

# JOSEPH LECKIE ACADEMY

## INFORMATION FOR JOB APPLICANTS

### INTRODUCTION

Choosing the 'right' school is as important for you as choosing the 'right' applicant or student is for us. We set high standards for both students and staff. This is a forward thinking Academy where we expect students to do their very best but also that we, as teachers, do the best we can for the children and young people in our care.

We hope the following notes give you enough information in order to reach a decision to apply for the post here at Joseph Leckie Academy. Should there be anything else you wish to know, please do not hesitate to contact us. Similarly, if you would like to make an informal visit please telephone and arrange this with Jayne Jackson (Principal's PA).

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Email: [j.jackson@josephleckieacademy.co.uk](mailto:j.jackson@josephleckieacademy.co.uk)

Our web address is: [www.josephleckieacademy.co.uk](http://www.josephleckieacademy.co.uk)

### AIMS AND VISION STATEMENT

Joseph Leckie Academy provides a safe and challenging environment which maximises opportunities for all members of the Academy community. We work in partnership with parents and a wide range of other agencies and organisations to equip all of our students to be confident and effective young people and lifelong learners.

1. To help every child to achieve his or her full personal potential.
2. To foster the skills of independent enquiry.
3. To encourage cooperative activity.
4. To lay the foundations for a happy, successful and healthy adult life.
5. To promote education for all - irrespective of gender, colour, belief, ethnicity, class, religion and disability.
6. To equip every child with the skills that will enable him or her to effectively participate in an ever changing society.
7. To develop an awareness of the role and contribution of the individual within the local, national and international context.

## **A BRIEF INTRODUCTION TO JOSEPH LECKIE ACADEMY – A CONVERTER ACADEMY**

The Academy has a Published Admission Number of 240. Over the last 3 – 4 years in line with the majority of Walsall schools, the intake has been reduced to fewer pupils in primary education but the trend now is for bigger numbers to transfer at the end of Key Stage 2. In September 2016 we admitted 216 Year 7 students and looking ahead to September we will have 240 in the new intake. We currently have 1240 students on roll, which includes a large Sixth Form; a teaching staff of around 100 and a support staff of 100. We have 241 students who study at Post 16 level (Years 12 & 13). We continue to be very popular with students moving up from Year 11.

Everyone works hard at the Academy but it is also a friendly and supportive place either to begin or to further your career. New staff have induction training, in house, as well as a year - long development programme in partnership with the Sutton Alliance. Professional development is encouraged and is achieved via a variety of providers including the expertise of colleagues.

The Joseph Leckie Academy was established in 1939 to replace two local single sex secondary schools. At first it continued to operate as two separate schools with a shared gymnasium (the present Library), and this is reflected in the physical structure of the East and West Wings of the 'old building' which mirror each other. Soon after 1945, however, the schools were mixed and became one of the first 'Bilateral' schools, with both 'selective' and 'non-selective' intakes based on the 'Eleven-plus' exam. In 1972, following a merger with the Chuckery Secondary School, it became 'comprehensive' and new buildings were constructed on an enlarged campus 'across the brook', to accommodate the larger intake. Practical subjects and Physical Education are mainly catered for in the newer buildings. The Academy's extensive playing fields are situated across the road from the Academy.

In 1999 Joseph Leckie attained specialist technology status and in February 2012 became a converter academy.

The area primarily serviced by the Academy is defined by obvious boundaries: the M6 (Junction 9) Motorway to the west and south, the golf course, parks and the Walsall Borough boundary to south and east, and the town centre to the north. Within this area there are four districts of Walsall, namely Palfrey, Caldmore, Fullbrook and Delves.

