

# Swanwick Hall School



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Headteacher: Jonathan Fawcett  
Associate Headteacher: Rebecca Green

## Teacher of Technology (Full time, temporary)

MPS/UPS

Required from September 2018

Please return a completed application form together with a full letter of application

**by midday on Monday 16<sup>th</sup> July**

**Interviews to take place on Wednesday 18<sup>th</sup> July**

*Swanwick Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Swanwick Hall School is committed to innovation in the area of teaching and learning and provides a wide range of CPD opportunities for all staff. We offer a high quality induction programme and a well established professional support and development programme.*



## Teacher of Technology

Dear Applicant

Thank you for your interest in the above post. We are seeking to appoint a colleague with a passionate commitment to the teaching of Technology subjects, a belief that all children can succeed and a creative approach to implementing teaching and learning strategies that support achievement. The successful candidate will contribute to the planning and teaching across the suite of technology subjects at Key Stage 3 and 4 alongside the opportunity to deliver A level. The successful candidate will have the energy, enthusiasm and ambition to contribute to the collaborative nature of the Technology Faculty. In summary, we are looking to appoint a professional who:

- is an excellent teacher, and committed to further professional development
- is passionate about technology within the curriculum and believes that all children can succeed
- has an instinctive understanding of learning processes and teaching and learning strategies
- is committed to teamwork, organisation skills and accountability, within a supportive framework
- is committed to the ethos of our school
- is enthusiastic and experienced in applying new technologies and smart materials to further students learning and outcomes.

*The staff in the department are:*

Student Progress Leader  
Assistant Student Progress Leaders

Mrs Jamie Brierley-Warren  
Mr Doug Leman  
Miss Siobhan Cooke  
Mrs Kim Beeson

Mr Matthew Buck  
Mr David Boyce  
Mr Robert Warren

### The Technology Department

The Technology Faculty encompasses a wide range of popular vocational subjects across KS3-5 including Design Technology, Textiles, Media Studies, Health and Social Care, Construction, Catering & Engineering. As a faculty we have been strategic in ensuring we are all skilled and resilient in many of the above subjects to ensure students have a high quality and consistent experience in all areas.

With a wide range of facilities including specialist rooms, an engineering suite, two catering rooms, 2 specialist media rooms, two practical workshops and a textiles room with supporting facilities including a CAD/CAM room, welding workshop and a construction base students are fully equipped to be successful in their Technology Subjects. With the introduction of new GCSEs and vocational courses we are a fast moving and evolving team fully focused on planning and delivering a wide and engaging curriculum to our students.



All students in Year 7 & 8 are taught Technology, which covers Design Technology, Textiles and Food & Catering. Towards the end of year 8 students have the opportunity to choose year 9 subject choices, which includes either Design Technology or Textiles to study for the whole of year 9 as an optional choice to enrich their KS3 curriculum.

Alongside this, year 9 students choose an early Key Stage 4 option to complete their GCSE in a vocational subject in year 9 & 10 in either Catering, Engineering, Media or Construction. In addition to this early Key Stage 4 option, students choose options in other subjects, including the above and additional technology subjects; Design Technology (multi materials) & Health & Social Care in year 10 & 11. The Technology faculty is an enthusiastic and committed team, providing an encouraging and motivating environment for all students to learn within which is reflected in the popularity within KS3 and KS4 options.

All subjects are very popular at GCSE and the faculty continues to have healthy group sizes year on year, with many students continuing onto A level study in their chosen subject. At KS5, Product Design and Food have proved to be popular for a number of years and have since been complemented with the addition of Textiles. The faculty is a strong contributor to the extended school curriculum, proven by its presence within the Enrichment curriculum at KS3 and KS5 offering a wide range of learning experiences.

If you believe you have the skills and experience needed within this job role and are keen to be instrumental in its future success, then we would like to hear from you and look forward to receiving your application. We are more than happy for you to visit the school or to discuss the post by telephone conversation before application.

Please apply by completing the application form and also supply a letter of application. This should be word-processed, of no more than two sides of A4 in length, and should outline why you are interested in this post and why you feel that your skills and experiences to date will allow you to become a successful member of our Technologies Faculty. On the application form, please state the type of degree you have (BA Hons, BSc Hons etc), its title and the class you were awarded (First, 2:1 etc), as well as the A Levels that you studied and the grades that you achieved.

Thank you for expressing an interest in this post. I look forward to receiving your application by midday on Monday 16<sup>th</sup> July. We intend to interview on Wednesday 18<sup>th</sup> July. In the meantime, please contact the school if you have any queries or if you would like to visit, please contact my PA, Andrea Hollingsworth, on extension 1032 or email [aho@swanwickhall.derbyshire.sch.uk](mailto:aho@swanwickhall.derbyshire.sch.uk) if you would like to arrange this.

