



# Information for Candidates



Dear Candidate,

Working at Wigan UTC has given me the opportunity to provide young people with a unique academic and specialist education experience. Working in partnership with Universities and prestigious local and multinational companies we blend traditional academic excellence with pioneering extra-curricular opportunities that prepares our students for the workplace and higher education.

Our business partners and facilities inspire all students to achieve. We are clearly focussed on developing the next generation of engineers, scientists, health care professionals and designers, who together will help to solve the global challenges that lie ahead of us by becoming the innovators and enterprising employees of tomorrow.

At the heart of every decision we make here is our promise to students and their families. Successfully complete your programme of study here and we guarantee for you a job, apprenticeship or university place.

To me, this is the real driver of social mobility, and the opportunity to deliver an education experience that improves the lives of our young people.

If you feel passionate about your role in supporting young people to make exceptional academic progress, and to achieve their career aspirations, then please do continue to read this pack and to make an application to join us.

I look forward to hearing from you,

Elaine Delahunt

Principal

## Appointment Process

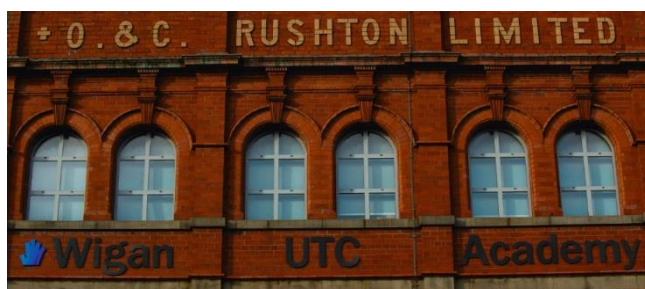
Applicants are welcome to visit the UTC, be taken on a tour and meet a member of the senior staff. Please contact Sarah Syers, at [ssyers@wiganutc.org](mailto:ssyers@wiganutc.org) or 01942 614 440 to make arrangements.



Applicants who have not heard from us within two weeks of the deadline should assume they have been unsuccessful in being shortlisted.

Wigan UTC 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.

## Wigan UTC



Wigan UTC is a high performing, non-selective specialist Engineering College for students aged 14-19. As one of 16 opened nationally in 2013, we have demonstrated that it is possible for education to work hand in hand with industry and higher education to ensure life changing opportunities for students.

As we go into our fifth year, we are proud to have secured a good Ofsted rating. Our results are improving and we have again ensured a 100% pass rate at KS5. We are making solid progress with a comprehensive intake of students and are pushing harder for ever better results. Most importantly, we ensure decisions we make about the learning programmes for our students are entirely driven by their future career plans and we do everything possible to support them to achieve their goals.

A key advantage of attending Wigan UTC is our excellent links with leading technology companies, universities and businesses such as Network Rail, Murr Elektronik and Siemens.

We are most proud of our success in delivering our No NEET promise to students and their parents. So far we have had students achieve places at Chester University to study Computer Games Development, Sheffield Hallam University and Degree Apprenticeships with National Grid, Hanson Aggregates and Jaguar Land Rover; Higher Apprenticeships with United Utilities, MBDA, Electricity NW and Kone; Cloud Software Engineering Apprenticeship with UK Fast; an Automotive apprenticeship with Leyland Trucks and an apprenticeship with our employer partner Siemens. We are delighted to have been able to broker these opportunities for our





students, and ensure the experience of every student here is equivalent to students in independent schools. We are equally proud of all students and demonstrate the value of each route to their futures.

We have an innovative approach to teaching and learning, and place massive importance on the value of investing in the development of our staff team both professionally and personally. We have high expectations for teaching and learning and operate within a



professional and respectful organisational culture. There is a focus on quality planning, marking, sound knowledge of curriculums, use of data and most importantly building relationships with students. A career within the Northern Schools Trust will offer many opportunities.

Behaviour is exceptional at Wigan UTC. Students and staff share an ethos of

'Every day is an interview'. This supports students to understand and operate within a professional business like culture which helps them to progress into future opportunities within the world of work. This means we are able to celebrate appropriate professional behaviours and do not need to rely on sanctions like detentions.

The UTC offers an incredible range of extended experiences that allow students to thrive. This will ensure they are equally well prepared both professionally and socially to make applications to the most competitive universities and employers. We use the capacity and scale of the trust to ensure our students have access to networks of employers, academics and public sector organisations. We expect our teaching teams to be flexible to ensure students can benefit from the range of experiences we can coordinate on their behalf.

