

Teacher of Business Studies & Computing - Second in Technologies Faculty

Recruitment Pack

January 2018

Contents Page

- **Letter for Applicants**
- **Advert**
- **Job Description**
- **Person Specification**
- **Child Protection and Safeguarding Guidance**
- **Explanatory Notes**
- **How to Apply**

January 2018

Dear Applicant

Teacher of Business Studies & Computing - Second in Technologies Faculty

Thank you for your interest in the above post. I am pleased to enclose an information pack for you containing:

- Faculty Information
- Job Description
- Person Specification
- Application Form

Please note that the closing date for applications is Midday on Wednesday 7 February 2018 and interviews will be held on Thursday 22 February 2018. Shortlisted candidates will be contacted with details of the interview process, and if you have not been invited to an interview within one week of the closing date, please assume that your application has been unsuccessful on this occasion. If this is the case, please accept my appreciation for your interest and the time taken in making an application.

If you have any queries or would like further details, please do not hesitate to contact the school reception.

We look forward to receiving your application.

Yours sincerely



Julian Leader
Headteacher

GEORGE PINDAR SCHOOL
Moor Lane, Eastfield, Scarborough, North Yorkshire, YO11 3LW

Teacher of Business Studies & Computing – Second in Technologies Faculty
MPS/UPS + TLR 2.1 - £3551 plus

Relocation package available (for removal expenses only) up to £2,000

To start 16 April 2018 or by negotiation

Are you seeking a new challenge where you can shape and transform young people's futures? Would you like to gain recognition for your skills and abilities to engage with students and enhance their ability to achieve? Are you ready to develop your career in an environment where you will be supported to make a difference and encouraged to deliver innovative and creative teaching?

We would like to hear from you if you feel you can make a difference, supporting our school on a journey to change. We will support you to develop your career and grow your skills, as you coach and lead colleagues to progress their practice.

In return for your hard work and commitment we will provide:

- A tailored programme of CPD to include a fully funded place on the prestigious and nationally recognised NPQML (subject to the course criteria being met).
- A brand new laptop to support you with planning and preparation.
- Investment in your professional development; One day off timetable per year for the first 3 years to observe outstanding practice.
- Access to the staff 'Everybody Benefits' package, including discounts and savings from High Street retailers and salary sacrifice for childcare vouchers or cycle to work.
- Information to help you to find accommodation, including up to £2,000 for removal expenses.

This is a challenging and rewarding opportunity for a committed, ambitious and talented professional. You will work in partnership with our new Head of Faculty to develop the education of our students, through your input and innovation. George Pindar School is a school where teachers make a difference every day to the life chances of its students. The Governors and Headteacher are ambitious for every one of its students.

The Headteacher and Senior Leadership Team work hard to support and develop all our staff. We are keen to receive applications from teachers with a range of experience and skills and are happy to consider applicants who may have only been teaching for a few years or equally those with more experience. You will be creative in your approach, able to teach IT and Computing at both Key Stages 3 and 4 and Business Studies at Key Stage 4 and keen to develop and share new ideas with a key focus on student attainment.

We are a small 11-16 Community Comprehensive School located on the edge of the popular town of Scarborough, we're located less than 5 minutes from the A64 and are easily accessible from York. Scarborough is a renowned Spa town with great shopping and attractive coastal walkways. We're located only 10 minutes' drive from the North Yorkshire Moors offering leisure activities aplenty - it is a great place to live and work.

"The new headteacher has a clear and ambitious vision for the school. He is taking effective steps to get the school on track." (Ofsted 2017)

Are you an excellent practitioner with the ability to motivate and inspire both students and staff? If so, we encourage you to come and visit us in school to meet our staff and students and we would be delighted to show you around and share with you our exciting plans for the Technologies Faculty. To request an application pack or arrange a visit, please contact Alison Cooper at the school or email alison.cooper@gps.n-yorks.sch.uk

Deadline for Receipt of Applications:
Interviews to be held on:

Midday on Wednesday 7 February 2018
Thursday 22 February 2018

George Pindar School is committed to meeting the needs of our diverse community and aims to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. We expect all staff and volunteers to share this commitment.

Technologies Faculty

Our Faculty is focused on achieving the best possible outcomes for our students. The successful candidate will be expected to support the Head of Faculty with the ongoing improvement of Teaching and Learning through collaboration and the development of professional expertise and be an effective, passionate professional who consistently demonstrates high quality teaching and learning. We are looking for a positive, enthusiastic, honest and hardworking team player to join us and share our vision of a strong and successful Technologies Faculty.

