



Wyvern
College

Appointment

Curriculum Leader for MFL

Salary Scale: MPS/UPS plus TLR 2c

Required: September 2024

ADVERT

We are looking to appoint a new Curriculum Leader for MFL, following the retirement of our current CL. This post could be full time or part time (0.8) and is a fantastic opportunity for those seeking career progression to their first position of subject leadership or a move from an existing position of leadership. The post involves leading and managing a highly successful MFL department which secures strong attainment and progress (both above national averages). The department benefits from specialist staff, who work together as a committed team. In our recent OFSTED inspection (Dec 2023), inspectors undertook a deep dive in MFL and praised the quality of provision.

French and German are the core languages that students study from KS3 to KS4, with students able to study Spanish as a second MFL from year 9 when our KS4 begins. The successful candidate will be able to teach two of these subjects to GCSE level. They will have a clear vision for the subject and be able to build upon current successes to lead the department into a new phase of development. They will therefore be a passionate, student-centred, reflective and creative professional with excellent inter-personal skills. They will have a deep understanding of teaching, learning and assessment, with particular expertise in planning and implementing an exciting curriculum.

Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They are keen to learn and they achieve well above national expectations. Staff morale is high; turnover is low and there is a strong sense of team work and community. Staff are proud of their college. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children. Consequently, it is oversubscribed.

The deadline for applications is Tuesday 20th February and should be emailed to hrdept@wyvern.hants.sch.uk



Letter from the Head teacher

Dear Prospective Applicant,

Thank you for your interest in applying for the position of Curriculum Leader of MFL at Wyvern College. This post is equally suitable for a candidate who is looking to lead a department for the first time or a candidate who is looking to move from an existing position of leadership to a new department.

We have only just had an Ofsted inspection (December 2023). Until the report is published, we cannot disclose the outcomes but suffice to say we are very pleased with these and found the inspection process to be extremely positive and affirming. The inspectors' findings confirmed the college's own assessment of the college, both in terms of strengths and areas for improvement. There were no surprises! This assessment includes rating MFL as a high performing department.

At the heart of the college are warm positive relationships between staff and students, between leaders and staff. It is a happy and welcoming school. Staff and students greet each other respectfully and work well together. Both see it as a community. The college motto of *Think, Grow Care* is not just a strap line but is lived and breathed by students and staff. It is a nurturing school – staff and students want to do well and feel encouraged to do so. Staff enjoy working here. Committed and passionate about what they do, they care about students and want the best for them.

This summer, the college achieved its best exam results in terms of progress scores. Attainment for grades 4+ and 5+ actually increased from 2022, bucking the national trend which was a strong decrease in outcomes. Our overall progress score places us in the top 10% of Hampshire schools. Progress in Maths, Science, Humanities & Science are in the top 20% nationally; outcomes for MFL are not far behind and above average.

Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service and social justice.

A high level of trust exists between the leadership group and staff – this is something I am very proud of. We are therefore seeking to appoint a person who can quickly earn the respect and trust of staff because of their expertise and ability to form positive relationships. At Wyvern leadership is about service not being served. Our job as leaders is to make sure that those working in the front line with students – our staff – have everything they need to do the best job they can and that includes us being there on the front line with them too. Above all else, Wyvern is a happy school and the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

I hope this booklet provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: b.rule@wyvern.hants.sch.uk.

With best wishes,

A handwritten signature in black ink, appearing to read 'B. D. Rule'.



Key Information: The College

College Context

- With 1343 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. The proportion of parents applying to Wyvern as their first choice preference has increased year on year from 78% in 2018 to 97% for 2024. These trends reflect the local community's increased confidence in the college.
- Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 18% which is below the national average. There is a gender imbalance of 53% boys to 47% girls.
- Overall, 10% of students join us with low prior attainment, 49% middle and 41% high. Most students are white British: the proportion of students who speak English as an additional language is low at 3.7%. We have 172 students with an ethnicity that is not white British. The largest ethnic minority groups are: non-British white; Indian/Pakistani; Chinese; mixed background. 89% of the students with pupil premium are white British. The proportion receiving help for SEND is 16.5%; 48 students have an EHCP; 171 other students are on the SEND register. The largest SEND categories are SPLD (121), SEMH (102) and ASC (86). The college makes occasional use of alternative provision: 11 students currently in full time alternative provision at the Bridge Education Centre in Eastleigh.
- The college operates a three year key stage 4. The requirements of the National Curriculum are covered in the two years or year 7 and 8; students can go beyond exam specifications and exceed the National Curriculum at Key Stage 4. By devoting three years to Key Stage 4, students can specialise earlier in the subjects they care most about, develop a deeper understanding and knowledge of the subjects before they need to start learning exam content; they experience a broader curriculum and can continue to have PSHE lessons timetables with specialist teachers right up to the end of year 11; they can choose electives as timetabled enrichment experiences. In the past, these have involved gaining Sports Leader Award, undertaking work experience in our nursery, volunteering in community projects and experiencing creative and performing arts.