# **CURRICULUM LEADERS**

## **Leadership Group L5 – L7**

### **RESPONSIBILITY FOR THE LEADERSHIP & MANAGEMENT OF TEACHING & LEARNING IN THE ENGINEERING FACULTY**

<b>SALARY SCALE:</b>	Leadership Group
<b>RESPONSIBLE TO:</b>	Vice Principal
<b>RESPONSIBLE FOR:</b>	All teachers, students and support staff (assigning duties only) within the faculty.

Academies are leading practitioners in learning, these posts are key roles in the shaping of the future of the Wigan UTC Academy, community of learners and should be read as such; not limited by the tasks but driven by commitment and vision.

#### **PART ONE**

You are required to carry out the duties of a School Teacher as defined in the Academy structure.

#### **PART TWO**

In particular you are required to undertake the following responsibilities:

To be a visionary leader of your faculty. Become a leading edge deliverer. Develop a shared understanding of pedagogy within the faculty and across the academy.

#### **ROLE**

As a senior member of staff to communicate and implement the aims and policies of the Academy and to manage, monitor and review the provision of high quality education within the curriculum area.

Have high expectations of students and staff.

Have an up-to-date knowledge of subject, national developments, pedagogy, classroom management, research and inspection findings.

To meet statutory requirements and be committed to your own professional development.

To form the strategic direction and development of the faculty area, including any whole-school dimension; in particular to advance the curriculum through the Engineering and Care Academies specialisms.

#### **GENERAL DUTIES**

To perform in accordance with the Academy's generic Job Description for a subject teacher.

Use all available facilities, resources and courses to enable students to achieve to their fullest potential and support staff in the development of that vision

#### **KEY TASKS**

##### **1. Accountabilities**

- a. Written report annually to Trustees.
- b. Presentations at Annual Trustee's Day about activities and outcomes.
- c. Annual written report to Trustees.
- d. Whole-school Development Plan re Communication.
- e. Client surveys, external agencies, students, parents re satisfaction.
- f. Ofsted Self Evaluation Form relevant aspects.

- g. On school Intranet and VLE to have subject information files and departmental policies and mapping of cross-curricular aspects.
- h. To have responsibility for the maximum utilisation of ICT resource to the benefit of all students within the faculty.
- i. To ensure high quality regular inset for all staff in faculty.
- j. To support the development and understanding of literacy
- k. To play an active and strategic role in student recruitment
- l. To act as the BTEC Quality Nominee for the UTC
- m. To develop an Enterprise Culture within the faculty.

## 2. The Quality of 'Teaching and Learning' within the Faculty

- a. To develop, monitor and review the effectiveness and quality of 'Teaching and Learning' within the curriculum area by:
  - (i) team teaching, paired lesson observation, research and experimentation.
  - (ii) excellent personal practice that other staff can observe.
  - (iii) the professional development of the team.
  - (iv) looking at staff planning and record books regularly.
  - (v) analysing students' work on a regular basis.
  - (vi) developing the pedagogy and methodology by which the curriculum is delivered.
  - (vii) ensuring marking and homework setting is done to curriculum area policy and standards.
- b. To keep senior staff informed of new developments within the subjects and their implications for the curriculum area and the Academy.
- c. For the delivery of high quality achievement in examinations.
- d. To co-ordinate the regular reviewing and amendment to Schemes of Work, i.e. appropriate 'Teaching and Learning' strategies.
- e. To research and develop high quality 'Teaching and Learning' resources to support development and students learning.
- f. To meet the needs of all students including management of behaviour and its impact on learning.
- g. To provide educational enhancement as required, i.e. booster classes, trips.
- h. To ensure that students and staff meet deadlines re coursework and grades for assessments.
- i. To be responsible for the oversight and management of all aspects of the online curriculum in the relevant area of learning.

## 3. Assessment, recording and reporting

- a. To oversee the production, review and development of curriculum area frameworks for learning which incorporate all the statutory requirements of the National Curriculum.
- b.
  - (i) to set up, monitor and review appropriate assessment and record keeping procedures.
  - (ii) to moderate standards across the curriculum area and across the school.
  - (iii) to work with students and staff to ensure the establishment of on line portfolios of assessed work for the Social Sciences
  - (iv) to provide moderated assessment information termly to the central database for reporting to parents.
- c. To set students' targets and analyse test and examination statistics by sets and against external data and other schools' county and national statistics.

- d. To maintain, encourage and contribute to liaison with feeder primary schools, Further Education and Sixth Form Collaborative, advisory staff, local industry, the community and Connexions.
- e. To ensure the quality of data published to parents and high quality informative reports.
- f. To complete accurately and promptly any requests for subject specific statistical/other information (including external examination pro forma) from senior staff.