Yours sincerely

**Jonathan Fawcett**  
**Headteacher**



## JOB PROFILE

<b>Job title:</b>	Teacher of Technology		
<b>Contract:</b>	Temporary	<b>FTE:</b>	1
<b>Reporting to:</b>	Student Progress Leader Faculty		
<b>Salary</b>	Main/Upper Scale		
<b>Core purpose:</b>	<p>To carry out the duties of a Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating National Curriculum requirements and in line with curriculum policy.</p> <p>To work towards and promote the vision and the aims outlined in the School / Academy Improvement Plan.</p>		

### 1. Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

### 2. Expectations of all teachers:

Teachers within the Two Counties Trust ensure that the education of students is their first concern and are accountable for maintaining high standards of professional conduct.

Our teachers are expected to:

- Set high expectations which inspire, motivate and challenge students to fulfil their potential.
- Demonstrate consistently high standards of personal and professional conduct.
- Ensure that students are offered engaging and high quality learning opportunities.
- Facilitate, support and monitor the progress and development of students.
- Demonstrate good, current subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Treat students with dignity, building relationships which are rooted in mutual respect, observing proper boundaries as appropriate to their professional role.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Show tolerance of and respect for others.



- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Manage behaviour effectively in order to maintain a good and safe learning environment.
- Actively engage with performance improvement and undertake professional development activities to enhance self and job performance.

### **3. Teaching & Learning responsibilities:**

Our teachers are expected to:

- Plan, teach and evaluate lessons, ensuring that the learning experience for all students is well matched to their educational needs.
- Create a stimulating environment for teaching and learning using a variety of methods which are appropriate to students' learning styles and the varying demands of curriculum.
- Deliver a high quality learning experience that meets internal and external quality standards.
- Assess, record and report on the attendance, progress, development and attainment of students.
- Provide set targets for students and provide feedback, ensuring students know how best to improve, maintaining accurate and relevant records as required.
- Maintain a positive, conducive and safe learning environment, being aware of and responding to any health and safety issues.
- Encourage high standards in punctuality and presentation of work.
- Set high expectations for students' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the behaviour policy.
- Use ICT appropriately and creatively to support effective learning.
- Consistently apply and support the development of policies which enable effective learning and inclusion.

### **4. Working with others:**

Our teachers are expected to:

- Form professional and co-operative working relationships with colleagues.
- Share knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the relevant curriculum area(s).
- Support colleagues in the formulation of appropriate methods of assessment and recording for their curriculum area.
- Trial materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
- Work with parents and carers as partners in order to raise standards and achievement.

### **5. Other Duties relevant to the role:**

Our teachers are expected to:

- Support and adhere to all quality assurance procedures.
- Maintain accurate records which identify and monitor the progress of all students.
- Communicate effectively with parents of students and with persons or bodies who are concerned with the welfare of students, after consultation with appropriate staff.
- Contribute to the personal, social, health, citizenship and enterprise education of students according to the agreed policy.
- Carry out a share of supervisory duties in accordance with published rosters.
- Participate in appropriate meetings with staff and parents as defined by the annual calendar.

**Notes:**

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

**Core Values:**

Respect for individuals:	We work together to create a culture based on trust, respect and dignity.
Integrity:	We are open, honest and direct in our dealings.
Collaboration:	We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives.
Continual improvement:	We are a learning organisation that strives always to 'make our best better'.
Accountability:	We hold ourselves accountable and take ownership.



## PERSON SPECIFICATION

Role:		E/D	A	I
<b>Qualifications and Training</b>				
1	Qualified Teacher Status or completion of training programme.	E	✓	
2	Degree in a relevant subject.	D	✓	
3	Evidence of continuing professional development.	E	✓	
<b>Experience</b>				
4	Relevant teaching experience in secondary education, either through a training programme or current post.	E	✓	✓
5	Experience of using data to inform planning, target setting and to secure improvements.	E	✓	✓
6	Experience of successfully implementing successful teaching and learning strategies.	E	✓	✓
<b>Knowledge and understanding</b>				
7	Excellent subject knowledge with a passion for the subject area.	E	✓	✓
8	Knowledge of the National Curriculum including latest developments, initiatives and current issues.	E	✓	✓
9	Knowledge of effective assessment strategies.	E	✓	✓
10	Clear understanding of successful strategies for raising achievement.	E	✓	✓
11	Good knowledge of pedagogy, how students learn and teaching styles.	E	✓	✓
12	Understanding and commitment to social inclusion.	E	✓	✓
<b>Skills and abilities</b>				
13	Ability to communicate effectively with students' and parents.	E		✓
14	Flexible and imaginative with the ability to solve problems creatively.	E		✓
15	Good IT skills with the confidence to exploit new technology.	E	✓	✓
16	Ability to effectively manage behaviour.	E	✓	✓
17	Ability to motivate and inspire students to achieve.	E	✓	✓
<b>Personal attributes</b>				
18	Tenacity and resilience.	E		✓
19	A strong and supportive team player.	E		✓
20	Personal presence and confidence; warmth & sensitivity.	E		✓
21	Enthusiastic and determined.	E		✓
22	Courteous and tactful. Relates well to young people	E		✓
23	Able to work on own initiative and manage diverse work pressures	E		✓
<b>Other</b>				
24	A commitment to uphold and promote equality of opportunity	E	✓	✓
25	Demonstrates an understanding of Safeguarding issues relevant to the post	E	✓	✓

