 





Recruitment Application Pack

Head of Technology and STEM and

Teacher of Design Technology

UPS/MPS Plus a TLR 2 £6645

Required for September 2019



|  |  |
| --- | --- |
| *Welcome* | *Page 3* |
| *The Academy**The Trust* *Advert* | *Page 4**Page 5**Page 6* |
| *Application Process* | *Page 7* |
| *Job Description* | *Page 8* |
| *Person Specification* | *Page 12* |

2



Welcome

Thank you for your interest in the role of Head of Technology and Teacher of Design Technology at Lightcliffe Academy.

We hope you will find here all the information you’ll need to inspire you to join our team. This pack contains information about the Head of Technology and Teacher of Design Technology role, we hope you will also gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our students.

This is an academy that is on an exciting journey of improvement. As a member of the Abbey Multi Academy Trust we aim to provide the best possible environment for the staff, students and community we serve. Together we need to be both realistic about the challenges ahead, but unswerving in our commitment to tackling them with pace and the confidence that we can achieve rapid change.

The Academy has a dedicated and talented team who are committed to achieving the best for our students. We are working hard to unlock the potential in Lightcliffe Academy as well as further developing our capacity through the appointment of new members of staff.

Joining us at this exciting time presents a career defining opportunity. We have begun our improvement journey that will take us to “good”, which will be an incredibly rewarding experience for everyone at Lightcliffe. All staff will benefit from opportunities to work closely with other partners in the Abbey Multi Academy Trust and, most importantly, our students will flourish.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what Lightcliffe Academy and Abbey MAT have to offer.

We look forward to meeting you and reading your application.

Jon Norden

Acting Principal - Lightcliffe Academy

Executive Principal (secondary) - Abbey Multi Academy Trust

Catherine Garrett and Helen Pratten

Joint Acting CEO and Executive Principal – Abbey Multi Academy Trust

3

 The Academy



Lightcliffe Academy was established in 2015, when predecessor school Hipperholme & Lightcliffe High joined Abbey Multi Academy Trust. Located in Halifax, in the striking surroundings of the Calder Valley, the Academy serves around 1,500 students aged between 11 and 18.

The school was placed in Special Measures after the Ofsted Inspection in November 2018. We have an ambitious action plan in place, highlighting that we know exactly what we need to do to address the issues recognised in the inspection report.

The challenge we have set ourselves is clear: to be rated “good” as soon as possible. We are working hard to rebuild the schools’ reputation and to ensure that it becomes the school of choice in the local community.

***Our ethos and values***

Abbey Multi Academy Trust is led by founder school Abbey Grange C of E Academy, Leeds. Abbey Grange is a successful academy, judged to be ‘Good’ by Ofsted and able to demonstrate a sustained trajectory of improvement over recent years.

The MAT core values of partnership, nurture and empowerment run through the life of the academy and influence everything we do. We strive to provide an education for our students that isn’t just about academic or vocational achievement and progress, rather it is also about preparing them to be engaged, responsible citizens with the choice to shape their future and find success and fulfilment.

We promote our own school values of Respect, Endeavour, Dignity, Service and Aspiration.

*4*

About Abbey Multi Academy Trust

Abbey Multi Academy Trust (Abbey MAT) is a Diocesan Multi Academy Trust, committed to delivering a quality education with a caring, Christian ethos.

Our overall vision is simple:

*“To work in partnership to educate, nurture and empower”*

Children and young people who attend Abbey MAT academies will find an environment that is welcoming, caring, calm, disciplined and purposeful. We want to ensure that young people have the highest aspirations for themselves and the opportunities to achieve their very best – as well as developing socially and emotionally, with the self-confidence to achieve success and fulfilment.

Our ambition is to establish an educational family of schools, serving the communities of West Yorkshire and the Dales Diocese. We’re excited about growing our network and passionate about unlocking the opportunities of working across all school age ranges, enhancing continuity of provision from 4 to 19.

Beyond that, we’ll work in true partnership with key stakeholders, equipping young people with the skills and experience to succeed beyond school, whether that be further and higher education, apprenticeships or employment with training.

We’ll also be outward facing, sharing our expertise more widely and working with other schools and academy trusts to develop our practice and enhance the quality of provision we offer our students.

*5*

Advert

**Lightcliffe Academy**

Halifax | Principal: Jon Norden | NOR: 1450

**Head of Technology and STEM and Teacher of Design Technology**

**UPS/MPS plus a TLR 2 £6645 per annum**

**Plus access to an individually tailored CPD package**

**Required for September 2019**

This is an exciting time for Lightcliffe Academy as it continues its journey as a member of the Abbey Multi Academy Trust. Currently in Special Measures we have set ourselves ambitious targets: to make rapid improvements so that we deliver a great standard of education for our students.