Summary of the College's Strengths

- Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
- Students throughout the college are making strong and increasing levels of progress in the majority of subjects – there's a strongly positive progress 8 score.
- Outcomes in Maths, Science, MFL, Geography, History, Music, Creative IMedia and Art are especially strong, with attainment and progress rates significantly above the national average.
- The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
- Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning.
- The achievement gaps for disadvantaged students have reduced and are reducing.
- The proportion of students persistently absent from college is significantly lower than county, regional and national averages.
- Suspension rates remain below the county, regional and national averages, even though our threshold for suspension is lower at Wyvern - we suspend for more things than other schools do.
- Parents and students recognise that pastoral care and safeguarding are real strengths of the college.
- They also recognise that extra-curricular activities are a strength too. Extra-curricular clubs include clubs linked to taught subjects; clubs set up by students to share personal interests; sports activities leading to competitions; performing arts opportunities in drama, dance, and music which lead to public performances. Large numbers of students complete the Duke of Edinburgh Award; there are opportunities for international travel in MFL, Geography and History.

- Students are proud to take on a range of responsibilities, as librarians, prefects, reading/numeracy ambassadors, sports leaders, team captains, anti-bullying ambassadors, vocal ambassadors, charity reps and tutor reps. They are proud of work they have done to support charities and the community.
- Groups of KS4 students organise citizenship campaigns to raise awareness of issues and to bring about change to address them; some are based within college; others extend to the local community.
- At Key Stage 3, the STRIVE programme features in the tutor time curriculum. Formally accredited and rewarded within the college, it develops personal qualities, with students setting themselves and working towards a series of personal challenges. This includes volunteering and involvement on enrichment events, either within or outside of college. The annual pastoral review day has enabled tutors to meet with parents and students to plan and track which activities students take part in inside and outside of schools to make sure that all students, particularly those with SEND or who are PP, have opportunities to enhance their life experiences. In 2022-23, 79% of year 8 students achieved the STRIVE silver award; 71% of SEND students and 71% of pupil premium students achieved it; in year 7, 85% achieved the bronze award, including 84% of students with SEND and 83% of pupil premium students.
- There is a very wide range of subjects for students to study at KS4: over twenty options, with a suite of recently introduced vocational courses: Business, Health and Social Care, Sport Studies, Music Technology, Creative iMedia and ICT.
- Staff morale is high and staff are proud to work at Wyvern; turnover is low. People who do leave tend to do so for retirement, relocation, promotion or maternity.
- Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.
- The college has secured strong improvements in SEND provision. Three years ago, attendance suspension and achievement data showed poor performance compared to country and national averages. All three are now above. In 2022, the proportion of SEND students gaining a grade 4+ in both English and Maths doubled; the average attainment 8 score increased by 150%.
- In September 2022, the college established a transition curriculum, to support students joining with reading ages well below age related expectations. This curriculum is successfully catching students up and transforming their life chances. We are really proud of the progress these students are making.
- Support groups exist for bereaved students, young carers, LGBTQ students and those living with an alcoholic parent. The school has active groups which raise awareness about LGBTQ issues. The student lifestyle survey shows that students are very accepting of difference.
- Careers' guidance is effective; students receive careers advice from year 7 to year 11; there are careers fairs, visits to universities and employers. Performance in Gatsby benchmarks is above local and national averages. Destination data shows that a very high proportion of students successfully move onto sixth form, college or training after year 11. For 2022 leavers: 94.3% of leavers went to RPA compliant settings, above the LA average of 92.3%. Of the non-RPA situations, 0% were NEET, compared to the LA average of 41%. 57% went on to study an academic curriculum (A-Levels), above the LA average of 51%.

Summary of the College's Improvement Priorities

The College improvement plan is called "Meeting Needs, Closing Gaps" and is based around the need to close these gaps:

1) Closing the attendance gaps: "more students in more lessons".

