

Now Recruiting



Stamford School

Teacher of Design Technology

#greatplacetowork



Stamford
Endowed
Schools

independent schools for independent minds

“I love the idea of preparing our students from the school room to the boardroom in the 21st century, wherever that boardroom is in a rainforest in Brazil or as a CEO or working with a charity in India. Just as we have a big responsibility, so will they. I want them not just to be content to live in the world but to change it. Exciting!” *Principal, Will Phelan*

83%
OF A LEVEL
RESULTS
AT GRADES
A*-C

46
MUSIC CLUBS
RUNNING EACH WEEK

1:10

ILIC

300
TEACHING AND
TEACHING SUPPORT STAFF

262
SPORTS
TEAMS

80 PERFORMANCES
A YEAR

27 A-LEVEL SUBJECTS
TO CHOOSE FROM

STAFF TO PUPIL RATIO
NURSERY STAFF ADHERE TO
REGULATIONS SET BY THE EYFS

INDEPENDENT LEARNING
& INTELLECTUAL CURIOSITY

673

STUDENT ATTENDANCES
AT MUSIC ACTIVITIES A WEEK

360+
CO-CURRICULAR ACTIVITIES
OFFERED THROUGHOUT THE YEAR

500+

STAFF WORKING ACROSS
ALL THREE SCHOOLS

114
SPORTS
CLUBS

Welcome to the Stamford Endowed Schools



Our unique team provides opportunities, experiences, influences and support that ignite fires within our pupils and encourages the spirit to succeed.



Commitment, care, enthusiasm and integrity underpin every aspect of life at the Stamford Endowed Schools. Our children are educated in an environment where learning is regarded as a privilege and key to unlocking all of life's possibilities.

Our teachers dedicate themselves to inspiring intellectual curiosity in the students in evermore innovative ways, whilst promoting and protecting the wellbeing of the children in their care.

As a community our Schools work in harmony, blending students of different backgrounds and broadening their horizons with the many opportunities available in and beyond the classroom. As a result, the students are equipped not only with exceptional examination results, but a wide range of experiences which prepare them for whatever path they choose in life.

Will Phelan, Principal

Introducing the Head



I believe it is essential that from an early age we encourage children to develop a desire for learning and it is through an exciting and engaging curriculum that we can achieve this.



Mr Nick Gallop
Head of Stamford School

Stamford School has been educating boys for over 475 years. Today, we maintain our traditional values but with a very modern outlook. We understand how to build in our pupils a love of learning and develop intellectual curiosity, to instil the values of teamwork and competition on the sports field and through adventure and to fire imaginations through music, art and drama.

The Role



As Aristotle said:
“the whole is greater than the sum of its parts.”

The post provides an excellent opportunity for an enthusiastic, well-organised and focused teacher to take on a key role at Stamford School in this successful department

The post would be suitable for a candidate who has completed their NQT year, has taught a range of age groups and abilities or a more experienced teacher seeking to develop his or her career.

The successful applicant will be expected to teach Design Technology to all age groups, including GCSE and A Level classes. There is also an expectation that the candidate will make a contribution to departmental activities outside the classroom.

A willingness to offer support to other aspects of the extra-curricular life of the school is required.



The Department



The Design Technology Department comprises an experienced team of six specialist teachers across Stamford School and Stamford High School and they teach Design Technology to pupils from Y7 to Y13. Both Stamford School and Stamford High School have a separate full time technician to support staff and pupils.

All colleagues work well within the team but also contribute to the wider curriculum within the schools. The SES Head of Department oversees the academic structure at both the boys' and the girls' schools and the teaching staff have some opportunity to work at both sites.

The department at Stamford School is very fortunate to have received a great deal of support and investment over recent years. It is very well resourced with three practical workshops, a graphics studio, CAD/CAM Studio, prep room and a dedicated IT design studio. The workshops are well equipped and pupils have the opportunity to work in all main material groups. In addition to common workshop practice, the department is also well resourced with CNC machinery including Laser Cutters, 3D Printers and several CNC machines.

The department is a happy, friendly and successful one, with a very good range of resources, and has a strong reputation in national competitions. We currently have five Arkwright Scholars and have a good record of securing pupils in top Product and Industrial Design degree courses.