#### **4. Personnel**

- a. To support, guide and motivate team members and support staff and heighten the common purpose and shared vision – securing commitment.
- b. To promote high quality 'Teaching and Learning' by working alongside staff and coaching them to enable them to develop these professionally.
- c. To keep records of professional development meetings and interviews with staff.
- d. To advise on staff pay issues, references, promotion, induction, ITT of staff in faculty, etc.

#### **5. The Professional Development of the Teachers**

- a. (i) to act as a 'team leader' under the Academy's performance management system.
- (ii) to line manage and set challenging targets that will enable the professional development of all staff in the team.
- (iii) to set individual class targets for each member of staff that enables the curriculum area to meet the targets.
- (iv) to review targets and provide the Principal with an assessment of progress to enable performance management decisions to be made by Governing Body that reflect the totality of the teacher's work and contribution.
- b. To organize high quality in-service curriculum area training to meet individual needs and aspirations.
- c. To keep 'Teaching and Learning' at the forefront of each agenda.
- d. To provide clear leadership based on an awareness and understanding of current subject developments and the requirements of the National Curriculum.
- e. To assist the Principal and Governors in the selection of staff.
- f. To delegate work as appropriate to staff.
- g. To oversee the organization and supervision of support staff.
- h. To agree, review and annually update Job Descriptions of staff within the curriculum area.
- i. To ensure that the spaces for learning given to your care are attractive and well kept. To devise strategies to ensure that the students work is well displayed and the area kept clear of litter.
- j. In relations to the above to devise and where necessary lead staff training.
- k. To ensure that all staff members have the ability to reach across the key stages and adequate opportunities for professional development.

#### **6. The Administration of the Curriculum Area**

- a. To prepare and implement Curriculum area Improvement Plans. Including Industrial partner links and employer project planning

- b. To prepare a termly report for the Principal's Report to Governors against the Improvement Plan – an annual review of work undertaken against the Improvement Plan.
- c. To present curriculum examination review annually to other Curriculum Leaders and Governors' Curriculum Committee.
- d. To organize curriculum area meetings with clear agendas/agreed tasks.
- e. To organize preparation assessments and planning time for all staff and keep clear records.
- f. To represent/promote the curriculum area at meetings/parents' evenings/other events.
- g. To meet regularly with the Vice Principal (Curriculum) to review the effectiveness of the curriculum area.  
To contribute to the writing of the school SEF and its regular updating, supplying evidence for judgements.

## 7. Outcomes

At Key Stage 4

At Key Stage 5

To achieve high quality examination results for all students and examination accreditation for all.

## 8. Resources

Accommodation:

- (i) to create an ambience conducive to learning.
- (ii) to provide Risk Assessments to ensure the safety of staff and students where appropriate
- (iii) to ensure value for money and effective deployment of staffing and resources and in conjunction with faculty manager

## FURTHER DUTIES

Any other duty that the Principal may reasonably request.

## Person Specification:

Education and Qualifications	Essential	Desirable
Qualified Teacher status or appropriate teaching qualification	✓	
Appropriate Degree	✓	
Commitment to personal /professional development	✓	
Evidence of continuing professional development		✓

Experience	Essential	Desirable
Experience of teaching to KS4	✓	
Experience of teaching to KS5	✓	
Knowledge and experience of either mechanical or electronic/electrical systems curriculum areas		✓

Knowledge and Understanding	Essential	Desirable
Secure knowledge and understanding of the concepts and skills in specialist	✓	
Clear understanding of the secondary curriculum and its assessment	✓	
Ability to employ a range of effective teaching, learning styles and assessment	✓	
Strong command of subject area	✓	
Knowledge of project based learning		✓

Learning and Teaching	Essential	Desirable
Success in teaching Engineering up to GCSE level (level 2)	✓	
Success in teaching Engineering up to A level (level 3)	✓	



Ability to raise achievement for all	✓	
Committed to ensuring excellent standards of behaviour at all times	✓	
Good communication skills	✓	
Committed to the role of tutor for a group of students and the benefits of pastoral care	✓	
Evidence /record of consistently good or outstanding teaching	✓	

<b>Leadership and Management</b>	<b>Essential</b>	<b>Desirable</b>
Understanding of the process of change	✓	
Experience of operating whole school policies		✓
Ability to develop a successful team	✓	
Ability to coach, direct and monitor the work of colleagues	✓	
Understanding and management of CPD		✓
Ability to identify the required resources for the Engineering Department and	✓	

<b>Skills and Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Ability to establish good working relationships with students, parents and	✓	
Good communication skills	✓	
Enthusiasm and good sense of humour	✓	
Excellent role model for staff and students	✓	
Good knowledge and understanding of current issues in learning and teaching within Engineering	✓	

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