



# The Ashcombe School



# CANDIDATE INFORMATION 2024

**WELCOME TO OUR SCHOOL**

# A Message from the Headteacher

Thank you for being interested in The Ashcombe School – we want to attract and retain the best people with the most potential and in return offer a stimulating and worthwhile environment and great opportunity.

The Ashcombe School is a genuinely comprehensive school with high academic standards for all, a strong and caring pastoral system, and a wide range of extracurricular activities aimed at preparing and enabling young people to lead fulfilled lives.

We are very proud of our students and what the school can help them achieve and are not only ambitious for our students but for our staff as well - this is an exciting opportunity to join a widely recognised, friendly, welcoming and supportive team and to take advantage of the many developmental and other opportunities we provide.



I hope that this pack will give you a positive and meaningful insight into the life of the Ashcombe School and that you will take the opportunity to join us online and visit to experience it for yourselves. I am very much looking forward to meeting and working with you.

A handwritten signature in black ink, appearing to read 'CP' followed by a stylized surname, likely 'Panting'.

**Chris Panting**

# About The Ashcombe School

## Overview

The Ashcombe School is a high-achieving genuinely comprehensive school with a very successful Sixth Form and is a vibrant and inspiring place to work. We continually look to support exceptional pastoral care, high levels of attainment across the ability range and provide an enviable range of extracurricular activities to prepare and enable young people to lead fulfilled lives.

---

## Ethos

The core elements of our ethos are focused on providing a caring environment that enables every individual within the school to realise their potential:

- We are a fully inclusive school that focuses equally on students of all ability levels.
- We provide a calm and welcoming environment with a significant emphasis on pastoral care.
- Our community is based on mutual respect and high quality teacher-student relationships.
- We encourage a culture of self-betterment for all who work at the school, with high quality training and development opportunities for all staff.
- The school operates a no-blame culture that emphasises the importance of collaboration and mutual support.

We strive to create well-rounded individuals, believing that great education is about much more than the lessons we deliver in the classroom.

---

## What we do every day

- Curiosity and challenge
  - Compassion and decency
  - Consistency
  - Courage
- 

***"The school has an ethos which matters"***

# About The Ashcombe School

## Structure

With almost 1500 students, including 290 in the Sixth Form, and over 170 teaching and support staff, the school is at the heart of the community in Dorking, and benefits from a spacious and attractive setting at the foot of Box Hill.

Our key successes include:

- High value-added scores across the full breadth of subjects and ability ranges
- A long tradition of students gaining places at Oxbridge and Russell Group Universities
- A student-centred approach for pastoral care and careers support
- A thriving Sixth Form, encouraging a wide intake where we believe students have the ability to succeed at A Level
- Many high-quality events which link students, staff and the whole community.

We are part of a small independent Multi-Academy Trust (South East Surrey Schools Education Trust - 'SESSET') comprising three secondary schools; The Ashcombe School, Therfield School in Leatherhead and Carrington School in Redhill. The Trust was established in 2017 and allows the schools to benefit from an overarching supportive umbrella whilst still retaining their unique character and ethos.

***"Vision for an academic curriculum, supported by high quality teaching and learning...is shared by all staff at the school"***



# About The Ashcombe School

## Our core aims

The school is highly regarded and oversubscribed as a direct result of its outlook, approach and values as demonstrated by its academic results, standards of teaching and outstanding pastoral care. The four strands which inform teaching and learning for staff and students are:

- **Learning in the classroom - Curriculum and its delivery**

We will provide all students with an inspiring and ambitious curriculum that equips every student with the knowledge and skills to flourish. Our students will become resilient, well qualified, life-ready citizens with a strong sense of social responsibility and adventure, leadership, and a global perspective.

- **Learning to live - Strong relationships and community**

We will provide an inclusive community which allows all members to feel safe and supported. This is underpinned by decency, compassion, and humility. Every child matters - there is an adult for everyone, and everyone is noticed.