Life in the department is busy. Workshops are open after school as well as at lunchtime, and we run a number of extra-curricular activities including a disassembly club, the Engineering Education Scheme and the 4x4 in Schools competition. Staff

also assist Stamford Junior School with their F1 in schools competition. The new appointment would be expected to support or add to current practice.

Design Technology is taught as a compulsory subject in Year 7 before being opted for in Year 8. In Year 9 pupils can choose to study Design Technology as one of their five options subjects, with the subject proving to be extremely popular. Boys experience a variety of materials and processes and are always encouraged to develop creativity and individuality in their practical work. A large emphasis is placed on practical skills in these year groups, allowing boys to develop their understanding of materials. Uptake at GCSE is healthy with boys following the AQA Design Technology specification.

The Joint Sixth Form teaching arrangements mean that boys and girls are taught together with some lessons at the High School and some at Stamford School. Pupils study the A Level AQA Product Design specification.

Stamford Endowed Schools are developing a BYOD strategy for the use of tablet technology in the classroom, and in September 2018 this will be operational for pupils in Y8 to Y10.

Teaching at Stamford School



Teachers must have proper and professional regard for
the ethos, policies and practices of the school in
which they teach...

A TEACHER MUST:

- | | |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. Set high expectations which inspire, motivate and challenge pupils | 5. Adapt teaching to respond to the strengths and needs of all pupils |
| 2. Promote good progress and outcomes by pupils | 6. Make accurate and productive use of assessment |
| 3. Demonstrate good subject and curriculum knowledge | 7. Manage behaviour effectively to ensure a good and safe learning environment |
| 4. Plan and teach well-structured lessons | 8. Fulfil wider professional responsibilities |

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.• Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.• Showing tolerance of and respect for the rights of others. | <ul style="list-style-type: none">• Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.• Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |
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Candidate Specification



Stamford School teachers are gifted individuals who are able to inspire pupils with their enthusiasm and subject knowledge. They are committed to providing high-quality teaching as well as playing a full and purposeful role in the School's extensive extra-curricular programme.

ESSENTIAL

- Have a good honours degree in a Design related subject and a post-graduate certificate in education or similar
- Be an excellent classroom practitioner and preferably have some teaching experience have a keen interest in, and up to date knowledge of, teaching and learning
- Enthusiasm for and personal engagement with the subject
- Excellent communication, organisational and classroom management skills
- Ability to work and teach in Metals, Woods and Plastics
- Good interpersonal skills and the desire to work closely within a team
- Ability to teach across the age range
- Willingness to become involved with the many extra-curricular clubs offered by the department
- Possess a high standard of personal practical skills and design ability
- Confident ICT and maths skills
- Displaying commitment to the protection and safeguarding of children and young people
- Valuing and respecting the views and needs of children and young people

DESIRABLE

- Safety Certification in the use of workshop machinery
- Experience and familiarity with CNC machinery and the use of 2d Design and Fusion 360
- Experience of delivering Product Design at KS5

A Great Place to Work and Live



AN HISTORIC LOCATION

Stamford is an exquisite, historical market town which was recently voted by The Sunday Times as 'The Best Place to Live in Britain'. It nestles quietly in the countryside on the border of Rutland, Lincolnshire, Cambridgeshire and Northamptonshire and close to landmarks such as Rutland Water and Burghley House.

OUR SCHOOLS

The Schools are a part of the great heritage of Stamford living and a symbol of its vibrancy and evolution. The Schools have been established in Stamford since 1532, undergoing many changes but consistently providing a first-class education.

Today the Schools remain interwoven with Stamford life, to which are students, teachers, parents and staff contribute greatly. At Stamford we have one simple and overriding aim, that is to inspire our students and light fires within them.

The schools educate 1650 pupils at the co-educational Stamford Junior School for children aged 2-11, Stamford High School for girls aged 11-18, and Stamford School for boys aged 11-18. There is also a sixth form which teaches boys and girls together across the two senior schools. Stamfordians leave here poised for success in the real world - quietly confident, kind, positive, hardworking, unassuming and resilient. We are independent schools nurturing independent minds.