The issues in July 2023:

- Although overall attendance in 2022-23 was significantly above the national average (92.2% compared to national average of 90.7%), it remained below pre-Covid levels.
- Although persistent absence (21% in 2022-23) was significantly below the national average (28%), it remained above pre-Covid levels.
- Although the attendance of students entitled to free school meals (83.6%) was higher than the county and regional averages (82.9%), it was significantly below national average (90.4%).
- Although the attendance of SEND support students (86.1%) had improved from significantly below the national average in 2021-22 to above in 2022-23, it varies between year groups.

In the summer term of 2023, the college encountered a new problem which it had not experienced before: in-school truancy: students who, whilst in school, did not attend every lesson.

The Priorities for academic year 2023-24

- To maintain attendance significantly above the national average.
- To reduce absence levels in year 10.
- To reduce the proportion of persistently absent students to below 20%.
- To maintain SEND K attendance above the national average for a second year.
- To minimise incidents of in-school truancy.
- To improve the attendance of Pupil Premium students

2) Closing the behaviour gaps: “PRIDe and RESPECT Everywhere.”

The Issues in July 2023

- Although suspension rates have remained below county and national averages and although the annual increase in suspensions was lower than the borough and county averages, there was still an increase in suspensions from 2021-22 to 2022-23.
- Although isolation and suspension rates have increased in 2022-23, these have not been accompanied by appropriate restorative and reflective work to change the attitudes behind the behaviours.
- Although the proportion of sanctions which are issued to students with SEND has decreased, they remain over-represented in behaviour data.
- The proportion of sanctions issued to students in receipt of pupil premium remains above that of other students.
- Although our bi-annual surveys show that bullying rates are decreasing and are below the national average, bullying does still happen. Although the college has recently developed far more robust systems to prevent and respond to bullying, these need to be fully embedded, monitored and evaluated.
- The college sanctions systems have served Wyvern well in previous years but need reviewing to be more impactful: there needs to be more sanctions at C4 level – more impactful alternatives to isolation and suspension need to be developed: off site direction at a neighbouring school and twilight school as an on-site alternative provision. Specialist SEMH mentoring from a local special school needs to accompany some of these sanctions.
- Many parents have expressed, with some justification that the college can do more to incentivise good behaviour and better reward the majority of students who don't even get a single detention.

The Priorities for academic year 2023-24

- Induct students into the PRIDe and RESPECT behaviour expectations with a behaviour curriculum delivered in tutor time (to incorporate anti-bullying units of work).
- Reduce the proportion of suspensions, isolations and detentions issued to SEND and PP students.
- Working with wider staff in working parties, review the college behaviour management systems to ensure greater incentivisation of good behaviour and deterrence for bad behaviour and more effective restoration.
- Implement the new anti-bullying systems to secure further decrease in bullying incidents

3. Closing Curriculum Gaps: Knowing More, Remembering More

The Issues in July 2023 and Priorities for the academic year 2023-24

- Although the progress made by high band students was stronger in 2023, the proportion of grades that were top grades fell.
- Although students' progress in English is above the county average, it is below the national average and below what Wyvern students achieve in their other Ebacc subjects.
- Although the transition curriculum for students at an early stage of reading secured strong progress in its first year, last year; these students are now entering year 8 and further work is needed to close the gaps in reading ages between them & their peers.
- Ensure greater consistency in curriculum implementation by focusing on checking understanding in lessons and greater engagement of reluctant and vulnerable learners.



Key Information: The MFL Department

The MFL department has a suite of 5 teaching rooms and a departmental office.

In addition to the curriculum leader role, there is one other TLR post within the department for a Deputy Curriculum Leader.

The department is fully staffed with subject specialists. There are 6 teachers in total. Recognising their responsibility as a high performing department, staff are committed to training the MFL teachers of the future and therefore keen to support trainees.

Teachers typically have their own, one classroom to teach in, with little movement across rooms. All classrooms have a visualiser and projector equipment.. The department is well organised with clear teaching routes, quality robust assessment programme, a programme that ensures that students work on long term retention of knowledge and that exam skills are improved.

The college timetable operates a two-week cycle of 50 one-hour lessons. In years 7 and 8, students have 2 hours of MFL per week. Half the year group are allocated French as their language and the other half, German. There is the option for students to choose Spanish as a second language in the options' process. The curriculum is carefully sequenced to ensure that students secure and expand their knowledge progressively. At key Stage 4 (years 9-11), students have 5 hours per fortnight studying MFL. A high proportion of students study a language at KS4 – currently 80% in years 9 and 10.