- **Learning beyond the classroom - School is more than the classroom**

We will educate beyond the classroom, to develop resilient, creative, and life-ready citizens with a strong sense of social responsibility, leadership, a sense of curiosity, adventure and a global perspective.

- **Learning for Life - Preparation for life after school**

We will provide expert career and life guidance, so our students make informed decisions about their futures which facilitates their transition to life beyond the school.



***"A society grows great when people plant trees in whose shade they know they shall never sit"***

# What We Offer

## **A Strong Culture of Self-Betterment**

We believe that great training is always at the heart of an effective school and recognise that investing in staff development helps us to remain open to innovation, and directly improves the offer to our students and enables our staff to grow. The whole-school coordinated CPD programme is led by an experienced middle leader. The highly successful ECT programme is led by a group of experienced mentors and a coaching programme is offered to all staff. Staff are actively encouraged to engage in leadership courses, which sit alongside less formal groups such as a group discussing emerging pedagogy, as well as teaching and learning discussion workshops. Ideas and feedback are encouraged through many different channels, including direct access to the Headteacher who maintains an open door policy.

---

## **A Friendly and Welcoming Teaching Community**

We pride ourselves on treating people well and this was identified by Ofsted which noted that “the school has dedicated, enthusiastic, skilled staff who are supported by a fabulous senior leadership team”. The school has held Investors in People accreditation for almost 20 years and there is a “genuine and sustained commitment emanating from the top to looking after and investing in the staff”. We offer a genuinely warm and welcoming environment at all levels and there is real support from Leadership staff who are visible around the school at all times.

---

## **A Beautiful and Well-Connected Location**

In the foothills of the North Downs, the school is within walking distance of some of the most beautiful countryside in Surrey, including direct access to Box Hill and Denbies Vineyard – the surroundings are used by the school for sports lessons, sponsored walks and Duke of Edinburgh practices. There are excellent rail links to London, Brighton, Guildford, Reading, Horsham, Reigate and Redhill, along with access to the major road networks via the A24, A25 and the M25 which is just 5 miles away. Dorking is a thriving town with excellent sports and leisure facilities, entertainment venues and a wide range of food and retail outlets.

---

# What we offer



## Financial

- Competitive salaries at all levels, London Fringe, Teacher Pension
  - Free meals for lunch duties and INSET
  - Competitively priced dining service
  - Full benefit and protection of Teacher National Pay & Conditions
  - Complimentary tea and coffee and regular staff treats
  - Green Commute Scheme.
- 



## Community

- New staff Fitness Suite
  - Staff Association and regular social events
  - Staff choir
  - Participation in cultural trips locally and abroad
  - Half-termly Good News Raffle to recognise staff and teams
  - Culture of self-improvement
  - Open channels for feedback.
- 



## Work/Life Balance

- Two-week timetable and 4-period day
  - Family supportive - "no-one misses a child's nativity/graduation"
  - Opportunities for part-time working
  - Staff laptop
  - Staff meetings recorded for convenient access
  - Online parents evenings with refreshments if staying after school
  - E-mail etiquette.
- 

***"Amazing pupils, excellent parent engagement, warm and friendly staff"***

# What we offer



## Location and Travel

- Ample free and secure car and cycle parking
  - 5 minutes walk to 2 main rail lines
  - Short walk to Dorking High Street and amenities
  - Easy access to London, Redhill, Leatherhead, Crawley, Horsham and Brighton
  - 15 minutes from junction 9 of the M25
  - On the A24 and near A25.
- 



## Wellbeing

- Well-equipped and spacious work areas
  - Employee Assistance Programme
  - Up to 10 days paid leave for dependent care
  - Term-time Nursery on site with preferential staff rates
  - Wellbeing newsletter and activities
  - Health checks available on INSET days.
- 



