



# Robert Barclay Academy

## Education for a changing world

### OUR VISION

In our school community, we have high aspirations for every individual. We firmly believe it is our duty to provide the very best all-round educational experience and prepare students for a happy and successful life in an ever changing world!



## RECRUITMENT INFORMATION PACK 2024-2025

#LEADERSNOTFOLLOWERS





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Dear Candidate

Thank you for showing an interest in working at Robert Barclay Academy, part of Scholars' Education Trust. The successful candidate will be dedicated and creative, an effective teacher and have ambition to develop their leadership skills further. We work collaboratively within the school and with the other schools across the multi-academy trust and ensure that, whether you are relatively new to teaching or more established, you are fully supported to ensure that you will be a success.

You will be joining the school at an exciting time, as we continue our journey of rapid improvement. Since becoming part of the Scholar's Education Trust, our Progress 8 Score over the last 3 years has confirmed that our students perform to national expectations. Our students are our biggest asset; they are polite and well-mannered, well presented and take pride in their school. Teaching and learning is at the heart of everything that we do. We were particularly pleased with the feedback from Ofsted *'Pupils like their school, and they feel part of 'a family'. They know that their teachers have high expectations for their behaviour and learning.'*

Our ultimate aim is, of course, to be outstanding in every area. Quite simply, we want to ensure that 'hand on heart', we are providing the very best education for our students. They deserve it, and we want to ensure it is better here than anywhere else. It is this mission that drives us. Hopefully, this is something you can contribute to and help us to make a difference. If appointed, you will have the opportunity to contribute to a professional and hard-working team. Your support and leadership will make a real difference to continue the journey of success of this team.

As an 'outward-facing' school, we work closely with all the schools in our Trust and the Alban Teaching School Alliance. We are also a PiXL school with the benefits of training, ideas and resources all these strong connections bring. I believe in the power of collaboration in school improvement and we are seeing the benefits of this at Robert Barclay Academy through being part of an 'outstanding' multi academy trust.

This pack contains lots of information about the school and the department. If you would like more information, or to visit, please feel free to contact the school by telephone or by e-mail and we will be more than happy to accommodate your requests. Finally, if you are passionate about working with young people and really believe you can join our team in making a difference, then I warmly invite you to apply. This will enable you to take a look at us in more detail and really experience at first hand the friendly and professional environment we have established.

Ced de la Croix  
Headteacher





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## Use of Technology at RBA

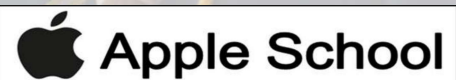
Since September 2020, the school has been embarking on a new and exciting initiative!

From the experience of the recent lockdowns, we have recognised that we can further enhance the quality of teaching and learning by ensuring all of our students and staff have access to an appropriate one to one personal device, to work with at home and in school. With this in mind, and with the support of our Trust Board, we have rapidly moved forward to provide every member of staff and student with an iPad.

We have chosen iPads because Apple are a market leader in technology and iPad devices have proven themselves to be: fast, slick, robust, user friendly (as most students and staff know how to use iPhones), light (and therefore more portable), and most importantly the apps and functions available on an iPad are extremely intuitive and therefore support teaching and learning. By all students having the same device, it allows staff to plan more easily in the knowledge that all students will have access to the same app and it also allows our IT team to centrally control their usage. There is now an Apple pen which also allows this device to be used in the manner which is familiar to many i.e. making notes, writing to do lists etc. Finally, moving to iPads for all also supports our sustainability programme and our drive to become a greener school as the devices will allow us to move to become paperless.

The purpose of the iPads is to supplement the teaching and learning that is in place; not to replace it. Our partner school in the Trust, Samuel Ryder Academy, is already an Apple School and are national accredited trainers. Indeed, all the other schools across the Trust support one to one devices so we are in a good position for our staff to be able to network with others in order to share ideas and good practice.

All staff now have iPads. iPads are being issued to students on a rolling programme and currently students in Years 7-10 and Year 12 have iPads. You will therefore be joining us at a very exciting time as we will be supporting you with developing your IT skills in order to utilise an iPad. This will not only serve to improve your teaching, but we also plan to use iPads to support your workload and therefore your well-being, something that we take great pride in doing.