The MFL staff are friendly, dedicated and highly collaborative, working together to produce high quality resources to ensure strong and consistent implementation of curriculum plans.

Although highly successful, the department is not complacent; teachers are reflective practitioners and committed to continuous improvement. The department is modest about its achievements and open minded about how further successes can be achieved. The department is therefore well placed to secure further improvements and to welcome a new Curriculum Leader.



Key Information: Job Description

Job Description – Curriculum Leader MFL	
Reporting to:	The designated SLT Line manager
Responsible for:	<ul style="list-style-type: none"> • Leadership and management of the MFL department, including staff wellbeing. • Implementation of the MFL curriculum in line with the college Curriculum Statement. • Achievement of consistently strong teaching, learning and assessment in MFL. • Achievement of strong student progress and attainment in MFL.
Liaising with:	Working closely with the TLR post-holder in MFL; working with CLs in subjects where meaningful links can be created.
Working time:	Full time or part time (no less than 0.8)
Salary/grade:	TLR 2c
Main responsibilities:	<p>Leadership and Management</p> <ul style="list-style-type: none"> • Create and communicate a vision for MFL education that inspires both staff and students • Manage the TLR postholders to successfully discharge their responsibilities in the department’s improvement priorities. • Deploy UPR teachers in the MFL department to contribute in a “significant and sustained way” to the implementation of the department’s improvement priorities. • Participate in the staff recruitment process for vacancies in MFL. • Manage the department budget to ensure value for money and implementation of the ambitions set out in the college Curriculum Intent statement. • Maintain regular and effective communication with staff, parents and students. • Create an environment where staff wellbeing is protected and morale is kept high. • Implement college-wide policies in MFL: curriculum, assessment, teaching & learning, behaviour, exams. • Plan the use of department meeting time to advance identified improvement priorities. • Work with the SLT line manager in designated meeting time to produce an up to date Subject Improvement Record to serve as an ongoing self-evaluation and department improvement document. <p>Curriculum Intent and Implementation</p> <ul style="list-style-type: none"> • Maintain the department’s Quality of Education statement, setting out: the department’s vision for education, the curriculum end points for KS3 and KS4, and ensuring that the design of the MFL curriculum and its assessment conform to the college principles for effective design (specified below). • Work with departmental colleagues to ensure there is an inclusive programme of extra-curricular activities. • Work with the TLR postholders and UPR teachers to ensure all teachers are developed so that there is consistently strong teaching in the department. • Exemplify effective teaching and curriculum implementation in your own classroom.
	<p>Securing high consistently high standards</p> <ul style="list-style-type: none"> • Analyse progress data and act accordingly to refine learning plans in order to close any gaps and address misconceptions. • Participate with the Senior Deputy Head teacher in Progress Meetings and Exam Review Meetings. • With the TLR post holders and UPR teachers, implement a QA/monitoring schedule. • Monitor the progress of students and sub-groups of students with staff and plan appropriate support / interventions to remedy slow progress. • Ensure that standardisation and moderation of student work takes place in department time to ensure that accurate assessment data is generated consistently across the department.

Line Management	<ul style="list-style-type: none"> Line management of the Deputy CL in MFL and the wider MFL team.
Meetings	<ul style="list-style-type: none"> Attendance at Curriculum Leaders' Meetings



Key Information: Person Specification

CATEGORY	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> Degree Qualified Teacher Status. Evidence of a commitment to own professional development. 	<ul style="list-style-type: none"> Further professional qualifications.
Experience	<ul style="list-style-type: none"> An experienced teacher with a track record of excellent outcomes. An experienced leader who can clearly demonstrate how their work has led to excellent student outcomes beyond their own classroom. 	<ul style="list-style-type: none"> Experience of providing support and guidance to others.
Skills, knowledge and abilities	<ul style="list-style-type: none"> Excellent understanding of the components which comprise outstanding teaching, learning, curriculum and assessment. A sound understanding of the latest developments in education. Use of assessment information to improve practice and raise standards. Evidence of ability to lead and manage change effectively. 	<ul style="list-style-type: none"> A sound understanding of Ofsted's new education framework. Delivery of CPD.
Personal qualities	<ul style="list-style-type: none"> Able to take a whole-college perspective on issues and problems. Motivated to make a difference to the quality of education students receive. Fully committed to the principles of Tough Care, including PRIDe. Discrete and professional in approach; trustworthy with sensitive and confidential information. Emotionally and socially intelligent: can read people and situations well, responding accordingly in appropriate ways. Generates a positive ethos and working environment around them through their words and actions to others. Able to think both strategically and operationally: articulating what needs to change, the reasons why and the best way how. 	