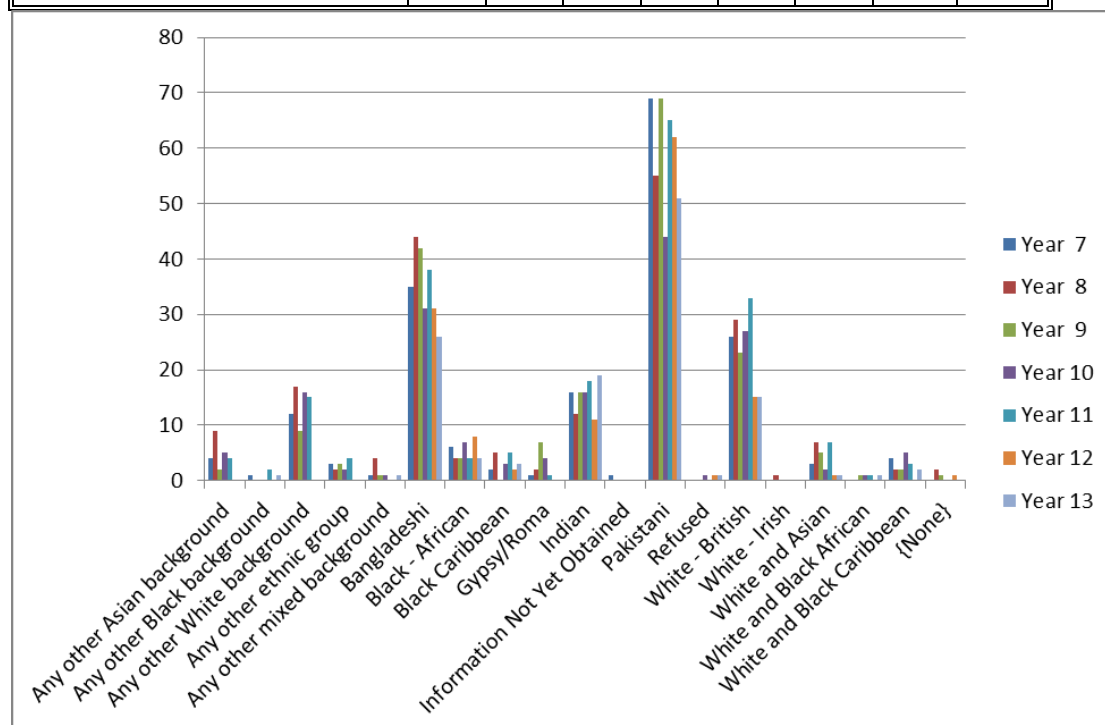
Palfrey and Caldmore lying north of the Broadway Ring Road, contain many older houses, but with much recent imaginative development. Many families with origins in the Indian sub-continent now live in these areas.

Fullbrook and Delves contain council estates of the 1930s and areas of private housing mainly of the same vintage but some more recent including the Tamebridge and Poppyfields developments.

The intake of the Academy contains a social and ethnic mix, represented by the following analysis:

## Ethnicity Analysis

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
<b>Any other Asian background</b>	9	4	8	1	5	0	0	32
<b>Any other Black background</b>	1	1	0	0	1	0	1	3
<b>Any other White background</b>	11	14	18	8	14	4	0	69
<b>Any other ethnic group</b>	3	4	4	2	1	3	0	17
<b>Any other mixed background</b>	1	1	2	0	0	0	0	4
<b>Bangladeshi</b>	57	39	42	43	34	30	29	274
<b>Black - African</b>	10	6	6	6	8	3	6	45
<b>Black Caribbean</b>	2	4	5	2	3	1	2	19
<b>Gypsy/Roma</b>	0	1	1	7	3	0	0	12
<b>Indian</b>	23	14	12	15	15	14	11	104
<b>Information Not Yet Obtained</b>	0	1	0	0	0	0	0	1
<b>Pakistani</b>	78	75	63	78	45	56	50	445
<b>Refused</b>	0	0	0	0	2	0	1	2
<b>White - British</b>	23	29	28	21	24	9	13	147
<b>White - Irish</b>	1	0	1	0	0	0	0	2
<b>White and Asian</b>	4	6	6	4	2	3	1	26
<b>White and Black African</b>	2	0	2	1	1	0	1	6
<b>White and Black Caribbean</b>	2	5	2	1	5	0	0	15
<b>Total</b>	227	204	200	189	163	128	113	1224



A dedicated staff of 100 specialist teachers is augmented by visiting instrumental music teachers. Staff are assisted by various non - teaching technicians and support staff. The Academy has additional teachers and teaching assistants who are employed to raise the levels of attainment of ethnic minority students and other colleagues assist teachers and students who are in receipt of an Educational Health Care Plan or who have additional educational needs who are supported either in class or by temporary extraction.

Joseph Leckie Academy aims to be a caring organisation. It strives to achieve the highest standards of academic excellence and a proper order and discipline. Each student is treated as an individual, with education being seen as a life - long process. Excellent links are maintained with our partner primary schools through regular cluster meetings. Good contacts also exist between the School Careers Officer and the local Careers Service.

