



# The John of Gaunt School Trowbridge A Community Academy

## APPLICATION PACK



*'Creating an irresistible climate for achievement'*



# The John of Gaunt School Trowbridge

## A Community Academy

### Vision Statement

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to achieve their potential.
- We believe effort and dedication lead to success and we raise aspirations.
- We personalise our provision to meet the needs of individuals.
- We enable our students to flourish as confident learners and leaders of our community.
- We create a culture where all stakeholders feel valued, supported and proud.
- We work collaboratively to improve outcomes for our students and support other schools to improve.





## The John of Gaunt School Trowbridge A Community Academy

# DT Teacher

## Full-time, permanent contract

Thank you for enquiring about the above position, which starts 23<sup>rd</sup> April 2019; although applications may be considered for a September start. I am incredibly proud of our school community and hope the following information inspires you to apply.

The John of Gaunt School is a large and dynamic place with approximately 1075 students on roll; our student body is very diverse in ability and students are increasingly aspirational. We are currently a single Academy and actively promote collaboration with our feeder primary schools through the Trowbridge Schools' Social Enterprise - Collaborative Schools Ltd and the West Wiltshire Alliance; a partnership of 8 secondary schools and Wiltshire College. A good 'flavour' of the school can be gained from the 2018 Ofsted report, the outcome of which was that we were judged to be 'good'. We are a truly inclusive school and work hard to serve the needs of the community.

We are looking for a dynamic and inspirational teacher of DT with the expertise and flexibility to deliver DT to students across the age and ability range. The ideal candidate will have expertise in Resistant Materials and/or Product Design. The successful candidate will share our commitment to raising the achievement of every student. You will need to bring a sense of energy to the role and a desire to continually improve.

With this letter you will find several documents:

- Advertisement
- Job Description
- Person Specification
- Application form\*

\*Separate attachments. If you are accessing this information via our website, you will find the application form under Staff/Current Vacancies.

If you would like more information about the school you might like to visit our website [www.jogschool.org](http://www.jogschool.org) or contact Elaine Baldwin on 01225 711158. We welcome visits to the school from prospective applicants.

The closing date for applications is Thursday 17<sup>th</sup> January 2019 at 10.00am; interviews will take place week beginning Monday 21<sup>st</sup> January 2019.

The envelope containing your application form and equality monitoring form should be marked for the attention of Mrs Baldwin. Applicants who have not heard from us by 25<sup>th</sup> January are asked to assume that they will not be called for interview.

Thank you, once again, for your interest in this post. I look forward to reading your application.

Yours sincerely

Paul Skipp

Headteacher



# The John of Gaunt School Trowbridge

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### At The John of Gaunt School

We are committed to safeguarding and promoting the welfare of students and expect all staff to share this commitment. A copy of the school's Safeguarding Children in Our School Policy and our Policy and Code of Conduct for Safe Practice are included in this pack for your reference. Further related policies will be included in the induction process. The interview will seek clarification on information you provide on your application form, assess your suitability for the post and assess your suitability to work in an environment where you will have contact with students. It will include questions relating to safeguarding and promoting the welfare of children.

If you are shortlisted references will be sought from your current or most recent employer and any issues arising from a reference will be discussed at interview. If you have worked with children in the past, but do not do so at the moment, a reference will be sought from this employer as well. If you have been self-employed, please provide statements or evidence from your clients/accountant or solicitor. References will be required which cover the past 5 years.

The application form asks you to give the contact details of a 'personal referee'; this should not be a relative or friend. Please give names and email contacts for all referees. The post will only be offered once two satisfactory references have been received.

Due to the nature of this post, you will be required to apply for a Disclosure from the DBS (Disclosure and Barring Service) if you are offered the post. Disclosure will contain details of formal cautions, reprimands and final warnings, as well as convictions. The school will apply on your behalf and will pay the necessary fee.

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. However, an offer of employment will be conditional until DBS and medical clearance have been received.

**Headteacher: Paul Skipp**

**'A Good School'**

*'A highly inclusive school...committed to the success of every pupil'*

**Ofsted June 2018**

*'Creating an irresistible climate for achievement'*



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**Headteacher: Paul Skipp**

**'A Good School'**

*'A highly inclusive school...committed to the success of every pupil'*

Ofsted June 2018

## **Design Technology Teacher**

**Full-Time, Permanent Contract**

Starting 23<sup>rd</sup> April 2019, although applications may be considered for a September start, we are seeking a dynamic and committed Design Technology Teacher to join us. You will have the skills and drive to inspire our students, coupled with high expectations and strong interpersonal skills. The ideal candidate will have expertise in Resistant Materials and/or Product Design.