Wyvern Leaders' Code of Conduct

The frontline comes first. We serve staff, ensuring they have everything they need in their classrooms and offices to do the very best they can. Our job as leaders is to make the frontline jobs as easy and impactful as possible and to prioritise staff wellbeing. Supporting the frontline involves being a visible, proactive presence in and around the department.

Creative tension: we welcome respectful disagreement with each other, knowing that it will lead to decisions that have been stress tested. We need to have an informed opinion on important issues and to contribute these honestly in the spirit of creative tension. To feel comfortable in expressing ideas and opinions freely, we all have a responsibility to create a climate of mutual respect.

Collective responsibility: all members of the department's TLR team have the right to be involved in decision making. With the right comes the responsibility to accept the decisions made. Once we've settled on decisions, all of us subscribe to it and support it to colleagues, students and parents, even if we disagreed with it behind closed doors. We commit ourselves to making a success of it. With the right to be involved in decision making also comes the responsibility to avoid working in ways which create factions and division.

Management by exception: we don't create onerous processes and accountabilities for everyone because of the needs or performance of a few. We recognise we have high calibre staff and treat those whose performance needs improving as the exception. Communication to staff, CPD, support and accountabilities should be based on the idea of management by exception.

The effort-impact ratio: we compare the effort needed to secure desired improvements with their likely impact. We seek to reduce the effort such improvements require by cutting down on bureaucracy, paperwork and by streamlining processes. We seek out low effort- high impact strategies and where there are high effort- high impact strategies, we provide time for colleagues to do them as part of the directed time calendar of events.



College Curriculum Statement

1. Curriculum Vision

To become the finest version of yourself...

Think deeply, read widely, discuss openly and listen intently. Study with PRIDE, forever Prepared, Respectful, Involved and Dedicated.

Grow personally, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.

Care passionately about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

2. Curriculum Ambitions

The college curriculum aims to achieve the following ambitions:

Ambition 1: the curriculum leads students to academic accomplishment and fulfilment. It provokes thought, curiosity and scholarship, allowing students to delve into a rich variety of disciplines.

- It provides high levels of challenge, including opportunities for students to extend their learning beyond what is taught in lessons.
- It supports students in transferring essential knowledge to their long-term memory.
- It sequences learning so that students make links and connections within and across subjects.
- It removes the barriers, which prevent students from learning and achieving.

Ambition 2: the curriculum leads students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose.

- It helps students feel positive about who they are, teaching them to enjoy healthy, safe and responsible lives.
- It helps them recognise the difference between what is right and wrong; to expand their range of social skills; to appreciate the range of cultural influences and to apply all of these things to the different contexts they encounter in their lives.
- It develops students' self-discipline and work ethic through PRIDE (Prepared, Respectful, Involved, Dedicated).

Ambition 3: the curriculum leads students to appreciate their place in the modern world, revealing the opportunities it offers them & the responsibilities they owe to it.

- It reminds students of their duty to others, through service, teamwork, kindness and leadership.
- It secures high quality further education placements and prepares students for the world of work and a lifelong interest in learning.
- It makes students ready for life in modern Britain as active, responsible citizens who have well considered opinions about issues and a respect for the diversity of opinions on those issues.

3. Academic Curriculum

Curriculum Offer

The Key Stage 3 curriculum in Years 7 and 8 is broad, encompassing the National Curriculum subjects of English, Maths, Science, Art, Citizenship, Computing, Geography, History, ICT, MFL, Music, PE and Technology. In addition, the subjects of Drama, PSHE and RE are included. Technology is taught in two strands: strand A interleaves units of Food and Textiles; strand B interleaves units of workshop based specialisms.

All students have equal access to the subjects that comprise the KS3 curriculum.

