Wyvern St Edmund's
Learning Campus

APPLICATION PACK



Due to the expansion of the DT department we require

TEACHERS OF DESIGN TECHNOLOGY (Catering and Product Design)

for

1st September 2019

Closing date for applications: Monday 20th May 2019

Headteacher: Nicola Bull

Wyvern St Edmund's Learning Campus
Church Road, Laverstock, Salisbury,
Wiltshire,
SP1 1RD
Tel: 01722 328565

St Edmund's Girls' School and Wyvern College are part of Magna Learning Partnership

MLP MAGNA LEARNING PARTNERSHIP

Dear Prospective Applicant

Thank you for your interest in applying for this post. This is an exciting opportunity to join two happy and successful schools with excellent achievement and delightful students.

We require two outstanding teachers of Design Technology / Catering / Product Design (with a good sense of humour), to join our expanding **Design Technology department** at the Wyvern St Edmund's Learning Campus from September 2019. The successful candidate will join an outward-facing, passionate and supportive team in an innovative environment where two schools (one boys' and one girls') have co-located to share facilities and teachers to create a large mixed setting.

The position is:

- Permanent, full time post
- Required from 1st September 2019
- Closing date for applications: **Monday 20th May at 9.00am**
- Suitable for an experienced teacher or an NQT

We are hoping for someone energetic, passionate and fun to work with. We are a creative and forward-thinking team of teachers and leaders who pride ourselves on developing positive relationships with students; we believe that being approachable and caring is what helps us safeguard students and drive progress.

We are currently basking in the success of record exam results at both schools in August 2018 and are seeking to move into the top 5% of schools nationally for progress in the near future. We are committed to staff well-being and demonstrate that through our behaviour management and written feedback policies and by offering a few perks; the reduced corporate gym membership and the Wiltshire Rewards cashback programme are very popular. Staff also benefit from our commitment to professional development and, in working as part of a multi-academy trust with four secondary schools, groups of subject leaders and teachers are able to meet regularly to share ideas, schemes of work and to moderate together.

Wyvern St Edmund's Learning Campus

In May 2018, I was asked to take over the Headship of Wyvern College (in addition to my role as Headteacher at St Edmund's) with the aim of 'co-locating' the two schools and creating one 'learning campus'. Both schools are academies and are situated next door to each other in an outstanding location on the outskirts of Salisbury, with a beautiful backdrop of the Laverstock Downs and acres of playing fields. Both schools currently have a 'Good' OFSTED rating.

Whilst we haven't fully merged the schools, departments are mostly located together and lead by a single head of department, and one senior leadership team work across the whole learning campus. It is an innovative and rare project but we believe that by working together we can offer an even better education to both boys and girls, resulting in higher attainment and progress for all students.

Single-sex teaching has remained in most classes and tutor groups but where we believe there is educational benefit for students, some classes are mixed.

New staff joining the school can be assured of a warm, supportive environment along with robust professional challenge and a strong sense of shared vision and ethos: our aim is that every student becomes the best possible version of themselves that they can be. We are very proud of our caring Christian ethos that runs through every aspect of school life.

St Edmund's Girls' School and Wyvern College are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

How to Apply

Please take time to look at the information about St Edmund's School and Wyvern College, which is on our websites. Should you have any specific queries that are not answered by the information we have provided, or wish to visit the school prior to making an application, please contact my PA, Jacqui Wardley (jwardley@wyvernsteds.org ; 01722 328565).

Please email your application to Jacqui, remembering to include three documents:

- Application Form (can be found here)
- Equality & Diversity Form
- Letter of Application (no more than 2 sides of A4 paper) in which you should detail the skills, attributes and experiences which make you an appropriate candidate for the post. Please try to include information in this letter that helps us get to know you as well as your professional skills.

Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application
Yours sincerely



Nicola Bull
Headteacher

Design Technology at Wyvern St Edmund's Learning Campus

We are a growing department that is experienced, enthusiastic and dedicated. We are made up of five teachers, and three technicians. We all work closely together, sharing ideas, resources and expertise in a supportive and co-operative manner. Our aim, supported by SLT, is to inspire students so that they really enjoy their DT lessons and absolutely see the benefit of the subject.

Our high expectations of students and ourselves ensure that we are always striving for the very best outcomes for students and trying to discover those who have a special talent for design.

The Key Stage 3 curriculum is challenging, enriching and enjoyable, it is made up of a range of focused practical tasks in Food, Textiles & Resistant Materials along with design and making activities. Year 7 and 8 students study all aspects of the DT national curriculum; in Year 9 they select a specialist area to focus on in preparation for their KS4 choices.