## Career

- Regular CPD programme
  - Dedicated CPD Teams page with extensive resources
  - Middle leader and advanced middle leader courses
  - Opportunities to complete NPQH courses
  - Coaching programme
  - Participation in the SAfE network courses encouraged
  - National College programmes of professional development supported
  - IRIS Connect- to help with professional development
  - Rich programme of INSET run by national experts such as Marc Rowlands, Michelle Miller, and Tom Sherrington
  - New staff induction programme
-



# Why we love The Ashcombe



ECT RS and  
Politics teacher

I'm **Lauren** and joined **The Ashcombe** in **September 2023** as a **Religious Studies teacher**, teaching Key Stages 3-5, and A Level Politics. I had two quite different placement schools which gave me a clear idea of the kind of school I wanted to teach in (and those I didn't want to!). Despite my mentor's advice not to take the first job I was offered, The Ashcombe showed the range and diversity I wanted: a large mixed school, 6th Form teaching, and as became clear when I met the Headteacher, an ethos of openness and self-development. After experience working in a variety of jobs and doing outreach with disadvantaged school students while at university, I always came back to wanting to work with young people and teach. As a Year 7 tutor, I am very involved in all the Year 7 activities and trips and developing my involvement with the 6th Form. What impresses me most is **the transparency and open and welcoming nature of the school combined with respect** – there are so many opportunities for feedback, and nothing is sprung on you as a surprise.

---



Teacher in charge  
of Media

I'm **Michael** and joined **The Ashcombe** in **September 2023** as **Teacher in charge of Media**, also teaching English. Having taught in schools nearer to London, I was looking for a location which offered community and a balance of family life. The Ashcombe School is at the heart of the community in Dorking and despite its size, the strong pastoral provision has confirmed to me that every student is known and that kindness is at the forefront of the education available. I have felt warmly welcomed to the great range of school events which I have participated in: Careers Fair, Christmas Fair, Bugsy Malone production, Christmas Carols, trips to Cologne, visits to the BFI on the South Bank – the calendar this term has been full of activities beyond the classroom for all students. Staff and students are given so many opportunities to challenge themselves and develop, and the school is truly open to feedback and review. **When I walk around the school I see warmth, kindness and authenticity.**

---



Physics Teacher

I'm **Deirdre** and I joined the **Science Department** in **September 2022** as a **Physics teacher**, after qualifying and spending 5 years in another Surrey school. I was ready for a change but what made the biggest impression on me was when our Headteacher hosted a Zoom call to introduce us to Ashcombe before I even applied – it was so personal and I could appreciate the ethos of decency at The Ashcombe straightaway. I have found this ethos being embodied every day among the staff I have met. I enjoy being an ECT mentor, and planned a Year 12 to CERN in Switzerland next year – I've found my ideas are encouraged and enabled. Oh, and a 4-period day is a definite planning plus! From an international IT career to now, what keeps me loving my work is that **every day I find joy and reward in supporting our wonderful students whilst also feeling supported by my colleagues and leadership team.**

---



## **Our staff say :**

- a culture of community where students and staff feel supported
- a safe and calm learning environment
- camaraderie and shared dedication amongst staff
- strong student/staff relationships
- education is holistic
- a collaborative culture
- culture of openness, trust and support
- caring about individual students
- understanding, friendly and caring environment

**I hope this has given you an understanding of some of the key features of The Ashcombe School and why we believe it is such a special place to work - at the heart of the community and with a positive ethos.**

**Come and join us!**









## Jo Profile – Head of Modern Languages

### Introduction

This is an exciting opportunity to lead an excellent ML department which has thrived in recent years with growing numbers of students studying A Levels in French, German and Spanish. Progress at GCSE is strong with an improving Prog 8 figure over several years. The department is built on the foundations of an inspiring and practically influenced Key Stage 3 approach which has helped to engender a love of ML amongst many students. This could be an interesting opportunity for someone aiming to move into Senior Leadership or someone wishing to gain experience in leadership after a career in the classroom.