At Key Stage 4, students choose their options in year 8 and begin Key Stage 4 in year 9. They are counselled on the individual choices as well as their overall combination of subjects; their choices are informed by assessment, aptitude, parental guidance and careers guidance. Our three year Key Stage 4 is best described as “GCSE Plus” because it provides students with curriculum experiences that go above and beyond study for GCSEs. It does this by:

A) Extending and enriching students’ subject knowledge beyond that specified by the exam board requirements, to include knowledge and skills that think students should study and not just those they will be examined on.

B) Broadening students’ KS4 education beyond examination courses, with a continuous programme of personal, social, religious and health education, as well as timetabled enrichment “electives”.

The justification for a three-year KS4 is that it:

- Provides time for important pre-learning in those optional subjects that are not included in the National Curriculum and which are therefore not taught in years 7-8. This means that all students can develop the crucial conceptual understanding and cultural capital needed to fully access the knowledge and skills required by the exam specifications. The three-year KS4 curriculum also brings this benefit to those subjects which are taught for one hour per week at KS3 but which get 2.5 hours per week in our year 9 model for this important pre-learning and cultural capital work.
- Creates the space for students to study four options, rather than just three, as well as maintain timetabled lessons for RE, PSHE and Citizenship (RPS). Although the year 9 start to KS4 narrows the curriculum earlier than a year 10 start would, it means there is less narrowing across KS4, with students finishing KS4 having studied a wider range of subjects. This structure means that students have access a broader range of post-16 courses and keeps the curriculum “as broad as possible for as long as possible.”
- Enables teachers to enrich the curriculum and go beyond the requirements of the exam specifications. This increases students’ experience of each subject’s scope and means that they do not have a curriculum in years 10-11 which narrowly focuses them on passing exams.
- Offers all students the opportunity to pursue the English Baccalaureate, whilst also experiencing a broad curriculum. By creating space for a fourth option, students wishing to study the full Ebacc curriculum have half, rather than a third of their option choices free to pursue wider subjects. This includes those subjects, which draw parents to Wyvern because of our specialist tradition in them: technology and the arts.
- Enables leaders to plan a curriculum where the pace of learning facilitates deep learning. This ensures the curriculum is not just covered by teachers but understood by students: through talk, discussion, making mistakes and addressing misconceptions. The three-year KS4 structure creates more capacity for responsive teaching, with teachers adapting the pace of learning and balancing the need to consolidate and extend.
- Creates time for students to regularly revisit key concepts, ensuring that essential information is stored in long-term memory and that students’ working memory is not overloaded when either studying new learning or in preparing for the exams at the end of year 11.
- Cognitive Science research findings are also supportive of a three-year KS4. See Appendix for details.

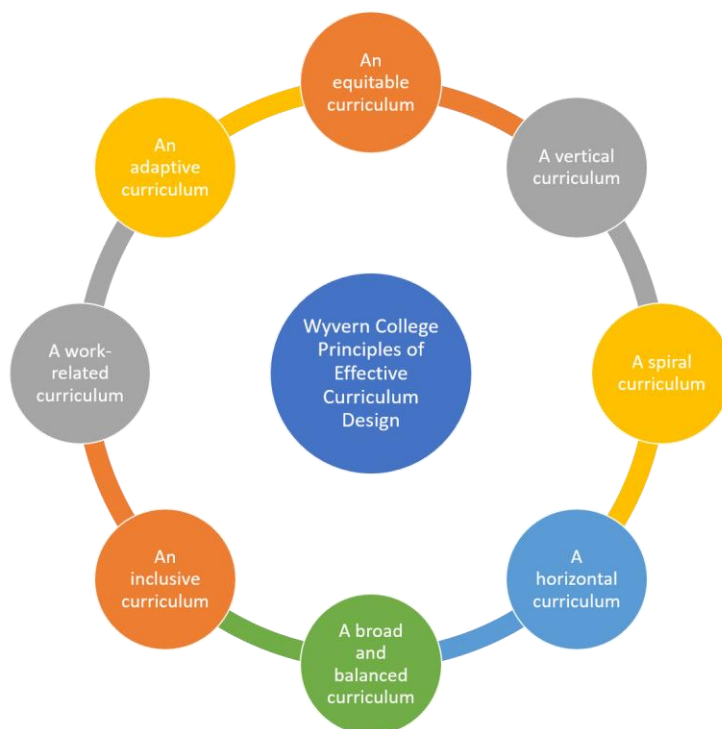
Across years 9-11, students follow a core curriculum of English Language, English Literature, Maths, Science, PE, RPS and either Computing, Geography, History, French, German or Spanish. From September 2022, three quarters of students will study the full Ebacc when they start KS4. Beyond this, there are opportunities for an even more academic curriculum: students can study Triple Science and/or dual MFL or dual Humanities; a high proportion of students are entered for higher tier Maths.