KEY: ✓

E	Essential
D	Desirable
A	Assessed by Application Form
I	Assessed by Interview

Date: May 2017



## **General Information For Applicants**

Swanwick Hall School is an 11-18 school situated in South East Derbyshire, close to the border with Nottinghamshire. The school serves a diverse semi-rural area which stretches from Heage in the north, through Swanwick and down to Somercotes, Riddings and Ironville in the south. We have seven schools in our cluster, three primaries, two infants and two juniors. The area is demographically, socially and financially mixed. There are areas of affluent, privately-owned housing as well as areas of significant social deprivation; indeed much of our catchment is in the bottom 10% of social deprivation indices. This diversity helps to create the rich character of the school which works hard to ensure a high quality education for all students and also to meet the diverse needs and interests of the whole community. The area has been characterised by significant socio-economic change in recent decades. Initially an area of strong coal mining influence it changed through to textiles and other light industries in the 1980's and 90's and has undergone further changes in recent years. A lot of local employment is relatively low-skilled and low-paid. The ethnic make-up of the school population is 98% white British, with the majority from working class backgrounds.

The current headteacher has been in post since April 2006. The school was inspected in February 2008 and November 2010, with both reports deeming the school to be good with outstanding features. A recent inspection in October 2013 graded all areas as good, which we viewed as a significant achievement in the context of the very challenging new framework. The inspections were positive, affirming experiences and all commented on similar strengths: the faster than national average rates of progress; the quality of self-evaluation and how well leaders know the school; the breadth and diversity of the curriculum; the strongly inclusive practices; the high levels of engagement and positive behaviour of students; the strong progression routes for students of all abilities.

We are at a very exciting point in our school improvement journey. Our strategically focused governing body are keen to play a lead role in shaping the evolving local educational landscape over the next few years. We are keen to develop strong collaborative partnerships for the benefit of all students and local communities in order to ensure that Swanwick Hall School continues to improve and build on the record that has seen us year on year improve the progress that students make in their time with us, be consistently oversubscribed despite falling rolls locally and be identified as an outstanding school for SEN and inclusion by NASEN. Rather than seek to consolidate these achievements, we are viewing this as an opportunity to continue to examine all aspects of our practice and provision and to accelerate our progress as we seek to achieve the governors' main strategic aim of being deemed outstanding within the next 2-3 years.

We have always been keen to work proactively and in the best interests of our students, to form positive working partnerships with local schools serving similar contexts and with whom we can share good practice to raise standards further. To this end, on 1<sup>st</sup> April this year we formed a multi academy trust, The Two Counties Trust, with two other 'Good' local secondary schools: Selston High School and Ashfield School. We are very excited about this next phase in the school's continuous journey of self-improvement and look forward to the enhanced opportunities it will provide for our students, our staff and the community we serve.

There are currently 1207 students aged 11-18 on roll at Swanwick Hall, 131 of these post-16. At a time of falling rolls, both nationally and locally, the school has been consistently oversubscribed for Year 7 intakes and post-16 numbers are set to rise over the next two years.





Performance at Key Stage 4 has improved significantly and continuously in recent years, achieving best ever GCSE outcomes across a range of indicators that measure success with all students, in addition to the nationally reported headline figures. In 2015, Year 11 students achieved the best ever value-added for progress from KS2 to KS4. Post-16, Average Point Score and pass rates have been very strong for a number of years and, similarly to KS4 performance, Post-16 students have frequently achieved the school's best ever A Level results for each of the past five years. This is achieved against the background of a very inclusive Sixth Form and this principle remains as important as a high APS. One telling measure of the success of the Sixth Form is that all but one of the students wanting to go to University in the last five years has secured a place, with the overwhelming majority of them successfully gaining places at their first choice destination. A very high percentage of these are first generation entrants to higher education. In the last four years, four students have secured Oxbridge places, significantly above the statistical expectation for the school.