In return we offer a genuine opportunity to make a real difference to our students' life chances within a positive environment, working with supportive colleagues and students who genuinely want to achieve; as well as regular opportunities for professional development and training.

Technologies Faculty Information

The Technologies Faculty at George Pindar School is a stable and highly qualified team who collaborate in order to deliver effective teaching and learning on a daily basis. Student engagement is high and relationships with students are a real strength. The Technologies Faculty is often identified to introduce and showcase teaching and learning developments, providing coaching and mentoring across the School.

The Technologies Faculty consists of seven specialist Technologies teachers including the Head of Faculty. The faculty is composed of Design & Technology, Computing and Information Technology at Key Stages 3 and 4 and Business Studies, Child Care & Development, Computer Science, Construction, Engineering, Health & Social Care and Hairdressing & Beauty at Key Stage 4. Lessons are taught in specialist rooms all with interactive whiteboards, ceiling mounted projectors and desktop computers.

Key Stage 3

Students in Years 7-9 are taught in mixed ability classes. Students have 4 one hour lessons of Design & Technology and 2 one hour lessons of Information Technology per two-week cycle. Where possible groups are taught by the same member of staff throughout the academic year. The Key Stage 3 Schemes of Learning (Years 7-9) are very extensive and supported by a variety of resources.

Key Stage 4

Students in Years 10 and 11 have 2 one hour lessons of Information Technology per two-week cycle and 5 one hour lessons in their option choices where they can choose from Business Studies, Child Care & Development, Computer Science, Construction, Design & Technology, Engineering, Health & Social Care and Hairdressing & Beauty from within the Technologies Faculty. As in Key Stage 3, where possible, groups are taught by the same member of staff throughout the academic year. The Key Stage 4 Schemes of Learning (Years 10 – 11) are also very extensive and supported by a range of resources.

Job Description



Job Title: **Teacher of Business Studies & Computing, to be Second in Technologies Faculty**

Responsible to: Faculty Leader of Technologies

Purpose:

To take responsibility for supporting the Faculty Leader of Technologies in ensuring students achieve their full potential as a result of highly effective approaches to raising standards of teaching and learning.

Leadership

1. To assume, where appropriate, the day-to-day routine duties of the Faculty Leader in his/her short term absence.
2. To develop and lead the pedagogy and methodology of teaching and learning in the Technologies Faculty to ensure that learning meets the needs of all learners.
3. Support the Faculty Leader in leading a team of professional staff, including teachers and teaching assistants to ensure that they collaborate effectively and deliver teaching and learning of a high quality.
4. Support the Faculty Leader in providing expertise, motivation and drive to ensure students are engaged in and enjoying their learning and that their learning needs are met through effective target setting, differentiation, challenge and support, including the able, gifted and talented and those identified as having SEND.
5. Provide opportunities for learning outside School by supporting the Faculty Leader in leading the regular setting and assessment of high quality homework across the Faculty.
6. Support the Faculty Leader in ensuring the Faculty uses school procedures and policies effectively to enhance teaching and learning in the Technologies Faculty.

Performance Management

1. Support the Faculty Leader in securing effective performance management.
2. Contribute to the School ethos of sharing best practice and developing open and collaborative working within the team
3. Ensure standards are properly monitored and evaluated through the School's agreed processes of self-evaluation, lesson observation, monitoring teacher planning and student work and setting and reviewing objectives.
4. Use comparative data to aid analysis of performance of teachers and students.
5. Support the Faculty Leader in ensuring that effective Continuing Professional Development is provided to reflect School, Faculty and individual objectives.
6. Contribute to the selection, deployment and organisation of staff.

School Level

1. Support School ethos and policies in planning and delivery of courses.
2. Contribute to the development of School policy.
3. Represent the Faculty at regular School meetings involving leaders and with external agencies and ensure effective communication of the outcomes to members of the team when required.

Student Outcomes

1. Support the Faculty Leader in the monitoring of progress by all students on Technologies Faculty courses towards agreed targets including any external examinations.
2. Support the Faculty Leader in the monitoring of student attitudes to and engagement in learning within the curriculum area.

Resources

1. Support the Faculty Leader in developing a learning environment that engages learners and enables both enjoyment in learning and high performance.
2. Support the Faculty Leader in managing the Faculty budget and identify suitable resources.
3. Support the Faculty Leader in ensuring 'best value' in effective deployment of resources.
4. Ensure a safe learning environment and comply with the school's Health & Safety Policy at all times.