We are looking for a colleague with:

- a commitment to raising student achievement at all levels
- an imaginative and creative approach to teaching and learning
- a shared belief in our inclusive ethos.

We are seeking a talented and passionate classroom practitioner, whether experienced and looking for a fresh challenge or new to the profession. We run a very strong NQT programme and many NQTs have progressed onto leadership roles quickly within school.

A commitment to help all young people and staff to achieve their best is expected of all staff.

Visits to the school are welcomed.

Closing date for applications is 10.00 am on Thursday 17th January 2019

Interviews will be held on Monday 21<sup>st</sup> January 2019



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## DT Teacher Job Description Permanent Contract

|                 |   |
|-----------------|---|
| Start Date:     | <ul style="list-style-type: none"><li>• 23<sup>rd</sup> April 2019 (a September start may be considered)</li></ul>  |
| Working Hours:  | <ul style="list-style-type: none"><li>• Full Time</li></ul>   |
| Accountability: | <ul style="list-style-type: none"><li>• Accountable to the Headteacher.</li><li>• Under the daily leadership of the Director of Learning</li></ul>  |
| Safeguarding:   | <ul style="list-style-type: none"><li>• The John of Gaunt School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so.</li><li>• The postholder must hold enhanced DBS clearance.</li></ul>   |
| Comment         | <ul style="list-style-type: none"><li>• This job description will be reviewed annually as part of our Performance Management 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.</li></ul> |



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## DT Teacher Job Description cont.

### Teaching & Learning:

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives, including TEEP and its relevant strands.
- To teach across the full age and ability range, as required.
- To deliver small group intervention sessions, as required.
- To plan differentiated lessons, which meet the needs of all abilities, including those with SEN and G&T students.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning.
- 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 ensure all students receive regular, effective feedback on their work which promotes learning.
- To be immediately responsible for learner tracking, recording and reporting.
- To work with the Individual Learning Department (SEN) where necessary eg to effectively use IEPs to 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.



## The John of Gaunt School Trowbridge A Community Academy

# DT Teacher Job Description cont.

### 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 undertake any reasonable task requested by the Head of Subject or Director of Learning.
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

### Pastoral Duties

- Every subject teacher will 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.





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## DT Teacher Person Specification

|                             | Essential  | Desirable  | Assessed by                                |
|-----------------------------|--|--|--|
| Qualifications              | <ul style="list-style-type: none"><li>• DfES recognised Qualified Teacher Status</li><li>• Graduate in a relevant subject</li></ul>  | <ul style="list-style-type: none"><li>• Further relevant qualifications</li></ul>  | Application form                           |
| Experience                  | <ul style="list-style-type: none"><li>• Successful teaching experience at secondary level</li><li>• Contribution to effective curriculum planning</li></ul>  | <ul style="list-style-type: none"><li>• Teaching Resistant Materials and/or Product Design</li><li>• Teaching Food Technology</li><li>• Extra-curricular activities</li><li>• Teaching an additional subject</li></ul> | Application form and references            |
| Knowledge and Understanding | <ul style="list-style-type: none"><li>• Knowledge and understanding of the National Curriculum requirements</li><li>• Teaching DT in a secondary comprehensive school</li><li>• The ability to recognise outstanding classroom practice</li><li>• Competence in using student data to monitor and improve performance</li><li>• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students including SEN, EAL and high achievers</li><li>• Understanding of how to differentiate learning activities</li><li>• Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement</li><li>• Confidence in using ICT to support teaching</li><li>• Aware of current trends in DT teaching</li><li>• Knowledge of the role of, and understanding the importance of, being a form tutor</li></ul> | <ul style="list-style-type: none"><li>• How to foster extra-curricular involvement</li><li>• Removing barriers to learning</li></ul>   | Application form, references and interview |