In order to meet the needs and aspirations of the very diverse catchment area where students have a very wide range of aptitudes, interests and abilities, the curriculum is broad and balanced to reflect this context. The improvements in results at all levels have been achieved not by any 'quick-fix' curriculum changes, but by ensuring that the curriculum and the courses offered suit the needs, interests and aspirations of all students, ensuring that all subject areas perform to similar standards and setting clearly achievable but very aspirational targets.

All students at KS4 follow a core curriculum of English, Maths and Science. This core curriculum is complemented by a range of traditional GCSE option subject, as well as applied and vocational courses. We have worked hard to retain the broadest possible offer following the introduction of Progress 8 and EBacc performance measures and in the face of much tighter budgets.

The school is situated on a beautiful site of some 22 acres of parkland. The main school building is a 1770s Grade 2 listed building which was a former private family home. Having been purchased by Derbyshire County Council and opened as a grammar school for 300 children in 1922, it expanded and those first parts of the new school are also listed buildings. Since then many new blocks have been built, which gives a diverse standard of accommodation in terms of age and state. 2006 saw the opening of new ICT/Library Music blocks, there is a relatively new Dining Hall and several recent, single storey individual buildings housing different subject areas. Despite the varying nature and ages of many of the buildings, hard work by the site team and significant financial investment have ensured that all areas of the site are up to the required standard and fit for purpose. The latest project was a £2.5m sports hall, incorporating some inclusion facilities, which was completed in March 2013.

The school's strong reputation for teaching and learning and for providing induction and professional development for staff, ensures strong recruitment. There is a wide range of excellent teaching at Swanwick Hall School, encouraged by a 'risk-taking' ethos of innovation and experimentation, and the best of this is clearly outstanding. Plans to ensure that there are 'great teachers' across the school are in place, and the quality of teaching within the school means that there is no 'lottery by timetable' for students in terms of the quality of provision that they receive.

Student behaviour and engagement in learning are very good. The students are proud of and feel a sense of belonging to their school. This is reflected by the improvements in attendance to around 95% and persistent absence rate below the DfE's target. Exclusions are relatively rare and only one student has been permanently excluded in the past five years. Internal behaviour data shows continued reductions in the number of sanctions, whilst the bar is constantly raised in terms of expectations. Students are encouraged to play an active part in their personal development and to



engage in mature citizenship activities. There is a very wide range of extra-curricular activities provided both on site and through visits. Several trips run overseas, as well as residential and day visits within the UK. In October 2015, students took part in visits to Japan and Cambodia.

Each student is in a tutor group overseen by two tutors, with many support staff being involved as tutors. Each Year group is managed on a daily basis by a non-teaching Pastoral Manager, overseen by a Progress and Achievement Leader who works proactively and strategically to create a positive ethos of achievement within the year group and to set and monitor progress towards targets within a wide range of areas, and implement intervention strategies when required.

The school has a positive and ever-evolving ethos. Considerable time is invested in ensuring that relationships are right. This has involved a shared vision for the school and understanding of 'where we are at' for all staff; strong presence of LT around school; effective line management structure for middle leaders (Student Progress Leaders), balancing challenge and support; a collegiate approach between pastoral and curriculum leaders; clearly communicated expectations to students about behaviour, punctuality, uniform and work ethic to which they respond very well; an encouragement of all students to be involved in active citizenship; a belief that all students can and will achieve; regular communication with parents, in particular working hard to involve parents early where there are concerns; staff working hard to build positive relationships and to engage students in learning. Most visitors describe the school as a calm but purposeful environment, with a very open and friendly approach to visitors. This does not happen by accident, but is the result of a lot of hard work from an extremely talented and committed staff.

The core commitment to ensuring that all students achieve their full academic potential whilst at Swanwick Hall School is underpinned by a strong belief in and commitment to the development of the whole child. The school is also a centre for the community to use and it is widely available in evenings, weekends and during holidays. The governing body question intelligently and strategically the vision and direction of the school. They are all fully committed to what the school stands for, understand well strengths and areas in which the school needs to improve and are clearly focused on ensuring that standards and outcomes continue to improve rapidly.

Whilst there is much to be very proud of in the school, its students and their achievements, there is no arrogance or complacency. Rather, there is a recognition of the need to continue to work hard and be clear in strategic planning, be highly self-evaluative and self-critical, analysing strengths and areas in need of improvement in detail, in order to achieve these aims. The School Improvement Plan has as its central strand the continual improvement of the quality of teaching in order to maximise its impact on students' learning and progress.

The school's three most recent Ofsted reports (February 2008, November 2010 and October 2013) recognised these features, and all three inspections were positive, affirming experiences for the school and confirmed the accuracy of its own self-evaluation: that Swanwick Hall School is a school to be proud of, that it has many strengths, several outstanding features and a clear capacity to raise standards further.

Jonathan Fawcett  
May 2016



## The Location Of Swanwick Hall School