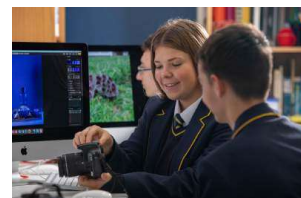




## Departments at RBA

### Art

The intent of the Art Department is to equip students with an introduction to key knowledge and skills so that they become confident in exploring their own creativity. The Art Department will offer students a chance to explore a wide range of techniques and materials. Students will not only be taught how to draw, paint and sculpt but how to observe, review and refine and how to express themselves. They will be taught the language of Art. How to use correct terminology to analyse the work of others and reflect on their own progress. The intent is that students finish key stage 3 with an appreciation and knowledge of great 2D and 3D artists, designers and architects.



### Dance

The Dance curriculum encourages students to develop their creative, physical, emotional, and intellectual capacity, whatever their previous experience in the subject. Dance is a powerful and expressive subject which will build on confidence and social skills that is required for this subject. Students will study a range of cultural dance styles and fusions, whilst also developing their ability to critically appraise professional dance works, whilst also studying key dance practitioners. Dance will provide a springboard for the students to prepare for a performance career, and to use these key skills in performing.

### Design and Technology

In the Design and Technology Department we aim to develop a love and appreciation for designers and their works, past and present, as well as knowledge of how to design inclusively and to grasp the global difficulties design can cause and solve. Students will value design as a way supporting problem solving skills and as a method of enterprise. To do this, students will understand design methodology and be able to communicate their ideas in a vast range of ways. At RBA the overall intent is to shape students minds to be enable them to creatively design products and solve problems using knowledge that is imparted in the hope that they will go onto study design or to enter the world of engineering at a level that will lead to their future prosperity and happiness.



## Drama

The Drama curriculum gives a desire to explore creativity, develop theatrical skills and build upon key communication and social skills. With exploring the history of Drama and Theatre, students gain an understanding of how cultures have grown and changed over the years. In addition, with in depth knowledge into performance styles and theatrical techniques we intent our students to be able to form a foundation basis to support a future career in performance. We focus on developing all students ability to practice and use oracy as a primary form of communication to further develop their social skills.

## English

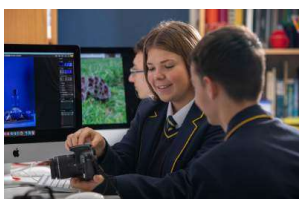
In the English Department, we have redesigned our curriculum in response to the specific needs of our students. When designing the curriculum, we had the intention of honouring two types of 'need': firstly, the need for academic success and progress at KS4 and KS5 with relation to exams and outcomes for all students; secondly, and we believe, crucially, the need to consider their power in society and how our subject can help to them to best realise it.

We created a thematic approach to English, which interleaves skills and content throughout a series of 'Big Ideas' and through to Literature texts at GCSE. These themes centre around:

- Technical Skill and Subject Knowledge
- Social Responsibility: Gender, Class, Diversity etc.
- Rhetoric and Eloquence
- Man Vs Nature
- Power and Control

## Food Technology

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook being a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life. Using a wide range of ingredients, students are encouraged to develop and implement their own ideas and skills, thus giving them the confidence to create inspiring nutritious dishes.





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## Geography

The overall intent of the Geography curriculum is to engage students in the world that we live. We aim to inspire a curiosity and fascination about the world and its people that will help them to succeed in their lives. Students will grow their knowledge of the interactions between physical and human processes, and of the formation and use of landscapes and environments. In addition to this, the geographical knowledge, understanding and skills will help to provide them with the framework to explain how the Earth's features are shaped, interconnected and changed over time. Lastly, we want to excite students' minds by challenging perceptions and developing their investigative skills.

## Health and Social Care

The Robert Barclay Academy Health and Social Care Department aims to create students who question the behaviour of themselves and others around them to enable them to build skills to be able to deal with these individuals when encountering them in the care sector. The Health and Social Care curriculum is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life, by engaging students with key behaviours they see and experience in their lives.



## History

The RBA History department curriculum aims to give students knowledge and understanding of local, British and world History. Our aim is to ensure that every student, regardless of whether they continue their studies beyond KS3, leaves RBA understanding Britain and her place in the world today. Our schemes of learning will enable students to understand how the world around them has been shaped by History and equip them to think critically, weigh evidence, identify arguments, make judgements and understand the complexity of people's lives, the process of change and diversity. In order to be successful, students need to develop their understanding of the following skills: cause and consequence, change and continuity, significance, chronology, sources, interpretations, knowledge retention and extended writing.



## ICT and Computing

Our blended ICT curriculum ensures that students at KS3 are being taught a wide range of skills driving from both an ICT and computing framework. This is to ensure that the skills being taught are keeping pace with the evolving way businesses and the wider society are using technology whilst engaging their curiosity and developing their digital literacy.



