

# Mary Webb School & Science College



Teacher of Food Technology



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## Dear Applicant

Thank you for your interest in our vacancy for a food technology teacher

In this pack you will find the following information:

- Letter from the Head Teacher
- Information about the design technology department
- Advertisement
- Information about the school
- Job Description
- Person Specification
- Information on how to apply

Thank you for showing an interest in our school. Having read the enclosed information, I trust you will feel encouraged to apply for the teaching vacancy within the design technology department. We are looking for an inspirational teacher of food technology who is able to communicate a real excitement and enthusiasm for their subject.

We want students to feel that they are successful and that food technology can help them to better understand the world they live in. We are interested in applications from suitably qualified graduates, who believe they have the qualities outlined in this brochure. An application would bring you a step closer to working in a busy, but really friendly and supportive, environment.

The technology department is a well-established team that delivers a range of courses and curriculum opportunities throughout Key Stages 3 and 4. At Key Stage 4 students can follow GCSEs in food technology, design and technology and art and a Btec in construction. Examination performance over the past few years has been strong for all groups of students. In 2017 attainment and progress were in the upper quartile of national performance.

The department is well resourced in its own accommodation. This includes dedicated classrooms fitted with projectors and interactive whiteboards. The department has access to computers in each of the teaching rooms as well as access to mobile devices that connect to the school network via a wireless system. I would strongly recommend a visit to the department prior to application.

Mary Webb School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to receiving your application.

Yours sincerely

*A J Smith*

Andrew Smith

Head Teacher

# Design & Technology at Mary Webb School



## The Department

### The Department

Design and Technology is a valued, creative and dynamic area of the curriculum at Mary Webb School. The faculty area is constantly changing in order to offer fulfilling Design and Manufacturing opportunities to all of our students. Design studios, Workshops and Food rooms are frequently updated to include the cutting edge equipment that helps prepare our learners for the rapidly changing Design, Engineering or Manufacturing environment.



At Mary Webb we have a strong STEM agenda and this provides students with lots of opportunities to apply and test their knowledge, skills and understanding to solve practical problems. The Science, Technology and Maths faculties work closely to plan STEM curriculum days, trips, visiting speakers and competitions and this gives students the opportunity to work collaboratively towards a shared goal. Within the faculty staff are encouraged to contribute to other subject areas and currently Ms. Keeling brings her Art, Graphics and 3D modelling skills to the shared delivery of GCSE Design & Technology.





## The Learning Environment

In recent years there has been significant investment in the Food room and gearing up for the delivery of the new Food Preparation & Nutrition GCSE continues to be a priority for the department. The Food room is spacious and has Nine stations, each with dedicated storage of equipment.

Food students have access to good ICT provision with dedicated suites of computers in Design & Technology (electronics), the Design & Technology workshop, and ICT. There are also a number of computers in the Food area and textiles studio.



## Key Stage 3

Technology is a very popular subject at Key Stage 3. Students have two hours of technology per week and work in rotation through Food Preparation & Nutrition, Resistant Materials, Electronics and Textiles.

We continue to work towards the design of a five year GCSE Food Preparation and Nutrition course that will prepare students for the GCSE coursework and examination as well as giving them an exciting experience of Designing and Manufacturing in the food area.



## Key Stage 4

At KS4 students have the opportunity to follow courses in GCSE Food Preparation & Nutrition, although the department is always looking to extend the suite of qualifications offered. T

This post offers an excellent opportunity for a keen and enthusiastic Design & Technology teacher. You would be joining a successful and forward-thinking team of teachers who are dedicated to providing outstanding teaching and learning in a supportive, caring and stimulating environment. The department is dynamic and has a proactive approach, thriving on development, innovation and change in the context of existing good practice.

Please come and ask us if you have any further questions, we look forward to the opportunity to show you round the department.



## Advertisement



**Teacher of Food Technology,  
MPR / UPR  
0.6 / 0.8 fte, Permanent  
Required September 2018**

Governors wish to appoint an outstanding, well-qualified and enthusiastic teacher of Food Technology. The successful candidate will be required to teach at Key Stage 3 and 4. This vacancy would suit experienced teachers or candidates new to teaching. The Technology department is dynamic and has a pro-active approach, thriving on development, innovation and change in the context of existing good practice.

Potential candidates are encouraged to contact the school to speak to the head teacher, Andrew Smith or head of design technology, Andy Walker. Full details are available on the school website.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Closing date: 12 noon on Monday, 21st May 2018  
Interviews to be held on: Thursday, 24th May 2018**



## Information about the school

Mary Webb School is situated in a particularly beautiful location in the village of Pontesbury, just a few miles south of Shrewsbury. The site, surrounded by hills and woodland, provides an ideal setting for a school that aims to provide an educational experience firmly rooted in a modern rural context. We seek to open minds and widen horizons by ensuring that all our students are prepared for the challenges of life in the twenty-first century.



