



INFORMATION BOOKLET FOR APPLICANTS

Special points of interest

- OFSTED, June 2015: Good
- Academy Status, April 2011
- Specialisms in Science, Maths & Computing
- 42.9% A*-B at A Level 2015
- 79.2% A*-C GCSE entries 2015
- 72.3% 5+ A*-C at GCSE including English & Maths 2015
- Investors in People - Gold Feb 2014
- Artsmark - Gold Feb 2011
- Thinking Schools Accreditation - September 2012

INTRODUCTION

Choosing the right school as the next step in your career is as important to you as choosing the right applicant is for us. We think of our approach to appointments as a two-way process and strive to be open and honest at all times.

This pack should be read in conjunction with the rest of the details which we have sent you. We hope that the following notes give you something of the flavour of Clyst Vale Community College, but if we have missed anything which you feel is important to you, please contact us and we will be pleased to try and provide it.

MISSION STATEMENT

- To raise standards of achievement through improvements to teaching and learning.
- To provide extensive opportunities for members of the College and wider community to participate and succeed.
- To prepare members of the College community for life, and for the next stage of their lives.
- To use current and future technology to maximum effect for the whole community.

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PLEASE VISIT OUR WEBSITE: www.clystvale.org

CONTEXT

It's an exciting time to join Clyst Vale! The College converted to Academy Status in 2011. We have a deserved reputation as a friendly and caring school, reflected in Investors in People - Gold status and being a former SEAL Champion School, and we are committed to raising standards without sacrificing this reputation. In September 2012 we became one of the first Thinking Schools in the country. We have retained our specialisms in Science, Maths and Computing, as these reflect the local needs of our catchment. Clyst Vale benefited from a £2.27m capital programme in 2009-10, which enabled us to substantially renovate our facilities, and a further £2.4m grant enabled us to further improve classroom facilities. We have also recently restructured our achievement and welfare system away from Year groups, to a vertical system of four "Schools" within the College.

CLYST VALE COMMUNITY COLLEGE

The history of Clyst Vale has been one of progress, evolution and change. The College was founded in 1959 as Broadclyst Secondary Modern, becoming a Comprehensive 11-16 school and Community College in 1974 when Devon reorganised its schools. The College gained a Sixth Form in 1984, with numbers now up to 195. Clyst Vale is an organisation of almost 1,000 school age students and 150 staff. It is a large organisation in a small village, near to a city and within a mix of administrative areas. The College has a tradition of independence and putting young people first.

CLYST VALE'S CATCHMENT AREA

Clyst Vale is delightfully situated on a twenty acre site in the National Trust village of Broadclyst, approximately five miles from the centre of Exeter. Broadclyst is the largest of the eight villages which make up Clyst Vale's catchment: Broadclyst, St Martin's (Cranbrook), Clyst St George, Clyst St Mary, Rockbeare, Silverton, Stoke Canon and Whimble. We draw about two thirds of our students from this essentially rural catchment; the remaining third is drawn principally from Exeter, which is geographically close. Employment in the Exeter area is generally good, with a variety of industrial, commercial, service and tourist opportunities. Many of our students' families work in Exeter or are self-employed. Facilities in Broadclyst itself are limited, however there is good public transport to Exeter which provides the full range of businesses, services and cultural events you might expect of a cathedral city. Within a twenty minute drive of Clyst Vale there is a large and varied housing stock, situated in market towns, the city and rural areas. The new town of Cranbrook falls within our catchment – we are thus anticipating a marked increase in roll over the next few years until its own secondary school is built.

SITE, BUILDINGS & FACILITIES

The College's buildings reflect growth and change over the years. The Main Building, which was the original block, opened in 1960 and, with its subsequent 'add-ons', houses Reception, Administration, the Library, the Staffroom, plus classrooms and offices for Languages, ICT and Art. The centre of the building is the Giraffe House, formerly an open courtyard but now covered over, which incorporates two ICT mezzanine classrooms. Science and Technology are taught in separate blocks; Post-16, Maths, English and half our Performing Arts provision moved into new accommodation in January 2010. The rest of Performing Arts has a suite of specialist rooms. Our newly opened (October 2014) teaching block is home to the Humanities and PE departments, plus some additional Science laboratories. The College has five ICT suites, as well as some clusters of machines in several areas, and five banks of 'flying laptops'. The College has daytime use of Broadclyst Sports Hall. The extensive playing fields provide a sense of space, and students have a burst of fresh air between every lesson. The College Library is the last dual-use Library in Devon and is open to the public on three days each week. The Hearing Support Centre is the designated unit for hearing impaired students from Exeter and East Devon. The £2.4m capital grant will improve Science, Humanities, MFL and ICT, as well as providing new changing rooms.