Jackie Nellis has been appointed Principal at Lightcliffe Academy and will be taking up the post in September 2019. Previously Jackie has been Head of Learning at Calderdale after her extremely successful period as Head of the Halifax Academy. In 2005 Jackie took up the post of Headteacher of Carlton Bolling College in Bradford, which she helped to lead from special measures to outstanding within 3 years.

We are implementing new curriculum models that have come into place September 2015. This includes commencing a three year KS4 curriculum and realigning options to allow our students to achieve the best they can within the new progress measures.

We are seeking to appoint an outstanding classroom practitioner, to join our hardworking and dedicated Department. You will be a teacher with a passion for Technology and capable of delivering outstanding and inspirational lessons to our students.

This is an exciting opportunity for a teacher to join our academy where new initiatives are welcomed and encouraged.

As a member of staff we will nurture, challenge and support you throughout your career here at Lightcliffe Academy. The post offers an opportunity to join a curriculum area where creativity, innovation and the ability to work effectively in a team is valued.

You will be:

* A routinely good/outstanding teacher with the ability to teach all aspects either Design Technology at KS3, KS4 and KS5.
* Oversee the whole technology department including line management of Food and STEM
* A colleague looking to develop your career within a supportive team
* Able to encourage and enthuse students to achieve their full potential
* Inspirational to colleagues and students – sharing best practice

We can offer:

* An Academy and a department that will allow you to be inspirational, creative and play an active part on our journey.
* Tailored CPD with a commitment to support your career ambitions.
* A department which welcomes new ideas with energy and enthusiasm.

This is a genuinely exciting time to join our Academy and to play a part in the development of our Multi-Academy Trust. If you are looking to join an Academy with happy, positive and polite students and staff then we want to hear from you.

For an informal discussion or to arrange a visit please contact Mandy Wall on 01422 201028

To obtain an application pack please visit: <http://www.abbeymat.co.uk/vacancies> or email Mandy Wall at awall@lightcliffeacademy.co.uk

The closing date for applications is 12 Noon Wednesday 1st May 2019.An enhanced disclosure from the DBS will be required for this post.

*6*

How to apply

If you wish to apply for this exciting position, please complete the Application form in full. If you would like a copy of the form in a larger font/different formal please make contact Mandy Wall, awall@lightcliffeacademy.co.uk

The application includes a personal statement. Your statement will need to describe why the post attracts you, why you believe you have the relevant skills, knowledge and experience and what you feel you can bring to this post to make a real difference.

Within this statement you should outline your previous roles, responsibilities and achievements in the organisations in which you both currently and have previously worked, again with the skills/knowledge and experience requirements of this post in mind.

**Closing date: 12 noon Wednesday 1st May 2019.**

Completed forms should be emailed to: awall@lightcliffeacademy.co.uk

All applications will be acknowledged. Should you fail to receive confirmation, please call Mandy Wall on 01422 201028

Postal applications should be returned to Mandy Wall, HR Administrator, Lightcliffe Academy, Stoney Lane, Lightcliffe, Halifax, HX3 8TL

You will be advised on the progress and outcome of your application as appropriate. If you have any queries during the process, please contact Mandy Wall on 01422 201028.

Should you wish to have an informal chat or to arrange a visit please do not hesitate to get in touch with Mandy on the above number.

*Abbey MAT is an equal opportunities employer.*

*Abbey MAT is committed to safeguarding and promoting the safety and wellbeing of children and young people. This post will be subject to all relevant pre-employment checks.*

*7*

Job Description

**Job title:** Head of Technology and STEM and Teacher of Design Technology

**TLR:** £6645

**Reporting to:** Achievement Director: Curriculum and Assistant Principal

**Overall purpose of the post:**

To lead the Technology faculty including Food and STEM:

* Ensuring consistently high levels of progress for all students
* Ensuring high standards and expectation from students and staff
* Ensuring the provision of high quality teaching and learning

To work with leadership at all levels to support achievement across the Academy.

**Key responsibilities:**

* To line manage the other subject leaders, Food and STEM, within the faculty as well as leading the Design Technology department.
* To provide a lead for high quality teaching and learning within the subject.
* To ensure high standards of achievement and progress for all students within the curriculum area.
* To support the Senior Leadership Team to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the Academy’s strategic objectives.
* To lead on the development and implementation of effective assessment and monitoring systems within the subjects.
* To lead the subjects in tracking and intervention across the age and ability range.
* Support the Senior Leadership Team, to devise and implement quality assurance systems, including regular learning observations, learning walks and work scrutiny, in line with the Academy procedure.
* To play a significant role in the development and the promotion of the curriculum area.
* To undertake and support subject-specific staff training and professional development within the curriculum area.
* To take a leading role with Senior Leadership Team in the Curriculum Area Development Plan and self-evaluation processes.
* To lead, monitor and ensure delivery of Subject Improvement Plans and self-evaluation processes within the context of the Academy’s Improvement Plan and self-evaluation processes.
* Support aspects of the Performance Development procedure within the subjects.
* To manage the resources of the Department, including the effective deployment of staff, physical and financial resources, within the limits of the delegated budget and in accordance with the Academy’s financial procedures.
* To ensure effective use and transfer of performance data at all transition points.