These possibilities will be outlined at a Zoom overview. Please contact Rebecca Smith ([hr@ashcombe.surrey.sch.uk](mailto:hr@ashcombe.surrey.sch.uk)) if you would like details and an invitation to this talk. This is an exceptionally important appointment for the school and a supportive environment is in place for the successful candidate to grow and flourish as a leader.

### Salary

Main Pay Range – Upper Pay Range (plus Fringe) £31,350 p.a. - £47,839 p.a.

TLR E (11 Units) - £11,797.50 p.a.

Full benefit and protection of the School Teacher Pay and Conditions

### Contract

Full Time and part time permanent

### Responsible to

SLT Line Manager



## Person Specification – Head of ML

In selecting candidates for interview and eventual selection, the school will be looking for teachers with relevant education, experience, job-related knowledge, aptitudes, and skills, and many of the personal qualities listed below. The school welcomes applications from teachers who consider they could meet most, if not all the requirements listed.

### Education, Training and Experience

- Qualified Teacher Status
- First Degree or equivalent in an ML or related subject
- Evidence of Continuing Professional Development
- Management experience

### Knowledge, Aptitude & Skills

#### *Curriculum and Pastoral*

- Commitment to the comprehensive ideal and to the principles and practice of equal opportunities and inclusion
- The knowledge and vision to put these into practice to meet current and future challenges within your subject and pastoral areas
- A keen interest in young people as individuals, in how they learn, and in a collaborative approach to learning
- A good understanding of student needs, support and interventions
- Recent experience of involvement in curricular/pastoral innovation and development
- A passion for ML and a desire to deliver inspiring lessons for all age and ability ranges.
- An understanding of latest research in teaching and learning and a desire to apply such findings in the classroom
- Ambition for both staff and students

#### *Contribution to Department*

- An ability to teach the full age range of 11 – 18 in French, German or Spanish
- Ensure effective learning for all students through excellent teaching and delivery of well-planned and organised lessons
- To ensure an effective system of assessments to produce valid data that can be used to track progress
- Support the development of teaching materials and revision resources within the department
- Support necessary intervention and/or enrichment activities for students to further develop their experience of ML within the school

### Personal Qualities

- Confidence, imagination and drive
- Flexibility, ability to prioritise and manage time effectively
- Effective oral and written communication
- Reflective, approachable and have a sense of humour
- Ability to lead and work as part of a team, establishing good working relationships with a wide range of people including students, parents, governors, and colleagues





## Roles and Responsibilities – Head of ML

Ensure that pupils are prepared for the national and school requirements of Modern Languages by coordinating and monitoring the work of the Modern Foreign Language teachers.

- Keep abreast of curriculum developments, National and examination requirements and wider curriculum developments (i.e. reading, writing, communication and numeracy).
- Plan, audit and evaluate the curriculum provision for students, taking account of the need for differentiation and equal opportunities, through co-ordinating
  - Liaison with primary schools (ensuring progression and continuity)
  - Aims and objectives for courses related to National Curriculum requirements and school aims, values and initiatives
  - Schemes of work in line with guidelines provided by SLT
  - Documents to students and parents about courses on offer
  - Learning materials (storage, distribution and stock checking)
  - Nature of assessment materials and mark schemes, ensuring standardisation of assessment
  - Process of setting students in appropriate groups and reviewing grouping arrangements
  - Ensuring work is set in event of staff absence
- Follow school and departmental guidelines on monitoring the quality of teaching and learning, for example through
  - Examination of teacher records
  - Examination of samples of student work
  - Examination of teacher reports
  - Interviews/questionnaires involving students and parents
  - Analysis of school assessment data
- Meet regularly with SLT contact to discuss management issues including curriculum, teaching and learning, ARR (Assessment recording and reporting), MER (monitoring, evaluation and review), meeting agendas, finance and staffing
- Develop strategies to enhance teaching & learning



## About the ML Department

Foreign languages have played a central role in the curriculum vision of The Ashcombe School. French and German are taught as joint first languages in KS3 and pupils also have the opportunity to learn Spanish from Year 8. In KS4 it is compulsory for the vast majority of students to study at least one language to GCSE. In the sixth form, A-Level French, German and Spanish are offered. We are committed to communicative methods and are eager to make learning foreign languages an enjoyable experience for students of all abilities, whilst preparing pupils thoroughly for external examinations.