In pursuit of its aims, Joseph Leckie Academy seeks active support from parents. It is firmly believed that students make the best progress when students, home and the Academy work in partnership. Local links with the community are very much encouraged and these links are strengthened by Year 11 and Sixth Form students who participate in work experience each year.

The Academy is a member of the Walsall Education Business Partnership scheme and this involvement is reflected in the many work-related activities which take place across the curriculum both in Years Ten and Eleven and in the Sixth Form.

The Sixth Form is open to all ability levels of students who can benefit from our wide range of courses.

A wide range of extra - curricular activities, outdoor pursuits and other educational trips are offered to students. It is hoped that by taking advantage of all Joseph Leckie Academy has to offer, students will find enjoyment, fulfilment and a sense of achievement.

## **THE ACADEMY STRUCTURE**

In September 2016, we moved from a vertical tutorial system with students from Year 7 – 13 managed by four Heads of House to a year based pastoral support system with students grouped in mixed ability tutor groups which meet daily for Year Assembly (once per week) / tutorial purposes and in Years 9 /10 /11 weekly for PDP lessons. Year 11 students are placed in smaller tutor groups with a subject specialist with the aim of giving additional support and intervention via academic mentoring in order to further raise standards, improve attainment and accelerate progress. A member of the Leadership Team is linked to each year group and liaises closely and regularly with the Head of Year.

## **WALSALL AND THE SURROUNDING AREA**

Close to the Midland motorway links (M6, M5 and M42) Walsall is well placed for easy access to London and the south as well as Manchester and the Lake District in

the north. The Derbyshire Dales and the Cotswolds are approximately one hour away, whilst the Welsh mountains may be reached in 90 minutes.

Birmingham with its wealth of attractions and Cannock Chase, an area of outstanding beauty, are approximately 10 miles away.

Walsall has a nationally renowned New Art Gallery as well as a Leather Museum and an extensive Arboretum.

## **THE ACADEMY FACILITIES**

The Academy buildings are on one site with a stream separating the original buildings from the design and technology, textiles, art, food technology, science and physical education facilities.

A new 21 room teaching block was opened for use from September 2016. The Student Council and the governors of the Academy decided to name the building The Keith Whittlestone Building. This teaching block houses history, geography, RE and computer science / ICT lessons.

From September 2009, all English, Maths and Drama lessons have taken place in a brand new state of the art complex named after a long serving governor – Colin Beilby.

Other facilities include refurbished science laboratories and remodelled workshops for design and technology, art and craft /pottery studios, 21 computer rooms and other specialist rooms for food, textiles, business studies, graphical communication, music and physical education and recreational facilities, which include a re – furbished sportshall, gymnasium and swimming pool.  
Our Library houses 60 computers as well as books and audio / visual resources.

The Academy has extensive ICT facilities including 21 specialist rooms, interactive whiteboards and a video conferencing suite. This is used for a variety of purposes such as linking with schools in other parts of Britain and further afield such as Africa, distance learning at Post 16 level and linking with students in other parts of the world.

Staff have their own area on the network and e-mail address: staff may access their Academy files and emails at home via the internet.

The Academy has its own website and a very extensive intranet to support teaching and learning. All students have their own work space and email address. In February we invested in Share Point which teaching staff are currently embedding into every day teaching and learning across the Academy.

The Academy has extensive playing fields situated across West Bromwich Road which is immediately opposite to the main Academy buildings.

## **STRUCTURE AND MANAGEMENT**

The Leadership Team (LT) currently comprises the Principal, two Vice Principals and two Assistant Principals. It meets weekly to discuss whole Academy issues and developments in consultation with various committees. In addition to this meeting the LT also meets on Thursdays and Fridays each week from 8.00 – 8.30 a.m. for briefings. Weekly Staff Briefings take place at 8.20am each Monday morning.

## **CURRICULUM**

Key Stage 3 is for Years 7 and 8 only – all students then begin their GCSE courses in Year 9. For some of our students there is early entry in Year 10, following which there may be some rationalisation / personalisation of their timetables, including studying other courses such as additional GCSE courses if appropriate.

A broad and balanced curriculum is offered to all students in Years 7 to 11 in line with the National Curriculum. The curriculum is delivered through faculties and departments - in larger faculties this is delivered in half year blocks. Setting by ability occurs from Year 7 although there are some mixed ability groups in English. Courses are run to GCSE and GCE levels as well as BTEC Levels 2 and 3.