The Benefits



SUBSIDISED FAMILY
MEMBERSHIP
TO SES SPORTS CENTRE

ACCESS TO
**PENSION
SCHEME**

SUPPORT
FOR EMPLOYEE
PERSONAL AND CAREER
DEVELOPMENT AND CPD

ACCESS TO A
CONFIDENTIAL
**EMPLOYEE
ASSISTANCE**
PROGRAMME

COMMITMENT TO
STAFF WELLBEING
WITH DEDICATED WELLBEING
GROUP AND INITIATIVES
TO SUPPORT STAFF

A DEVELOPING STAFF

**SOCIAL
SCENE**

SCHOOL FEES REMISSION ARRANGEMENTS

The Application



Candidates should download the application and monitoring forms and send the completed forms along with a covering letter of application to Kay Rainsby, Head of HR at recruitment@ses.lincs.sch.uk or to The HR Department, Stamford High School, High Street, St Martin's, Stamford, Lincs, PE9 2LL.

As part of the application process we would like candidates to submit a 'PowerPoint' or PDF consisting of 4 A4 slides illustrating successful work that they have produced with pupils across the year groups.

Informal discussion with Mr Newton (Head of Department) via email in the first instance smnewton@ses.lincs.sch.uk

Closing date for applications is **Thursday 15th March**.

Interviews will be held on **Thursday 22nd March**.

Stamford School



Stamford School is one of the nation's most historic independent schools.

Founded in 1532, it is one of only five 'chantry' schools that, along with Eton College, Winchester College, Berkhamsted and St Albans, survived the Reformation era, largely due to the personal intervention and support of one of its former pupils, Old Stamfordian Sir William Cecil (later Lord Burghley).

Today, Stamford School is a thriving community of mostly day pupils, alongside a vibrant and growing boarding community of around 100 boys.

Perhaps the first aspect to emphasise is our

structure: five years of single gender teaching and learning (ages 11-16) followed by a co-educational learning environment in the Sixth Form, spanning two schools across the town. It is a structure that has not been stumbled upon by chance or accident, but one that allows us to provide an education that is finely tuned to boys in those hugely formative years and, we believe, is the reason why Stamfordians emerge from the school as well-rounded and well-skilled as they do; highly aspirational for themselves, but also highly considerate of others.

EXTRA SUPPORT

One of the aspects that regularly strikes newcomers to the school is the supportive, compassionate, service-orientated ethos at the school's heart. This can be seen through subject prefects and peer mentors supporting the younger years in tutor groups, clubs and societies. It is also regularly seen through the many thousands of pounds raised, and many hours of time freely given to charitable organisations that support some of the most vulnerable in our society, such as Cancer Research, #TeamGeorge, the Matt Hampson Foundation, Lincs to India, the Evergreen Care Trust, the Leprosy Mission.

At the core of the schools lies a creative and innovative learning community: the boys

thoroughly enjoy their lessons and the positive relationships that they have with their teachers. Our curriculum is adapting to embrace higher-level metacognition skills – self-awareness, self-reflection and deeper thinking – at an earlier age; a diverse and enriched Sixth Form curriculum that includes over 25 subjects as well as a Sport BTEC, MOOCS, Microsoft accredited courses, and excellent engagement and results with the Extended Project Qualification.

This is all supported by outstanding pastoral care in boarding houses (Browne, Byard and St Martins) and in day houses, which provide engagement and enjoyment for all pupils.

CAREERS AND ENRICHMENT

The school has an excellent track record of careers and university advice to support pupils into the most selective universities, whilst also recognising the growing diversity of routes into careers and professions. The majority (90%+) of our pupils go on to university, and 90% of those are successful in achieving entry to their university of choice. However, a small but growing number are taking advantage of some excellent alternatives such as undergraduate schemes with the merchant navy, Royal Navy, and private firms like Mercedes and Jaguar Land Rover; internship in Architecture; degree apprenticeship with BAE Systems.

We have a tremendously diverse academic enrichment programme with a wealth of

opportunities for all: foreign language exchanges – including to Russia, Germany, France and Spain; success with reading passports; entry rates to National Poetry Day; excellent participation academic/business competition; the Engineering Education Scheme, the Cambridge Chemistry Challenge; Mathsfest; Stem projects; the thriving Junior debating club on Monday lunchtimes; the Y10 boys who won the regional final of Coca Cola's Real Business Challenge and qualified for the National Final; success for our younger pupils in the Spanish spelling competition; a wide range of clubs and societies, including astronomy, dissection, genealogy, robotics, and an extensive programme for academic scholars.