### Courses

**Year 7 and 8** All pupils study French and German for a total of 3 double periods per week (210 minutes). The department uses Studio and Dynamo for French and is currently using combination of Stimmt and Echo for German. There are opportunities to learn Spanish as a lunch time club in these years.

**Year 9** At the end of year 8, pupils choose which language to continue with into year 9 and beyond. They can choose, French, German, Spanish or French and German in an accelerated group.

**Years 10 & 11** Most students study at least one GCSE language (French, German or Spanish) and a number of students study two languages. In addition, there is an after school GCSE Italian group. Our exam board for GCSE languages is AQA. We are currently using the Studio higher and foundation text books for French and the Stimmt higher and foundation text books for German. Viva higher and foundation text books are used in Spanish.

**Sixth Form** There are French, German and Spanish groups in both the Lower and Upper Sixth. Our exam board is Edexcel and we use the Hodder Education A Level text books which include the 'Boost' online resources.

### Staffing

#### Head of ML

Nichola Hardy

#### Teachers

Elodie Caron, Séverine Covens, Cynthia Derrick, Rebecca Hesk, Deniz Holloway, Rebecca Maconochie, Ami Reed, Jay Simmonds (Deputy Head), Rachael Williams

This is a description of the main duties and responsibilities of the post at the date of issue. The duties may change over time as requirements and circumstances change. The person in post may also have to perform other duties as may be necessary from time to time and would be expected to undertake any reasonable task, as directed by their line manager.



## Accommodation

All language lessons are taught in an adjacent set of rooms in the Bradley building, and these include two fully equipped ICT rooms with excellent facilities. This allows for very efficient management in the rooms, and most importantly gives wide scope for valuable independent listening and speaking practice. There is also a well-resourced languages office.

## Visits & Exchanges

We have well-established links with both France and Germany. Our regular visits include a Year 7 visit to Rhineland, a Year 8 visit to Northern France, a French exchange in Nantes, a German exchange with Troisdorf.

## Further information

To find out more about the post, please contact us and ask to speak to Nichola Hardy, Head of ML and visit our website [The Ashcombe School - Working Here](#) for information.

## How to Apply

To apply, please go to our website [The Ashcombe School - Working Here](#) to download and complete the Teacher Application Form. Please send your completed version to [hr@ashcombe.surrey.sch.uk](mailto:hr@ashcombe.surrey.sch.uk).

**Chris Panting, Headteacher, will present an overview of the school by Zoom on Wednesday 01 May 2024 at 6.30pm.** A school tour is available on request. Please email [hr@ashcombe.surrey.sch.uk](mailto:hr@ashcombe.surrey.sch.uk) to register for these events.

The closing date for applications is **8.00am on Monday 06 May 2024**, but early application is advised as the school reserves the right to interview and appoint as applications are received and before the closing date.

Candidates selected for interview will be informed by email. We do not generally contact candidates who are not shortlisted.



## Safeguarding

*The 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 Disclosure and Barring Service (DBS).*

*We will also carry out an online search about you for information that is publicly available online. This will include social media accounts you may hold. This will only be carried out on shortlisted candidates and before interview. This processing of data will be conducted under the legal basis of Article 6e public task in line with guidance laid out in para 21 of Keeping Children Safe in Education (KCSIE) 2022. Any data collected during this search will be retained in line with our retention schedule which is available on request.*