General

1. Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job.
2. Ensure Child Protection and Safeguarding responsibilities are met.
3. Undertake the duties of teachers as outlined in the teachers' Pay and Conditions Document.

**Person Specification:
Teacher of Business Studies & Computing
- Second in Technologies Faculty**

	Attributes	Essential	Desirable	How Assessed
Commitment	To the success of the Technologies Faculty, the School and of its students.	✓		A/I
	A strong vision for the development of teaching, learning and assessment	✓		A/R/I
	To raising standards and Narrowing the Gap in achievement between groups of Students	✓		A/R/I
	To support the School to develop innovative practice and transform learning	✓		A/I
	To promoting social cohesion and challenging social barriers	✓		A/I
	To working in partnership with other local schools and the wider community	✓		A/R/I
	To equality principles and practice	✓		I
Qualifications	Qualified Teacher Status	✓		A
	A good first degree	✓		A
	Recent relevant inset		✓	A/R/I
Experience	Experience Leading change successfully on a departmental/faculty level	✓		A/R/I
	Experience of curriculum development, which includes devising modified and differentiated work schemes and programmes of study	✓		S/R/I
	A proven track record of raising standards for Students of all abilities in a challenging environment		✓	A/R/I
	Use of innovative approaches to teaching and learning and disseminating these on a departmental/faculty level.	✓		A/R/I

	Experience of providing a positive and supportive presence in the daily operations of the school		✓	A/R/I
	Improving the outcomes for students through developing others.		✓	A/R/I
Knowledge and Skills	Thorough knowledge and understanding of current curriculum developments and how students learn	✓		A/R/I
	Understanding of the principles of school improvement and effectiveness	✓		A/R/I
	Good knowledge of change management protocols and their effective implementation	✓		A/R/I
	Demonstrable ability to plan effectively in order to improve outcomes for all students.	✓		A/R/I
	The ability to analyse data and other sources of evidence to judge the quality of work and to be proactive in identifying and implementing strategies for continuous improvement	✓		A/R/I
	Ability to ensure an ethos and structure for managing behaviour which enables all students to achieve	✓		A/R/I
	Ability to lead and work effectively as part of a School team and with students and parents	✓		A/R/I
	Understanding of issues related to challenging schools		✓	A/I
Other Requirements	Ability to manage workload and demonstrate flexibility, resilience and perseverance in meeting challenges	✓		A/R/I
	Ability to accept responsibility for problems that may arise and actively seek solutions	✓		A/R/I
	Excellent communication, presentational and interpersonal skills	✓		R/I
	Total commitment to safeguarding children	✓		A/R/I
	A positive role model for staff and pupils	✓		A/R/I
	A willingness to engage in extra-curricular activities	✓		A/R/I
Key	A = Application R = Reference I = Interview			

The school is committed to Safeguarding and Promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse eg those with Special Educational needs, those living in adverse circumstance. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

The School's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone in the education service shares an objective to keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'.

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the school who is likely to be perceived by the children as a safe and trustworthy adult including eg volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identify and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service checks.

Explanatory Notes



Applications will only be accepted from candidates completing the school's Application Form. Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Completed Application Forms should be accompanied by a supporting statement (no more than 2 sides A4) outlining your educational philosophy, experience and vision for the strategic development of our school.

Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service checks.

- Candidates should be aware that all posts in George Pindar School involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your Application Form and Statement, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK (if applicable).
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate.
- Documentary proof of current name and address (ie utility bill, financial statement etc).

- Where appropriate any documentation evidencing change of name (if applicable).
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for all school based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK (if applicable).
- Receipt of at least two satisfactory references (if these have not already been received).
- Verification of identity checks and qualifications.
- Satisfactory DBS Disclosure.
- Verification of professional status such as QTS Status, NPQH (where required).
- Satisfactory completion of a Health Assessment.
- Satisfactory completion of the probationary period (where relevant).
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999).

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to Apply



Please contact the Headteacher if you wish to discuss the post or to arrange to visit the school and meet with me. Application packs are available online or from the school website. Please apply directly to the school, for the attention of the Headteacher.

Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date:

Midday on Wednesday 7 February 2018

Interviews

Thursday 22 February 2018

Applying

Completed Application Forms and supporting Statement must be returned in electronic format to:

alison.cooper@gps.n-yorks.sch.uk