As a relatively small community secondary school of about 650 students, staff and governors, we feel that the school has a number of distinctive features that makes it a little bit special.

We aim to provide an environment in which each and every student can develop and flourish, and where the pursuit of excellence, in terms of personal development and academic achievement, is the aspiration of all. Relatively small class sizes ensures that every student receives personal attention.

The curriculum at Key Stage 4 is based around a core GCSE offer. We believe that this provides students with robust qualifications that support transition to post-16 education, training and employment. GCSE examination results at Mary Webb have been very strong in recent years and are above national averages for attainment and progress across the curriculum. In 2017 the percentage of students gaining a 5+ grade in English and mathematics was in the top 20% of schools nationally at 57%. The school's Progress 8 figure for 2017 was the highest in Shropshire and in the top 20% of schools nationally. We are very proud of our students and the staff that work hard to support them achieve such good outcomes.

To view our latest Ofsted report from May 2015 please [click here](#).



*"Students make **outstanding** progress"*

*"Teachers create positive, constructive relationships"*

*"Teaching is good and much is **outstanding**"*

*"Students behave well and are keen to learn"*

*"Arrangements for transition from the primary schools are **outstanding**"*

*"The school's work to keep students safe and secure is **outstanding**"*

# Job Description

## Purpose

- To share the school's commitment to safeguarding and promoting the welfare of children and young people.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher / form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

## MAIN (CORE) DUTIES

### Teaching

- To teach students, including students from Severndale @ Mary Webb who are in mainstream lessons, according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the schemes of work.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the form group as a whole.
- To liaise with Key Stage Leaders to ensure the implementation of the school's support/pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE according to school policy.
- To apply the school's behaviour policy and management systems so that effective learning can take place.



# Job Description continued

## **Operational/Strategic Planning**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

## **Curriculum Provision**

- To assist the Subject Leader and SLT to ensure that the curriculum area provides a range of teaching strategies which complements the school's strategic objectives.

## **Curriculum Development**

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

## **Professional Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the school's agreed Performance Management Review Process.

## **Recruitment/Deployment of Staff**

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of designated teams and to contribute positively to effective working relations within the school.

## **Quality Assurance**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **Management Information**

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for school's MIS, including registers.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

## **Communications**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.



## Job Description continued

### Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

### Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.



## Person Specification

Quality	Essential	Desirable
Qualified Teacher Status	Yes	
Degree in food technology or related subject	Yes	
A commitment to safeguarding and promoting the welfare of children and young people	Yes	
A commitment to achieving, maintaining and developing the attributes, knowledge, understanding and skills outlined in the core / post threshold professional standards for teachers	Yes	
Experience of teaching food technology at Key Stage 3 and Key Stage 4.	Yes	
Experience of teaching design technology at Key Stage 3 and Key Stage 4.		Yes
Confident communicator	Yes	
Confidence in the use of ICT	Yes	
An ability to work in a team	Yes	
An ability and commitment to contribute to raising student achievement	Yes	
A willingness to embrace change and seek new challenges	Yes	
An understanding of the need to take responsibility for personal professional development	Yes	
An ability to self-manage workload	Yes	



## How to Apply

Applications must be made on the official application form which can be found by [clicking here](#) or visiting [www.marywebbschool.com](http://www.marywebbschool.com)

The deadline for applications is 12 noon on Monday, 21st May 2018, and we will be interviewing on Thursday, 24th May 2018. Please do not hesitate to get in touch with me if you have any questions or if you would appreciate an informal chat; I would be delighted to hear from you.

### When completing the application form, please pay particular attention to:

- The guidance notes on the front cover.
- Section 8, Educational qualifications, please ensure you provide details of your qualifications, including GCE O level, GCSE or equivalent level 2 qualifications – a summary is not sufficient. Details of the institutions you studied at are required.
- Section 11, Further Details: Please limit this section to no more than 500 words.  
**In addition to the guidance provided, please outline your views on teaching food technology to young people in the 11-16 age range and why design and creative subjects should be an important part of a broad and balanced curriculum at Key Stage 4.**
- Section 16, References: The requirement for two employment references, one of which **must** be your current or most recent employer. Please include email addresses if possible.
- We use an application form which states that the post is exempt from the Rehabilitation of Offenders Act 1974 and that the successful candidate must apply to have an Enhanced Disclosure from the Disclosure and Barring Service. The application form will request full and complete information about employment history.
- All applicants are required to disclose whether they have any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.
- Incorrectly completed application forms will not be considered

*You can send your application via:*

*Email to: [nmurray@marywebbschool.com](mailto:nmurray@marywebbschool.com)*

*Post to: Mrs N Murray, Mary Webb School & Science College, Pontesbury, Shrewsbury, Shropshire, SY5 0TG*