## Person Specification cont.

|                                   | Essential   | Desirable   | Assessed by                                |
|-----------------------------------|---|---|--|
| Professional Skills               | <ul style="list-style-type: none"> <li>• An excellent classroom practitioner</li> <li>• Evidence of delivering effective lessons which lead to at least 'good' progress</li> <li>• Good level of ICT skills</li> <li>• The ability to inspire, develop and motivate students and raise their aspirations through a range of strategies eg assessment for learning</li> <li>• Clear and effective communication in both writing and speaking</li> <li>• Ability to manage young people effectively</li> <li>• Excellent organisation and management of resources</li> <li>• Ability to set targets for students in order to raise achievement</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with young people</li> <li>• Ability to engage effectively with parents to support learning</li> <li>• Ability to converse at ease in accurate spoken English</li> </ul>   |   | Application form, references and interview |
| Professional & Personal Qualities | <ul style="list-style-type: none"> <li>• A positive role model for students</li> <li>• A willingness to participate in extra-curricular activities</li> <li>• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li> <li>• Energy and drive</li> <li>• Commitment to contributing to school life as a whole and willingness to be involved with clubs and community projects</li> <li>• Ability to work as part of a team and to develop and maintain positive relationships with teaching and support staff</li> <li>• Willingness to seek further professional development</li> <li>• Share high expectations of achievement, teaching and behaviour</li> <li>• The ability to establish and maintain personal credibility amongst staff, students, parents and governors</li> <li>• A commitment to continual improvement and excellence</li> <li>• Ability to work effectively as part of a team</li> <li>• Solution focussed</li> <li>• Potential for further promotion.</li> <li>• Hold enhanced DBS certificate</li> </ul> | <ul style="list-style-type: none"> <li>• A healthy sense of perspective</li> <li>• Ambitious to further career</li> </ul> | Application form, references and interview |



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## DT Faculty Description

It is a very exciting time to join the Design Technology Faculty at The John of Gaunt School, with new changes taking place within subjects and courses. We are looking to appoint a Technology teacher who has the talent and vision to contribute and influence the development of the Faculty. You will be joining a team of enthusiastic and dedicated teachers, who care passionately about their students and are committed to raising standards and enjoyment in Technology.

### **Current Position**

Currently the Faculty has 2 full-time and 2 part-time teachers whose work is supported by 2 part-time technicians. Teaching specialisms include Food Technology and Design Technology with some staff teaching in more than one area, particularly at KS3.

The Faculty is based centrally in one building. There are 2 well-equipped workshops with a computer suite, laser cutter and 3D printer; 1 room equipped for Textiles and a further 2 rooms used solely for work in Food Technology.

The KS3 technology curriculum is designed on a half-year rotation of 3 hours per fortnight in Years 7 and 8; options are taken in Year 8. KS4 classes from Year 9 have 5 lessons a fortnight.

In Year 9, students complete a series of design and make projects, incorporating practical focused tasks to improve skills, with the full GCSE course starting in Year 10.

At KS4 we offer AQA Design and Technology and AQA Food & Nutrition, and aim to offer KS5 subjects over the next few years.





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## Essentials of Teaching the JOG Way

| Area                            | Essentials  | Tools  |
|---------------------------------|---|--|
| <b>Behaviour and Engagement</b> | <ul style="list-style-type: none"><li>✓ Lessons start in a welcoming manner.</li><li>✓ Students are recognised for positive choices and effort.</li><li>✓ Use of behaviour system is consistent.</li><li>✓ Restorative conversations are held where needed.</li><li>✓ Active engagement by all students is expected.</li><li>✓ Established class routines help maximise learning time.</li></ul>  | <ul style="list-style-type: none"><li>★ Meet and greet</li><li>★ Recognition board</li><li>★ 3 BEs poster</li><li>★ Routines for distributing books</li><li>★ Organised resources</li></ul>                                    |
| <b>Quality of Instruction</b>   | <ul style="list-style-type: none"><li>✓ Clear learning outcomes show students what they are aiming for and what success looks like.</li><li>✓ Lessons begin with a review of previous learning.</li><li>✓ Explanations are highly effective.</li><li>✓ Students' understanding is secure before learning moves on.</li><li>✓ Students practice applying their learning in a variety of contexts to achieve mastery.</li><li>✓ Exam literacy and skill are developed through frequent guided practice and application.</li></ul> | <ul style="list-style-type: none"><li>★ Low stakes quizzing</li><li>★ Interleaving</li><li>★ Knowledge Organisers</li><li>★ Online resources e.g. Hegarty Maths, Memrise, Quizlet</li><li>★ Exam questions and PLCs</li></ul>  |
| <b>Support and Challenge</b>    | <ul style="list-style-type: none"><li>✓ Teaching is pitched high in every lesson, providing challenge to the most able.</li><li>✓ It is also adaptive to the differing needs of students as they emerge.</li><li>✓ Learning is supported and scaffolded where needed.</li><li>✓ SEN-friendly teaching strategies are employed.</li></ul>  | <ul style="list-style-type: none"><li>★ Class Charts notes showing differentiated strategies</li><li>★ Alternative methods of recording available</li><li>★ Coloured backgrounds for slides</li><li>★ Writing frames</li></ul> |