The KS4 curriculum is more ambitious than the National Curriculum, which stipulates that schools should offer at least one course in each of the arts, design technology, humanities and MFL. The Wyvern curriculum offers students a choice of five arts subjects (Art, Drama, Music, Music Technology and Photography), two design technology subjects

(Food and Nutrition and Design and Technology). The design and technology course allows students to specialise in either fibres & textiles, electronic and mechanical systems and natural and manufactured timber), four humanities subjects (Citizenship, Geography, History and RE) and two MFL subjects (from French, German and Spanish). In total, over twenty optional courses are offered for students to study at KS4. These courses are not pre-set into option blocks for students to choose from. The blocks are recreated every year out of student choices. The flexibility this creates allows the college to personalise the curriculum, not just for groups but for individuals too who can combine GCSE courses with applied and vocational courses to suit their personal interests, talents and aspirations. All course combinations are checked for suitability to ensure the curriculum provides the right balance of support and challenge for each individual.

Curriculum Design

All KS3 and KS4 courses have curricular which are built around our **Principles of Effective Curriculum Design**. These are as follows:



Each course's curriculum is designed on the basis of eight principles, which can be summarised as:

- **An Equitable Curriculum**- All students access the same curriculum, whichever teacher they have and whatever group they are in.
- **A Vertical Curriculum**- The curriculum is used as a progression model; it unfolds with increasing levels of challenge.
- **A Spiral Curriculum**- The curriculum explicitly identifies for teachers, students and parents the subject's "Big Ideas" - the essential knowledge, skills and concepts in each unit that need to be retained beyond that unit as they are built upon in later units.
- **A Horizontal Curriculum**- Students' learning within one subject is linked to their learning in other subjects.
- **A Broad and Balanced Curriculum**- The curriculum balances depth (level of detail given to topics or skills) with curriculum breadth (the range of topics or skills covered).
- **An Inclusive Curriculum**- The curriculum ambition is the same for all students but is made accessible for SEND, low attaining and disadvantaged students.
- **A Work-Related Curriculum**- Within each programme of study there are opportunities for students to learn about work in related industries and sectors of the economy.
- **An Adaptive Curriculum**- Regular planned assessments measure what students have understood from the taught curriculum and there is flexibility to adapt the future curriculum on the basis of this assessment.

See the Appendix for full details of each curriculum design principle.

Our **Principles of Effective Curriculum Design** incorporates the guidance in the **Ofsted 2019 School Inspection Handbook** on the **Quality of Education** judgement, but have additional ambition, including:

- To promote **diversity** through our curriculum content choices
- To incorporate **Cognitive Science research findings** relating to the benefits of retrieval practice, spaced practice and interleaved practice into our curriculum intent and implementation
- The benefits of a three-year KS4 model with a fourth option subject in keeping the curriculum as **broad as possible for as long as possible**.
- **Extra-curricular activities** shared through our curriculum maps to increase the breadth of the curriculum.
- **Super-curriculum activities** shared through our curriculum maps to increase the depth of our curriculum beyond that taught in the classroom.

Extra-Curricular Activities

Extra-curricular activities are, broadly, any which are complementary to what is taught in lessons: they give students a knowledge and understanding of new things, unrelated to the taught curriculum. Often recreational and experiential, they widen students' understanding and appreciation of the subject. The department publishes on its curriculum maps the extra-curricular activities available to students. In addition to clubs, competitions, trips and visits, there are suggestions for recreational reading and suggested place of interest to visit with their families.

Super-Curricular Activities

Super-curricular activities are supplementary to the taught curriculum; they extend students' understanding of the taught course. They tend to be more academically focused, demanding scholarship. The department publishes on its curriculum maps menus of super-curricular activities connected to each term's learning. Whereas the extracurricular activities tend to be recreational and experiential, super-curricular activities demand scholarship.

4. Personal Development Curriculum

Core RPS

All Wyvern students follow a Core RPS curriculum through a one timetabled lesson each week across years 7-11. The curriculum meets the **DFE Guidance on PSHE education (Feb 2020)**, including curriculum content on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. However, the breadth of the Core RPS curriculum exceeds the national guidance, including additional themes such as: world religions, law, the justice system, medical ethics, global equality, the media and mental health. The Core RPS programme supports the college in achieving its third curriculum ambition: [to lead] students to appreciate their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it. The appendix provides a unit by unit overview of the Core RPS curriculum.