For KS4 students we offer GCSE Design and Technology and Level 1/2 Hospitality and Catering. We are flexible with the courses we choose to run depending on the demand from students and the ability of the cohort each year. Students studying DT at KS4 take huge pride in their work and are achieving amazing outcomes.

In DT we believe that students need to learn how to produce both thoughtful designs and accurately manufactured outcomes. As a department, we support the school's wider curriculum intent by educating students to consider the environmental, social and ethical issues that surround the design choices they make. We achieve this through schemes of work focused around sustainable design and through leading the school's Personal Development Days based on Climate Change, Sweatshops and Fast Fashion.

The department has a healthy budget and is well equipped with three workshops, three kitchens and a clean room as well as access to the schools ICT facilities.

The aims of the Design Technology department are:

- Design with sustainability in mind
- Understand materials & ingredients physical & working properties
- Develop problem solving skills
- Develop creative, curious minds
- Develop analytical and evaluative skills

If you want to work in a department that is valued by students and SLT with a supportive team, in a school with fantastic staff and wonderful students, then this vacancy is one you should definitely apply for! We hope to hear from you soon.

JOB DESCRIPTION: Teacher of Design Technology / Catering / Product Design

Job Purpose

To promote student **enjoyment** and **achievement** through outstanding teaching that inspires learning.

Responsible to: Head of Design Technology

Teaching and Learning

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives.
- To teach DT at Key Stage 3 and Key Stage 4 and possibly a second subject through mutual agreement.
- To give feedback to students in line with the school's policy.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning and curiosity.
- To promote learner self-esteem and a positive academic self-concept.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To deepen learner knowledge and understanding and to maximise their achievement.
- To use positive behaviour management techniques based on mutual respect and recognising that every child matters.

Monitoring, Assessment, Recording, Reporting and Accountability

- To be immediately responsible for learner tracking, recording and reporting.
- To work with the SENDCO where necessary, e.g. to effectively match curriculum materials and approaches to meeting learner needs.
- To assess learners' work and use findings to inform future planning, teaching and subject development.
- To produce informative, helpful and accurate reports to parents.

- To plan lessons and keep an accurate record of learner progress.

Knowledge and Understanding

- To have a thorough and up-to-date knowledge of all the national curriculum and examination courses.

- To keep up-to-date with research and development in pedagogy both within the subject and as a teacher/learner.

Professional Standards and Development

- You are expected to be a role model to learners through personal presentation and professional conduct.

- To be punctual to lessons and meetings.

- To support school policies.

- To strive for personal and professional development.

- To be involved in extra-curricular activities.

- To liaise effectively with parents and other stakeholders involved with education and welfare.

- To be responsible for promoting and safeguarding the welfare of students at the school.

- To undertake any reasonable task requested by the Head of department.

Pastoral Duties

- Every subject teacher is be expected to be a tutor.

NQTs only

- To aim to pass the standards at the end of the induction period to maintain QTS.

- To take full advantage of the school's induction programme.

- To seek advice and guidance.

- To engage in reflective self-analysis of professional practice.

- To play an active part in the everyday life of the school.

This job description will be reviewed annually as part of our Appraisal process and may be subject to amendment or modification at any time after consultation with the post holder. It is not comprehensive but sets out the main expectations of the school.

	Essential	Desirable	Assessed by
Qualifications	Qualified Teacher Status or NQT Good Honours Degree		Application form
Experience	• Teaching DT/ Catering Studies in a Secondary Comprehensive school to GCSE level • An outstanding classroom practitioner • Successful curriculum delivery		Application form and references
Knowledge and Understanding	• Knowledge and understanding of the National Curriculum for DT/ Catering Studies • The ability to recognise good classroom practice • The ability to use student data to monitor and improve performance • Confidence in using ICT to support teaching • Aware of current trends in DT/ Catering Studies teaching • Knowledge of the role of the form tutor	• How to foster extra-curricular involvement • Data management and skills	Application form, references and interview
Professional Skills	• The ability to inspire, develop and motivate students • Clear and effective communication • Ability to manage practical activities • Ability to manage young people effectively • Organisation and management of resources • Ability to set targets for students in relation to achievement • Ability to form and maintain positive relationships and personal boundaries with young people		Application form, references and interview
Professional & Personal Qualities	• A genuine interest in young people • A commitment to inclusive education • Energy and drive • Ability to work as part of a team • High expectations of achievement and behaviour • Able to articulate personal values in relation to education • Committed to safeguarding and promoting the welfare of children • Respect for students, staff, parents and governors • A good sense of humour • A friendly disposition	• A healthy sense of perspective • Willingness to seek further professional development • Ambitious to further career	Application form, references and interview