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## Essentials of Teaching the JOG Way\*

| Area               | Aspiration  | Essentials  |
|--------------------|---|---|
| <b>Modelling</b>   | <ul style="list-style-type: none"><li>✓ Learning is modelled through practical demonstrations or written/drawn responses.</li><li>✓ Model answers/responses are deconstructed collaboratively</li><li>✓ Models of excellent practice are used to stretch and challenge students</li><li>✓ Models and success criteria are co-created with students.</li></ul>   | <ul style="list-style-type: none"><li>★ T4W toolkit: NHTW grids, text mapping, mime, boxing up, shared writing, model answers.</li><li>★ Visualiser</li><li>★ Flip-chart</li></ul>      |
| <b>Questioning</b> | <ul style="list-style-type: none"><li>✓ No hands up questioning is used to engage all learners.</li><li>✓ Questions are bounced around the room rather than back and forth between teacher and student.</li><li>✓ Questions are used to diagnose gaps in understanding and/or misconceptions.</li><li>✓ Higher-order questions are pre-planned to challenge.</li></ul>  | <ul style="list-style-type: none"><li>★ Think-pair-share</li><li>★ Pose Pause Pounce Bounce</li><li>★ Question stems</li></ul>  |
| <b>Feedback</b>    | <ul style="list-style-type: none"><li>✓ Formative feedback is given throughout lessons.</li><li>✓ Marking type and frequency matches school policy.</li><li>✓ Next Steps are clear, specific and actionable.</li><li>✓ Students are given time to respond to Next Steps.</li><li>✓ Progress over time is demonstrated through student RTM.</li><li>✓ Presentation and effort over time are consistent or improve.</li></ul> | <ul style="list-style-type: none"><li>★ Red pen (teachers/TAs)</li><li>★ Green pen (student RTM)</li><li>★ Mobile marking (teacher and TA)</li><li>★ Diagnostic marking grids</li></ul> |



## The John of Gaunt School Trowbridge A Community Academy

### Our Town

The historic woollen town of Trowbridge is the County town of Wiltshire, and situated close to the edge of Salisbury Plain. Trowbridge is a socially diverse and rapidly growing town. With moderately priced housing, the town offers a range of High Street and independent shops, supermarkets, cafés, pubs and restaurants, as well as a weekly street market featuring local stalls and traders. Situated just 25 minutes by road from Bath, with good public transport links nationally, Trowbridge provides a great base from which to explore the region, including the world famous landmarks such as Stonehenge and Avebury as well as numerous National Trust and English Heritage sites.

### Our School

The John of Gaunt School is a fully comprehensive single Academy for students from the ages of 11 – 18, with approximately 1075 students on roll. We are a school for our community and strongly believe in collaboration. We actively promote this with our local primary schools through Collaborative Schools Ltd - a social enterprise incorporating all Trowbridge schools; and the West Wiltshire Alliance. Our strong partnerships with local primaries mean that most students join us already knowing the geography of the school, key staff and a number of our older students. As one of 3 secondary schools in Trowbridge, we formally share 6th form provision with a neighbouring school.





## Our Leadership Structure

Our Headteacher is supported by the Strategic Leadership Team which comprises:

- 2 Deputy Headteachers
- 5 Assistant Headteachers
- 3 Associate members
- Finance and Business Manager

## Our Students

We believe that every student deserves an engaging, inclusive and dynamic curriculum which prepares them for life in the 21st Century. Our curriculum is personalised and aims to meet the needs of all individuals, ensuring students are appropriately challenged.

We believe that high quality teaching is the core purpose of our school. Recruiting, developing and retaining the very best leaders and teachers is of the utmost importance to us. Our staff are hugely talented and dedicated to delivering high quality lessons, within a purposeful learning atmosphere.

We have high expectations and students expect to be challenged. We ensure that learning takes place in a calm and purposeful atmosphere. We know that learning is maximised when students play an active role in lessons and develop the independent skills required to become confident, lifelong learners. As a school we believe that effort leads to success and teachers seek to develop dedication and resilience in all students.

We believe that happy children who feel safe and well supported are more likely to succeed. We pride ourselves on how we know our students as unique individuals and how all are enabled to flourish.