STRIVE

Introduced in September 2021 for year 7 and rolling through to year 9, students participate in the STRIVE programme to encourage them to take pride in the activities in which many of them already participate in during their own time and to gain recognition for doing so. The programme, which is delivered during tutor time supports the college in achieving its second curriculum ambition: [to lead] students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose. STRIVE develops six key personal attributes in students:

Strength of character

- Challenge yourself – Conduct, Achievement, Participation, Mental Health and Wellbeing

Enrichment

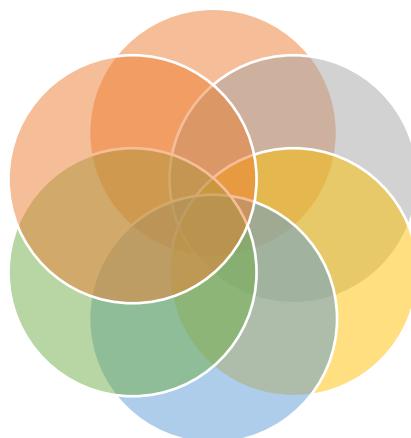
- Activities outside of academic subjects, participated in students own free time either as part of a group or on their own. Areas they are interested in

Teamwork

- Working together to achieve a common goal, completing a group project, a member of a club, participating in a band, member of a sports team

Volunerring

- Volunteer to help in a project or activity. Performing acts of kindness and helping others. Take responsibility for an area of college



Responsibility

- Showing the qualities of leadership. leading a class discussion, organizing a group, captaining a club or team. Showing responsibility

Initiative

- Extension of studies of a particular subject they are interested in (Super-Curricular). Options (Year 8), Careers (Year 9)

Students learn about each of the six attributes (one per half term) and are supported in enhancing their skills in each by identifying opportunities for them to try new things. Students are awarded bronze, silver and gold badges for successful completion of the programme in years 7, 8 and 9 respectively.

Assembly and Tutor Time Curriculum

The use of assemblies and tutor time further enable the college to realise curriculum ambitions 2 and 3. Activities are mapped across the vision statement, to provide students with opportunities to think deeply, read widely and discuss openly. Units of work are being formalised for September 2022.

Careers Curriculum

The careers curriculum is delivered through a range of activities that help to raise aspirations and inspire young people by providing real life contacts with the world of work. It is facilitated through a range of activities including working with employers and further and higher education providers. The Career Development Institute's (CDI) Career Development Framework state the six career development skills that people need to have positive careers:

- Grow throughout life by learning and reflecting on yourself, your background and your strengths
- Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces
- Manage your career actively, make the most of opportunities and learn from setbacks
- Create opportunities by being proactive and building positive relationships with others
- Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvements with your family and community
- See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills.

As part of our planning, evaluation and reflection, Wyvern uses the eight **Gatsby Benchmarks** which are the foundation of our careers strategy, a statutory requirement for secondary schools and colleges. We use the **Compass**

Careers Benchmark Tool to evaluate our careers activities. It identifies areas for improvement and is also as the basis for our careers plan for the year.

Wyvern uses a multi-strand approach to delivering careers education through: tutor time activities; planning to share work-related information within the curriculum design of all our subject courses; specific units covering employability skills and careers in Core RPS; and providing students with the opportunity to access impartial, one-to-one careers advice and guidance.

Students take part in a variety of activities e.g. employability interviews, opportunities to meet employers during lesson time, Careers Fair, National Careers Week activities, external visits to workplaces and FE and University workshops. Wyvern students also receive additional support whenever significant study or career choices are being made. The careers curriculum supports the college in achieving its third curriculum ambition: [to lead] students to appreciate their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it.

The 'Hidden' Curriculum

In addition to our planned, structured curricula, Wyvern also focusses on the what Matt Bromley (School & College Curriculum Design 1: Intent) defines as the 'hidden' curriculum. These are the unplanned, unstructured experiences from which students learn such as from their learning environments, their relationships and interactions with their teachers and peers, from Wyvern's expectations of their behaviour etc. The hidden curriculum supports the college in achieving its second curriculum ambition: [to lead] students to personal accomplishment and fulfilment, becoming happy individuals with social maturity and moral purpose.