STUDENT SUPPORT

The tutor is seen as essential to the personal development of students, working in a team led by a Head of School. The Head of School has overall responsibility for the academic achievement and welfare of the students in the School. These are a mix of single-age tutor groups from Years 7-11. The College has a commitment to safeguarding children and to upholding safeguarding policies and procedures. Staff undergo regular training, and safeguarding issues are at the forefront of our recruitment practices. The last Ofsted report graded Behaviour and Safety as "Outstanding" and recognised the pastoral system as a strength of the College.

COLLEGE IMPROVEMENT PLAN

The College Improvement Plan is the vehicle for managing change and improvement. All areas of the College contribute to the Plan. For illustration, the priority areas for 2014-15 are focused on the following:

- Improving Student Progress
- Improving Impact of Teaching
- Raising Aspirations

CURRICULUM

The College offers a wide variety of subjects. In Key Stage 3, all students follow the National Curriculum, including discrete lessons of ICT and Drama. From September 2013 in Key Stage 4, most students follow a programme of ten GCSEs, including Beliefs & Values. However, responding to the recent national changes (and the introduction of 14-19 vocational provision) we are seeking to increase the flexibility at Key Stage 4. Students can add to their ten GCSEs with full course or short course PE or Dance. We also offer GCSEs in Health & Social Care, Childcare, Computing and Creative iMedia. A group of approximately fifteen students follow a „Skills for Working Life programme“ and a reduced GCSE programme. A handful of students each year follow extensive work-related programmes. Our specialisation has resulted in GCSE Triple Science being offered as an option, together with BTEC Science.

At Post 16 we offer over 30 subjects at AS/A2/BTEC and we also deliver Level 2 courses. The Post 16 curriculum includes compulsory enrichment comprising Beliefs and Values, Cooking, Finance and Fitness, plus a tutorial programme. Students also have the opportunity of taking part in a number of extra-curricular activities including Young Enterprise, paired reading, subject support, charity work and Sports Leadership.

KEY PERFORMANCE INDICATORS

GCSE Year 11 % of students	2011	2012	2013	2014	2015
5+ A*-C	74.1	71.5	73.5	74.5	77.5
5+ A*-CEM	66	55.5	60.00	71.5	72.3
5+ A*-G	92.2	93.3	93.5	94.5	97.1
1+ A*-G	98	100	99.4	99.4	100
POST-16					
Advanced level pass rate	97.8	96.7	95.00	99.00	98.4
Average points score (new style)	709	767.9	662.1	765.8	746.7
ATTENDANCE					
Attendance rate	94.6	95.1	94.3	94.7	94.3
% unauthorised absence	0.4	0.2	0.4	0.4	0.6

SUPPORT STAFF

In a complex organisation like Clyst Vale, the Support Staff (non-teaching staff) play a crucial role in making the College effective. "Workforce Remodelling" led to expansion in support staffing and Support Staff makes up around 48% of the College's total staffing. There is a team of Teaching Assistants, providing in-class support for individuals or small groups of students with special educational needs, including those from the College's Hearing Support Centre. In addition, there is a team of non-teaching staff led by the College Manager. They are responsible for the day-to-day running of many key functions: a budget of £5.5 million; admissions and attendance; communication with parents and external agencies; maintenance and analysis of data; word-processing, and photocopying.

TEACHING STAFF

The Senior Leadership Team (SLT) comprises the Principal, Vice Principal, four Deputy Principals, who all teach, and the College Manager. In total, there is a teaching staff of 71, including 21 Subject Heads, four Heads of School and 43 Tutors. PGCE students have regular support meetings, building on a well-established partnership with Exeter University, and we have a successful programme of support for NQTs. All staff attend regular weekly Briefing Meetings. The College's "Additional Support" section is headed by a Deputy Principal, with a SENCo, and includes Specialist Learning Support, Hearing Support and Behaviour Support (Skills Room).

PERSONAL PROFILE

You will need to refer to the other details in your application pack, but for both teaching and support staff roles we look for the following qualities:

- the ability to make a difference
- the ability to work as part of a team
- sympathy for the College's principles and priorities, especially the emphasis on achievement for all
- an enthusiasm for working with young people
- an open minded and flexible approach
- an ability to form effective professional relationships with all relevant colleagues
- a commitment to safeguarding children and to upholding safeguarding policies and procedures.

Additionally, for teaching posts, we seek to appoint colleagues who are:

- excellent classroom practitioners with a good knowledge of AfL principles
- able to establish excellent relationships with students as well as colleagues and parents
- well organised and efficient
- able to maintain good standards of student behaviour
- prepared to consider and adopt new methods of working, including ICT
- willing to contribute to the College beyond teaching and being a form tutor.

Experience shows that perhaps the three essential personal qualities needed at Clyst Vale, similar to all secondary schools, are a capacity for hard work, a sense of perspective and a sense of humour!

**Thank you for your interest in Clyst Vale Community College
We look forward to receiving your application**

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