8

**Responsible for:**

* Leadership, leading STEM, line management of Food, support and accountability of a subject team to ensure high expectations and high standards of teaching and learning.
* Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students study in the subjects, in accordance with the aims and ethos of the Academy.
* To set, monitor and evaluate subject and individual student progress targets to make a measureable contribution to whole Academy targets.
* To monitor and evaluate the subject in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.

**Key Tasks: Educate**

**Teaching & Learning**

* To work with colleagues to develop innovative and engaging schemes of work, lesson plans and related learning resources that accelerate student progress.
* To ensure appropriate, effective and exciting Schemes of Work are created and delivered to support the subjects.
* To keep up to date with national developments in the subject area and teaching practice and methodology.
* To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels.
* To maintain accreditation with the relevant examination and validating bodies.
* To ensure the effective operation of quality assurance systems and ensure adherence within the subjects.
* To co-operate with other subjects to ensure a sharing and effective use of resources and experiences to the benefit of the Academy and the students.

**Achievement/Progress**

* To ensure the implementation and evaluation of intervention strategies to ensure excellent student progress.
* To ensure progress data of all teachers within the subject is up to date, accurate and used effectively as required.
* To liaise effectively with the Exams and Assessment Team and relevant examination and awarding bodies.
* To ensure transfer of performance data from feeder primary schools and other transition points to teaching staff within subject.

**9**

**Nurture**

* To establish a clear framework for class discipline in line with Academy policy to manage students’ behaviour constructively and promote self-control and independence.
* To know the legal requirements, national polices and guidance on the safeguarding and promotion of the wellbeing of children.
* To comply with the Academy's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.
* Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
* Know how to identify and support young people whose progress and development of well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
* To contribute to the preparation of education plans, 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 parents of students and with persona or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff according to the Academy’s Policy.
* To contribute to PSHE/Citizenship and enterprise activities according to Academy policy.
* To be a Form Tutor to as assigned group of students.
* To liaise with the Pastoral Team and Achievement Directors to ensure the implementation of the Academy’s pastoral system.
* To register students accurately, accompany and supervise them in assemblies and worship activities and encourage their full attendance at all lessons and their participation in other aspects of academy life.
* To support the Academy’s extra-curricular offer.

**Empower**

**Staff**

* To work alongside the Senior Leadership Team to ensure staff training needs are identified and appropriate programmes are designed to meet such needs.
* To support the effective and efficient deployment of classroom support.
* To support the use of analysis and evaluation of performance data as part of Performance Management.
* To ensure the maintenance and production of the Self Evaluation portfolio for the subject.
* To ensure the production of reports within the quality assurance cycle.
* To participate in and support the Academy’s ITT and Schools Direct Programme.
* To support the implementation of Academy policies and procedures eg Equal Opportunities, Health & Safety etc.

**Students**

* To ensure the involvement of Student Voice in the production of Self Evaluation and the development of the subject.
* To ensure that the delivery of the subject within the curriculum area delivers on the Academy’s Mission Statement to empower students.

10

**Partnership**

* To ensure effective communication/consultation, as appropriate, with the parents/carers of students, monitoring the overall accuracy and quality of reports to parents/carers, ensuring all deadlines are met.
* To lead on the development of effective subject links with partner schools and other external partners.
* To ensure the effective promotion of the subject at Open Days/Evenings, ‘Moving on’ Evenings and other events.

**General Duties:**

* To carry out supervisory duties in accordance with published schedules.
* To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
* To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
* To act as Form Tutor and class teacher as required.
* To contribute to the pastoral curriculum as required.
* To contribute to the PHSCE programme as required.