## Mathematics

At RBA, our intent for mathematics is to have a curriculum to ensure that all pupils are numerate and able to make sense of the world around them. Using departmental subject knowledge, skills and understanding of the strands; Number, Algebra, Ratio, Proportion and rates of change, Geometry and Measure, Statistics and Probability. We aim to develop each student's fluency, mathematical reasoning, and problem-solving skills, by providing a comprehensive, balanced and progressive curriculum and thus closing those gaps. RBA will provide opportunities for all students to consolidate, improve and strengthen prior knowledge throughout their mathematical journey.

## Media

The overall intent of the Media Studies curriculum is to engage students in contemporary society and culture through the theoretical framework including; media language, representation, audience and media industries. The media can play a central role in shaping our perceptions of the world through the representations, viewpoints and messages they offer to us. Students are encouraged that interpreting their answers, using the PEAL structure, can be different and still correct. As well as the analytical side of the curriculum, students gain knowledge of media design skills at a professional level by using Photoshop and InDesign.

## Modern Foreign Languages

At RBA, our aim is for to give our students the knowledge and confidence to converse in one modern language, either French or Spanish, well enough to perform several social tasks, such as ordering food, describing their interests, booking and reserving things and finding the way around. The curriculum is rich and ambitious, supporting the school's aims to increase aspiration, literacy and cultural capital for our students.





## Music

The Music Curriculum explores one of the highest forms of creativity. Students are to develop key skills including how to compose their own music, correctly use their voices and have opportunities to learn the keyboard. This also includes increasing their own self-confidence and creativity. Students gain an understanding deep understanding of Music theory and its history. Students also begin to form the foundation basis to a career in performance.

## Photography

The Photography Department exposes students to a wide range of imagery produced by makers, artists, commercial photographers and talented amateurs, to inspire them to produce their own photographic and lens-based work. Students are taught to decode visual symbolism from a range of art historical sources, including fine art, technical, scientific, illustrative and advertising photographs. Through this, students learn to understand and appreciate the role photography plays in our lives, both historically and in current times. Exposure to this wide range of sources also develops them into independent visual thinkers who have a greater understanding of the world around them and how to navigate it, both at RBA and beyond.

## Physical Education

PE at RBA offers our students a rigorous, broad and balanced curriculum. Our intent is to develop lifelong learners who are engaged, show an enjoyment of PE and physical activity whilst developing knowledge, understanding and confidence to lead healthy, active lifestyles. This alongside developing confident leaders and providing opportunities to be involved in school sport from participation through to National competition.

Our new 5-year core PE curriculum is designed to enhance cultural capital and for all students at RBA to meet our aims and make progress in PE, we teach and assess holistically against our 4 'ME's in PE'. This model encompasses all of what PE has to offer and at the same time allows us to grow and nurture students who will become well rounded and life skilled, ready for the wider world and a lifetime of physical activity.





## Psychology

The Psychology curriculum has been designed to enable our students to outline why people behave using different approaches to understand behaviour. Students will be able to make predictions about people's behaviour and be able to apply knowledge to new case studies, to know and be able to replicate the scientific process, to write coherently in a scientific style and experience modelling the independent scientific process so that they are well prepared to work or study in the field.

## Religious Education

We intend to give students a wider world view, to be able to confidently discuss, judge, analyse and evaluate about religions, philosophical, ethical and moral perspectives. We agree fundamentally with the Hertfordshire Agreed Syllabus that RE is for 'pupils to develop as tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views'. This is done with an emphasis on literacy.

## Science

The Science curriculum from KS3 to KS5 aims to inspire a curiosity in students and allow them to gain insight into the skills scientists require, both from a practical point as well as how to hypothesise; predict; test; observe; problem-solve and conclude.

We aim to develop, across all three disciplines and from Year 7, the scientific literacy; mathematical skills; writing; oracy; researching and reading skills needed to be scientists as well as develop the practical skills whilst paying attention to accuracy, precision and repeatability. We want our students to be able to understand how theories are developed and redesigned when new evidence comes to light, for example, the atomic model. We would like our students to work independently on scientific inquiries where they can select the correct apparatus; follow a method (or their own); observe and measure leading to a critical evaluation of their results.



## Social Studies

At Robert Barclay Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity. Our PSHE curriculum provides a comprehensive, carefully thought-through programme.