## TEACHING CPD MENU 2018 - 2019

| Initial Teacher Training   | NQTS   | Early Career  | Aspiring Middle Leaders   | Middle Leaders  | Aspiring Senior Leaders/Senior Leaders   | All Teaching Staff  |
|--|--|---|---|---|--|---|
| <ul style="list-style-type: none"> <li>• PGCE – Bath Spa University</li> <li>• North Wiltshire SCITT</li> <li>• School Direct</li> </ul> | <ul style="list-style-type: none"> <li>• JOG NQT training programme</li> <li>• West Wilts Alliance (WWA) NQTs: 5 sessions across WWA venues; to include 2 Teachmeets (4-5:30pm)</li> </ul> | <ul style="list-style-type: none"> <li>• WWA 'To Be Great' (for teachers in their 2<sup>nd</sup>-4<sup>th</sup> year of teaching): 5 sessions at various WWA venues (4-5:30pm)</li> <li>• Personalised coaching: arranged on an individual basis</li> </ul> | <ul style="list-style-type: none"> <li>• WWA Aspiring MLs: 5 sessions at Kingdown School (4-5:30pm)</li> <li>• NPQML (6 full days of training and project to be completed) (<i>through application</i>)</li> <li>• Collaborative Schools (CS) subject learning communities (KS2-3 focus)<sup>1</sup></li> </ul> | <ul style="list-style-type: none"> <li>• NPQML: 6 full days of training and project to be completed (<i>through application</i>)</li> <li>• SLE designation: commitment to lead 3 training sessions across and beyond JOG (<i>through application</i>)</li> <li>• WWA subject leader forums</li> <li>• CS subject learning communities (KS2-3 focus)</li> <li>• PiXL opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• WWA Aspiring SLs: 3 sessions at various WWA venues (4-5:30pm)</li> <li>• NPQSL/NPQH: 6 full days of training and project to be completed (<i>through application</i>)</li> <li>• Teaching Leaders: 2 year programme (<i>through application</i>)</li> <li>• PiXL opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• New staff induction</li> <li>• JOG internal CPD (TD Days, twilight sessions and weekly briefings)</li> <li>• Talk 4 Writing training programme: TD Day 1 led by Julia Strong with follow-up CPD/coaching from the JOG T4W Project Team</li> <li>• Teachmeets:<sup>2</sup> all run 4-5:30pm <ul style="list-style-type: none"> <li>- WWA Festival of Ideas 1, Wed 21/11/18, Clarendon</li> <li>- WWA Festival of Ideas 2, Wed 3/07/19, JOG</li> <li>- CS Leadership Teachmeet Thurs 18/10/18, JOG</li> </ul> </li> <li>• Reading &amp; Research Group: preferred time slot TBC (<i>if adequate interest</i>)</li> </ul> |

<sup>1</sup> Available in Early Literacy, Maths, Science, English, Geography, SEN, History, Music, PE, Computing and Early Years.

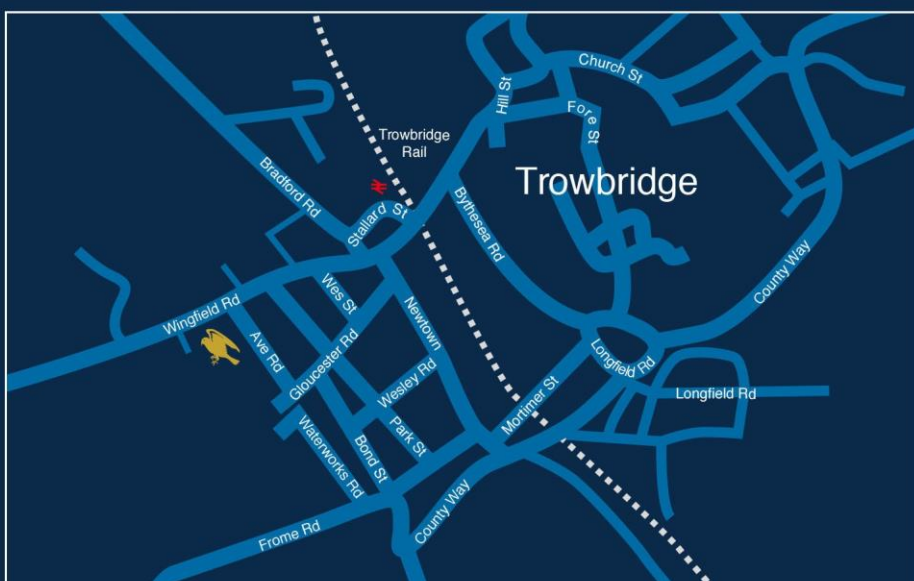
<sup>2</sup> Attendance at these is optional unless you are part of the WWA NQT or TBG cohorts.







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