

WORTHING HIGH SCHOOL

Why you might want to join us

Our Ethos

We believe in nurturing children as individuals to develop their confidence, self-esteem and self-belief. Behaviour management is firm but not repressive and staff relationships with students are based on mutual respect. We encourage our students to exercise a high degree of self-discipline based on common sense and, with one or two notable exceptions, are not often disappointed!

Parents have high expectations of the School and their support is considerable and valued. Although placed in a Special Measures category in December 2012 our Improvement Plan has received full Ofsted support and our predictions for student outcomes this summer are very strong - 65% A*-C including English and Maths.

Our Curriculum

We have a 2-week timetable of 50 one-hour lessons. Students follow a common foundation course for their first year and then move to individual timetables in Years 9, 10 and 11. Key Stage 3 has a variety of mixed ability teaching and setting (mainly in the core areas).

The curriculum at Worthing High School is structured to give the students a broad and enjoyable experience of education, with an emphasis on personalisation for all students. The aim of the curriculum is to be inclusive and maximise the attainment of students.

At Key Stage 4, students will continue to study a balanced curriculum but can also make choices from subjects to suit their interest and career pathways. The core provision is English, Mathematics and Science. Students will also extend their learning opportunities within the P.S.V.E Careers Education Programme.

We offer to students, as options, the opportunity to study Humanities subjects, Technology, Business Studies, Expressive Arts and Modern Foreign Languages. The school's curriculum is developing constantly to meet the needs of the students and therefore we offer Vocational Pathways for students. This includes BTEC Diplomas in Sport, Art and Health and Social Care.

The needs of some students are also being met by a specially designed package of work experience and college placements. This includes students experiencing the world of work or further education.

The school aims to enrich the learning of students outside the classroom. We plan and deliver to students, enrichment days throughout the year with support from outside agencies. The aim of these days is to give students experiences and opportunities they may not investigate for themselves.

Our Deputy Headteacher with responsibility for Raising Achievement works with Community Leaders and Subject Leaders to identify, and build in support, for under-achieving students. In the Upper School, staff volunteers mentor all of Year 11 students who benefit from close monitoring and support. The family group structure provided by the vertical tutoring, enables all other years to be mentored as well.

Gifted and talented students are identified and challenged through extension work designed by subject areas. Those that are gifted across a range of subjects are mentored by the G&T Coordinator as an entitlement within the PSVE programme. There are also a number of opportunities for these students to work together at different venues and with different facilitators throughout the year.

Learning Support

We have an outstanding Learning Support Faculty, which serves the needs of the students with learning difficulties and those who may have behavioural problems. The Centre is an additional provision aimed at supporting students with Autistic Spectrum Disorder within the school. These students may also have a diagnosis of Attention Deficit Hyperactivity Disorder.

The students follow individual learning and social communication programmes to support their learning and behaviour in mainstream classes. The Faculty is recognised as being the most successful in West Sussex.

Pastoral Care

Students from all year groups are organised into family groups within 4 vertical communities and the family group tutors, where possible, will remain with the students for their four years at the school. Every effort is made to avoid the divide that separates pastoral and academic work and there is a lively PSVE programme in each year. Non teaching Pastoral Leaders work with each Community to support students with their learning needs.

How We Develop Our Staff

All staff at Worthing High are entitled to a full and varied staff development programme which benefits both staff and ultimately students in the classroom. This programme runs on an annual cycle and includes an infrastructure for developing and sustaining improvement within the School (courses, meetings, INSET days), mentoring, buddying and a particularly successful induction course for NQTs and all new staff.

Accommodation

At Worthing High School we take pride in our building which we maintain to a very high standard. We ensure that staff and students have a safe and pleasant environment in which to work. Facilities are good and we have had a number of refurbishment programmes over recent years. We have had additions of a Millennium Hall, Maths and Technology block and a large multimedia suite as well as a Music Suite. An attractive older building houses a dining room, two IT suites, the newly refurbished Learning Resource Centre, English, History, RE, Geography, Science and the Staffroom and the Administrative areas. Adjacent to this is a modern block for Learning Support, Modern Languages, Drama and ICT. The Sports Hall, Art and further Technical Workshops are also located on this fairly compact site. In addition there are playing areas for Soccer, Rugby, Hockey, Athletics, Tennis and Basketball.

We recently remodelled the reception area, installed a recording studio, a new ICT classroom, a new food technology room and a fabulous Business and Enterprise Suite.

These areas together with the recently refurbished Learning Resource Centre and additional ICT rooms add to the excellent facilities available at the school.

In conclusion we have a thriving community that is ready and willing to move with all new exciting educational initiatives that we feel would benefit our students. I have a Leadership Team of 6 others including a Deputy, 4 Core Assistant Headteachers and a Business Development Manager.

I hope that you feel encouraged to know more about us following this brief taster and I look forward to receiving your application.

CAROLYN DICKINSON
HEADTEACHER

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