CO - CURRICULAR

Another aspect is our outstanding support and achievement in drama, music and the creative arts. Productions include musicals (Grease, Les Miserables) and classics such as Arthur Miller's The Crucible and Tom's Midnight Garden. Music is such a crucial and core part of life at the school: well over 200 individual music lessons for boys take place every week at Stamford School and the Vox choir sees well over 40 boys in the lower years attending each week.

We also have a really vibrant and prosperous adventure and outdoor pursuits programme. Extensive support for the school's DofE programme, bush-craft and climbing clubs, a Combined Cadet Force that encourages participation and success: our RAF cadets came 5th nationally in the Air Squadron Trophy competition out of several hundred school CCF sections that entered. In overseas trips, pupils have

visited many dozens of sites and locations from Cambridge to Croatia; Bosworth to Barcelona; Poland, Washington, New York.

Finally, the school has a national reputation for sport and games. For instance, amongst many others, we field 23 rugby teams a week, 21 hockey teams, 15 cricket teams, 8 tennis teams. Across Years 7 and 8 more than 90% of boys have represented the school in some sporting form over the course of a year. Strength and enjoyment is far wider than the major team sports: our gymnasts won silver at the Nationals; our badminton U18 B team had 8 wins from 8; our younger years in the pool all had winning seasons as did our squash players. The U15 cricket team reached the national semi-finals as regional champions whilst in Hockey the boys were county champions in 5 age groups, with the 1st XI reaching that last 8 nationally.

The Schools are a part of the great heritage of Stamford and a symbol of its vibrancy and evolution. Consistently providing a first-class education for their children. Today the Schools remain interwoven with Stamford life, to which our students, teachers and parents contribute greatly.

Part of the Community



Children of families from all walks of life have the opportunity to gain a place at our Schools and the surrounding community enjoys and benefits from the presence, activities and facilities of the Schools.

ROUNDED AND GROUNDED

Stamford School has a strong reputation for success, from academic excellence to outstanding achievements in music, drama, sports and adventure. We foster within our boys a sense of personal responsibility, service to the community and leadership, underpinned by a pastoral ethos which places the well-being of the boys at the heart of all we do. A Stamford School boy is rounded and grounded.

The pupils experiences at Stamford School will promote a sense of intellectual curiosity and

a love of learning which will remain with him throughout life. A broad curriculum coupled with innovative and enthusiastic teaching provides an environment in which young minds are stimulated and developed. Academic learning is enriched by a wide variety of educational visits and international exchanges. Our extensive co-curricular programme completes a well-rounded learning experience, giving our students the opportunity to develop their interests and abilities in an impressive range of activities.

PASTORAL CARE

Our pastoral programme is given the highest priority, as we know that happy, cared-for children are most likely to thrive. There are many structures in place to ensure that the welfare of every child at our School is safeguarded and that their progress is monitored carefully. Form Tutors develop good relationships with each member of their set and

are quickly able to identify problems. The house system mixes boys across the School, providing the younger boys with good role models and creating within the older boys a sense of responsibility. Student mentors support the younger boys and are willing to discuss any issues they might have.

Stamford was named the 'Best Place to Live in Britain' in the Sunday Times.

Additional Information



Further details can be found on the School's website,
www.ses.lincs.sch.uk

Boarding is a thriving part of SES. Single accommodation may be available to suitable candidates willing to make a contribution to this important area of school life.

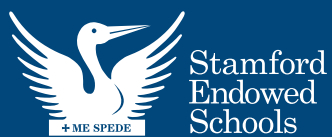
We offer a wide range of extra curricular activities and would require the successful candidate to make a regular commitment to leading and supporting an activity or sport.

INDUCTION AND PROFESSIONAL DEVELOPMENT

There is a sharp focus on the professional needs of the teaching staff and coaches. The Schools have a generous INSET budget and teachers/coaches are encouraged to extend their professional development through the attendance of courses. There is an effective Professional Review system.

SAFEGUARDING

The Stamford Endowed Schools are actively committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).



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