**Note:**

*This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder’s professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers’ Pay and Conditions of Service document which is published annually.*

11



|  |
| --- |
| **HEAD OF TECHNOLOGY AND STEM AND TEACHER OF DESIGN TECHNOLOGY****PERSON SPECIFICATION CRITERIA** |
| **Qualifications** | **ESSENTIAL** | **DESIRABLE** |
| 1 | Qualified teacher status for England (or equivalent) | √ |  |  |  |
| 2 | Relevant degree (or equivalent) | √ |  |
| 3 | Recent, relevant professional learning and development | √ |  |
| 4 | Completion of, or working towards, additional professional qualifications |  | √ |
| **Professional knowledge, skills and abilities** | **ESSENTIAL** | **DESIRABLE** |
| 1 | Evidence of high expectations which inspire, motivate and challenge every student  | √ |  |  |  |
| 2 | Evidence of track record of results that exceed expectations  | √ |  |
| 3 | Demonstration of in-depth subject and curriculum knowledge | √ |  |
| 4 | Consistently plan and deliver well-structured lessons that enable all learners to make exceptional progress | √ |  |
| 5 | Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning | √ |  |
| 6 | Awareness of the need to safeguard students’ well-being, in accordance with statutory provisions and policies | √ |  |
| 7 | Successful involvement in self-evaluation processes and data analysis as an aid in personal and school improvement, development and change | √ |  |
| 8 | Successful experience in leading and managing change and innovation |  | √ |
| 9 | Ability to lead, motivate and develop staff and students to work independently and in teams towards a common goal | √ |  |
| 10 | Active involvement in the development and improvement of teaching and teaching | √ |  |
| 11 | Secure commitment to a clear vision and direction for the subject | √ |  |
| 12 | Awareness and understanding of the wider educational context and national accountability frameworks | √ |  |
| 13 | Knowledge of/involvement in educational research on teaching and learning |  | √ |
| 14 | Experienced teacher of Design Technology | √ |  |
| 15 | Consistently good and outstanding teacher of Design Technology | √ |  |
| 16 | Up to date knowledge of development in Design Technology teaching | √ |  |
| 17 | Confident in the use of ICT to support learning | √ |  |

*12*



|  |  |  |
| --- | --- | --- |
| **Experience** | **ESSENTIAL** | **DESIRABLE** |
| 1 | Experience of teaching Key Stage 5 Design Technology | √ |  |  |  |
| 2 | Successful working relationships with students, staff, parents/carers | √ |  |
| 3 | Experience of school improvement planning |  | √ |
| 4 | Experience of monitoring classroom performance across school/Academy | √ |  |
| 5 | Significant, substantial and successful experience in a post of responsibility in a school/academy | √ |  |
| 6 | Successful experience of developing and implementing systems and structures to manage, track and evaluate policy, change and improvement. |  | √ |
| 7 | Experience of pastoral/tutor role | √ |  |
| 8 | Experience of cross curricular initiatives/projects or whole school developments |  | √ |
| 9 | Experience of implementing and developing curriculum change in Design Technology |  | √ |
| 10 | Managing finance/budget | √ |  |
| **Professional Attributes, Qualities and Values** | **ESSENTIAL** | **DESIRABLE** |
| 1 | Track record of making a positive contribution to the wider life of the school/Academy and community | √ |  |  |  |
| 2 | Developed effective professional relationships with all | √ |  |
| 3 | Ability to reflect critically, and respond to, performance and feedback  | √ |  |
| 4 | An inspirational leader, passionate about teaching and learning | √ |  |
| 5 | Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour | √ |  |
| 6 | Ability to articulate, communicate and support the ethos and values of the Academy | √ |  |
| 7 | Enabling the highest levels of student achievement through translating vision, ethos and values into practice | √ |  |
| 8 | Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement | √ |  |
| 9 | Commitment to leadership by example | √ |  |
| 10 | Excellent interpersonal, written and oral communication skills | √ |  |

13

|  |  |  |
| --- | --- | --- |
| **Professional Attributes, Qualities and Values**  | **ESSENTIAL** | **DESIRABLE** |
| 11 | High level of emotional intelligence and self-awareness | √ |  |  |  |
| 12 | Resourceful and creative | √ |  |
| 13 | Excellent time manager | √ |  |
| 14 | Consistently good and outstanding teacher of Design Technology and ability to teach GCSE and A Level | √ |  |
| 15 | Inspire, challenge, motivate staff and pupils towards a shared vision | √ |  |
| 16 | Foster an open, fair and equitable culture, managing conflict where necessary | √ |  |
| 17 | Prioritise, plan and organise self and others across the wide range of responsibilities | √ |  |
| 18 | Think creatively in order to anticipate and problem solve | √ |  |
| 19 | Support for the Christian ethos of the Academy | √ |  |
| 20 | A willingness to play a full part in Academy life and activities outside the classroom | √ |  |

**The criteria will be evidenced as indicated below:**

**‘A’** refers to the candidate’s Application form and covering letter

**‘I’** to interview

**‘R’** to reference

Candidates should address at least all items marked **‘A’**

Referees are asked to comment on items marked **‘R’**

**Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.**

14