There is an emphasis on the use and development of technology in teaching and learning. Extensive computing facilities allows for all students in Key Stage 3 (Years 7 and 8 only) to follow a stand-alone course in information technology.

At Key Stage 4 all students are encouraged to study EBAC subjects within a programme designed to allow them to achieve the best possible outcomes. Students showing an aptitude for a language currently study French. All students will study at least one humanity subject to GCSE level. All students have the opportunity to study a full range of other GCSE and Level 2 courses dependant on their interests and abilities and subjects such as art, technology and ICT are still very popular choices within the Academy

Post 16 courses include vocational based courses at Levels 2 / 3 along with successful CACHE courses leading to CCE and DCE awards. The Academy has embraced the revised Post-16 curriculum although there has been a shift towards two year A level courses and vocational subjects with new linear subjects and recently introduced vocational examinations with a usual pattern of students taking AS subjects in Year 12 and progressing to A2 in Year 13 with a usual pattern of students taking AS subjects in Year 12 and progressing to A2 in Year 13. There is also a provision for enrichment studies.

The Academy looks to develop students' wider skills through a range of extra curricular activities. There are sports clubs and teams and a tradition of musical and drama performances. The Academy was designated as a "Full Service Extended School" with effect from April 2004. In connection with this we have developed very strong links with the community and other services/agencies. In this area of our work we have successfully developed close working practices with a variety of agencies.

## **RECENT DEVELOPMENTS**

- Conversion to Academy status 1<sup>st</sup> February 2012.
- The provision of the Student Support Centre (SSC) which houses the Time Out Room and the Internal Exclusion Unit (IEU). Two Learning Mentors and a full time Home School Liaison Officer, as well as specialist teaching assistants work with individual students and their parents in order to raise attainment.
- Dedicated Attendance Team.
- Two year Key Stage 3.
- A revision of the Academy's Key Stage 4 provision to incorporate more open choices whilst retaining the principles of breadth and balance in the curriculum for all students. More recently BTEC courses in ICT, Sports Studies and Business and Health and Social Care have been successfully introduced as well as a range of new courses on offer from September 2017.
- Intervention programmes and booster classes throughout Key Stage 4 / Key Stage 5 including during half term and Easter holidays.
- Assertive Mentoring for all Year 11 students.
- Specific provision and development for gifted and talented students.
- Catch – Up and Lexia reading programme
- Internal Exclusion Unit established from September 2014 with three dedicated full - time staff
- Additional English and maths teachers
- Additional teaching assistants to support Eastern European heritage students and other students new to the country via a dedicated department within the Learning Support Faculty.

## **STAFF DEVELOPMENT**

This important area of Academy life has a high priority with the Leadership Team and staff. We work closely with universities particularly Birmingham and Wolverhampton in teacher training and more recently have been directly involved in School Direct. We are also partners in Streetly Academy's Sutton Park Alliance which enables our staff colleagues to access additional professional development opportunities.

## **MULTI-CULTURAL POLICY STATEMENT**

The principal objective of the Joseph Leckie Academy is to create and develop a curriculum which reflects and caters for our multi-cultural intake.

We aim to recognise, understand and respect all ethnic groups within the Academy and to present equality of opportunity for all students.

We intend to develop racial harmony within the Academy by utilising the rich heritage of all groups and thereby developing respect for all races, religions and cultures.

We will take every opportunity to oppose and eradicate all forms of racism by adopting a positive approach to multi-cultural and anti-racist education.

These principles must inform and guide every group in the Academy towards self respect, moral values and respect for all races, religions and cultures.

### **FINALLY!!!**

We hope that this information has been helpful and that it has helped you reach a decision to apply for the post at Joseph Leckie Academy. There is a real, positive ‘buzz’ as we work together to raise standards and educate our students so that they can make the most of their future. It is a very exciting time, and a great time to consider joining us.

Life at Joseph Leckie Academy is demanding but enormously rewarding – experience shows us that the main ingredient for successful teachers here are:

- belief in doing your best and being proud of achievement
- the ability to work hard
- a desire to get on with others and mutually support each other
- good sense of humour

Looking ahead we have been successful in bidding for a new £4+ million teaching block and work is anticipated to commence on site during the autumn term. More details of this will be available on our website in the near future.