## How to apply and benefits

### Benefits of working for Scholars' Education Trust

There are many benefits of working within Scholars' Education Multi-Academies Trust:

- RBA Professional Bursary of £1500 to support relocation.
- RBA iPad for all teaching staff.
- Comprehensive training and a commitment to high-quality CPD across the MAT.
- Support from colleagues from 'Outstanding' and 'Good' schools across the MAT.

The Trust aims to ensure that the skills and experience of staff at all the schools are maximised to ensure that the students in our care receive the best education possible. Expertise in teaching and learning is shared across the entire trust and support systems are centralised to enable the schools to achieve maximum efficiency from all our resources. Although all schools retain their own identities, the central "DNA" of the Trust is shared across the organisations so that whether you are in Buntingford, Dunstable, Harpenden, Hemel Hempstead, Hoddesdon, Letchworth or St Albans you will know you are a part of Scholars' Education Trust and that the values and priorities of everyone you meet will be the same.

### How to apply

Candidates should submit the following:

- Completed application form
- Personal letter of application (a short letter which indicates your experience and impact to date and what you can offer our Academy. We regret we cannot accept CVs.)

For further details, assistance or an informal discussion, please contact:

Central HR  
Scholars' Education Trust  
Drakes Drive  
St. Albans  
Hertfordshire AL1 5AR  
Tel Number: 01727 734424

Please email completed applications to: [hr@scholarseducationtrust.co.uk](mailto:hr@scholarseducationtrust.co.uk)

Please note that references may be requested prior to interview for those who are shortlisted.

We look forward to hearing from you!





## Why teach in the Borough of Broxbourne?

Broxbourne is superbly located. We are a short drive from the M25 and a short drive to the A10 road. The A10 road runs north to south and provides direct access to Cambridge and London meaning that Broxbourne is very easy to access by car.

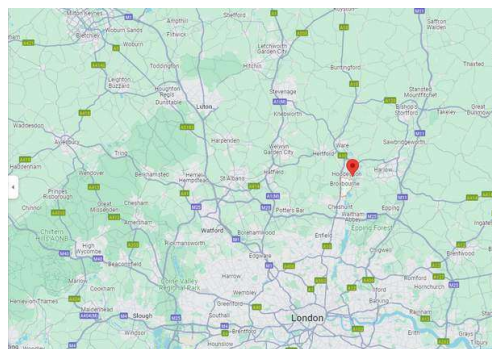
There are several train stations within the area that provide excellent links to London and Cambridge. Greater Anglia Railway operates regular services to London, Liverpool Street. The fast train from Broxbourne to Liverpool Street takes just 25 minutes. The Academy is situated within a fifteen-minute walk of Broxbourne Station.

Although urbanised with industrial and commercial activity, the whole area retains much of its rural charm. Some of the loveliest countryside in the Home Counties can be found locally.

By relocation to Broxbourne you can choose to live and stay in a beautiful setting surrounded by attractive parks, woodland and waterways within a short distance of London. You can enjoy a variety of things to do, see and explore in the borough and nearby. Within the local area it is easy to indulge yourself with good quality food, drink and accommodation. Broxbourne also has many leisure attractions to offer.

You may know Broxbourne as the place where Team GB won the Gold and Silver Medals in the canoe slalom events during the London 2012 Olympic Games, as it is the home of the Lee Valley White Water Centre, a world class sporting facility for white water rafting and canoeing. The centre is located on the edge of the Lee Valley Regional Park and is open to the general public.

Due to its location and easy access to London, the Borough of Broxbourne is becoming a very desirable area to live for commuters. The demand for housing is on the increase and the demographics show that all schools in the local area will be full by the year 2020. The school is surrounded by the Spotlight Theatre and Lowewood Museum, both of which the Academy has very strong connections with.





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Scholars'  
Education Trust  
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Headteacher: Mr Ced de la Croix

Chief Executive Officer: Claire Robins OBE BA MEd NLE

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 @RBAcad

 @RobertBarclayAcademyHoddesdon



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## **Application Process**

Complete the Application Form

Short Covering Letter - one to two sides of A4, including:

- Your experience of teaching to date and what you have learned
- Your leadership experience or potential
- Why you want to teach your chosen subject
- How you feel you can make a difference at RBA

Send these documents to [hr@scholarseducationtrust.co.uk](mailto:hr@scholarseducationtrust.co.uk)

## **Interview**

Interviews will be held shortly after the closing date. You will be asked to:

- Deliver a lesson
- Meet with our students
- Attend a formal interview