What is our school day?

Staff and students are expected to be on site by at least 8:30. There is a weekly staff briefing on Friday morning led by the Headteacher, where we celebrate the work and achievements of staff and students over the past week.

8:40	Morning registration / Assembly on a weekly rota
8:55	Period 1
9:55	Period 2
10:55	Break
11:15	Period 3
12:15	Period 4
1:15	Lunch (inc. lunch time detention for student who were late to school)
2:00	Period 5
3:00	Afternoon registration
3:10	Dismissal / Period 6 for Sixth Form students / Staff Meetings
3:10	After school detention for those given a Level 1 or Level 2 detention

Every Monday after school there is a meeting for teaching staff, which will be either a Curriculum, Year, Whole Staff or Professional Development meeting.

What is Teaching and Learning like at EPHS?

Teaching and learning are excellent at EPHS and we are always looking to improve it. Excellent planning and high expectations stand at the heart of teaching and learning at EPHS. This starts with having a sound knowledge of the curriculum and understanding of the students through the use of data and building professional relationships with them. We involve our Teaching Assistants in our planning so that there is an effective use of all staff in the classroom. Lessons have a single, developmental, learning objective and three levels of differentiated learning outcomes. Activities are planned so that there are three levels of differentiation. We make learning visible to the students through effective and timely oral feedback in lessons and directed time in lessons for students to act on written feedback. We use plenaries and formative assessment within class time and marking of students work outside of lesson time to review the students' progress and identify areas which need further work.

What is Behaviour like at EPHS?

Behaviour is excellent at EPHS and we are always looking to maintain our standards. . We have the highest expectations for our student behaviour and conduct in lessons, around the school and in the local community. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a hunger for learning amongst all students. Our expectations are built around the 5 Ps: that we are polite, positive, prepared, punctual and proud.

Students' efforts and achievements are rewarded through the giving of Credits, postcards and letters sent home, certificates and prizes. Students accumulate Credits across the year and these go towards rewards at Bronze, Silver, Gold and Platinum level.

The school runs a centralised, same day' detention system for students whose behavior or work falls below our expectations. In class time we use a "three strikes" system with graduated sanctions at each level. We staff an Internal Isolation Room where students who have seriously breached our code of conduct.

What is extra-curricular provision like at EPHS?

The school is well known for its wide extra-curricular provision, including numerous theatre trips throughout the year, excellent opportunities in Drama and Music and sporting activities that see our students competing both locally and further afield. Our student exchanges to France and Spain are very popular and approximately half of Year 9 go on the ski trip each year, a key feature of our extra-curricular provision. The Duke of Edinburgh Award scheme has doubled in size from two years ago with around 70 students taking part at Bronze level and 20 students working at Silver.

How do we support staff development?

Our success and ability to do the best for our students is very much built upon doing the best for our staff in terms of supporting them in their professional development. As part of the Teachers Development Trust Network (TDT, formerly known as NTEN or the National Enquiry Network), we have Silver status as a reflection of our commitment to tailored, evidenced-supported research and staff development.

Some of our training is given over to whole school priorities, such as further developing the communication skills of our students. A large proportion of our training time is devoted to personalised, professional development in the form of:

- Coaching – every teacher is coached by one of our highly experienced teachers on an area of their choosing
- Lesson Study – teachers work together in pairs or triads, developing their practice through research and joint planning and observations.
- EPHS and Ealing TeachMeets – where staff share ideas, strategies and resources
- Lesson observations – where areas for development are identified and discussed. We do not grade lessons.

Newly qualified teachers and those seeking QTS through Schools Direct have a dedicated development programme which draws on the expertise of our staff. New middle leaders are matched with an experienced middle leader to act as a mentor, in addition to the development programme we run for our Middle Leaders. Each year some of our staff complete MA, NPQML and NPQSL or the Teaching Leaders programme, in fact we run the NPQML course from our school for other schools in the Borough. Other development opportunities include shadowing senior staff, secondment to SLT, visits to other schools and working with external consultants.



Getting here

The school's main entrance is on Westlea Road, off Boston Road. There is limited parking on site. Free parking is available in the local roads east of Boston Road.

The E8 and 195 buses stops nearby on Boston Road. The E2 and E3 buses stop in Northfield Avenue, ten minutes' walk away.

Boston Manor Piccadilly Line tube station is five minutes' walk away.

