

# **Teacher of Design and Technology (Inc Construction)**

**Full time, Permanent  
Recruitment Pack**

**Start date: September 2024**



## WELCOME

Thank you for your interest in this role.

Belper School and Sixth Form Centre is an exceptional place. We combine strong academic standards, a rich & inspirational curriculum, and a caring & supportive ethos to provide the best education we can for our wonderful students. We also like to think we are a great place to work, and Ofsted agreed. (*“Staff are happy and proud to work at the school. Leaders are considerate of staff’s workload and well-being”* OFSTED, 2022)

The school has been proud to serve the thriving community of Belper and surrounding villages for over 50 years. Belper in Derbyshire is on the edge of the Peak District with good road and rail links to other parts of the country. It is situated in the Derwent Valley World Heritage Site and has previously won the Best High Street and Market Town in the UK award. Belper has a creative and inclusive community and hosts an annual arts festival and a very popular Pride event.

Our vision is encapsulated in the phrase **“Create Your Future. Be who you are and become who you aspire to be”** and this vision guides our educational direction. We want to provide our students with the qualifications, knowledge, and skills they need to have happy and successful lives. We know that our students leave Belper well prepared to thrive as adults and we are proud of what our alumni achieve; from international athletes, to space engineers, from creative professionals, to self-employed entrepreneurs and much, much more. To provide the best education we can, we understand how important it is to recruit, retain and invest in our staff. We see our school as one community of families, students, teaching staff, support staff, leadership staff, and governors all working together.

We prioritise staff wellbeing and understand how this links to our staff retention remaining high. The Senior Leadership Team are always visible in school, working hard to bring out the best in our staff. We have a strong and committed governing body who take their roles and responsibilities seriously.

Belper School and Sixth Form Centre is a lively and successful school of just under 1200 students including 150 Sixth Formers. It has been a Foundation School since 1998 and is now in the early stages of applying to join the Embark Federation.

At Belper School we believe passionately in an inclusive approach to education and in promoting the personal development of every student. We have a distinctive ethos, which marks us out from many other schools. While we value academic achievement and strong exam results, we also believe it is our duty to create responsible citizens for the future. Self-respect and respect for others are central to that belief.

We keep the students at the school central to the decisions we make. Our students kind and visitors often comment on the very positive feel of the school. Their conduct in lessons and around the site is excellent. (*“Lessons are calm and orderly”* OFSTED, 2022) Belper is a school where teachers can truly focus on teaching.

## ABOUT OUR SCHOOL

Belper School & Sixth Form Centre is a popular and high achieving foundation school at the heart of the picturesque Derbyshire town of Belper. We have 1200 students on roll with 150 in the sixth form and employ over 170 staff.

- Belper School is a non-uniform school and students address teachers by their first names. This is an important part of our ethos.
- We are a very friendly school with a positive atmosphere, and we work hard to ensure that every child feels valued and respected. *“There are positive relationships between staff and pupils. Pupils are happy at school.”* (OFSTED, 2022).
- The foundation of our school is our caring and supportive highly inclusive ethos. *“Belper School and Sixth Form Centre is an inclusive school ... Pupils can ‘be who they are’ and have their own identity”* (OFSTED, 2019).
- Our students are exceptionally understanding. *“Pupils are kind and considerate. They accept others’ differences”* (OFSTED, 2019).
- We provide a very broad and inspirational personal development and enrichment curriculum *“Leaders have developed a well thought out programme for pupils’ personal development. ... Pupils value the range of activities that the school offers”* (OFSTED, 2022).
- We have a wide range of academic courses *“Curriculum plans in the sixth form are well developed and the work that teachers set is demanding”* (OFSTED, 2022).
- Our pupils mostly achieve strong examination results although a small minority have struggled since Covid with their attendance due to health concerns. The school was ranked in the top 10 schools in Derbyshire at KS4 for EM5+ in 2023. *“Leaders have high expectations of all students in the sixth form. Students say that teachers want the best for them.”* (OFSTED, 2022).
- Improving teaching and learning is central to our mission to be the best school we can possibly be. *“Leaders have a sharp focus on improving the curriculum. In most subjects, curriculum plans are ambitious and well thought out.”* (OFSTED, 2022).
- We see ourselves as being at the centre of the local community and have strong links with other local schools and organisations. We also strive to maintain excellent relationships with the families of our students.
- Well over 80% of the pupils from our main feeder schools typically choose to come to us in Year 7 and we are usually oversubscribed which facilitates the building of very strong links with Key Stage 2.

## DESIGN AND TECHNOLOGY FACULTY

The Design and Technology Faculty is lively, forward looking Faculty, you could expect to work with colleagues who are committed to delivering excellent learning experiences to students with the shared aim to develop a love of D&T through practical exploration of the subject. There are 6 experienced teachers of Design & Technology, who have specialisms in Design, Textiles, Food and Construction, many of whom are also group tutors. We see the role of tutor as central to the student's experience, so we expect to liaise with colleagues who are tutors right across the school in the normal course of our specialist teaching. In this way, the Department operates within a close-knit school network. We are well supported by 3 technicians. The Faculty aims to exploit the real-world relevance of creative design (including product design and the built environment), new and emerging technologies, as well as exploring the creative, scientific and nutritional aspects of food preparation. We are committed to developing a provision that includes the most up to date techniques and facilities available including a strong emphasis on technical skill and CAD/CAM. We base most of our teaching on design and make activities that include an increasingly iterative and independent way of working, which prompts excellent engagement from our students. A wide variety of activities are delivered in a range of specialist rooms, by specialist teachers.

Facilities include:

- Two suites of computers with 25 stations in each suite, each loaded with up to date software.
- 2 fully fitted multi-material workshops
- 1 textiles workshop
- 2 Food prep classrooms, including 1 fitted with commercial standard equipment
- A large format CAD / CAM Printer / cutter /plotter
- A large laser cutter
- Laser image transfer system and mug press
- 4 3D Printers

The faculty is well resourced with all the standard tools, machines and equipment you would expect of a modern and active technology environment, and is maintained to a high standard.

In Key Stage 3, we are committed to teaching groups of a maximum 20 students in mixed ability classes and continually develop our schemes of work to keep the curriculum relevant and students engaged. We operate a 'circus system' where groups rotate between specialist teachers and rooms changing 'material area' several times per year. The main focus areas are: Food, Design and Technology, and Textiles. In Key Stage 4, we offer students a range of options that include: GCSE Design and Technology which we then deliver through specialisms in Timber based Materials with a multi-materials NEA. We also offer GCSE Food Preparation & Nutrition, and GCSE Textiles.

A new development for the faculty is the introduction of BTEC Construction. The Faculty also offers a L3 course in Food Science, and A Level in 3D Design.



## THE ROLE

We are seeking to appoint an enthusiastic teacher who is able to share in the teaching of Design & Technology at Key Stage 3 (across all specialisms), and has the ability to teach GCSE/BTEC in either Construction or Design and Technology. A willingness to teach some element of KS3 Art would also be beneficial.

Belper School is committed to providing a high-quality educational experience which develops in students the aspiration, knowledge, skills and understanding they require to create happy and successful futures for themselves. We summarise this vision in the phrase ***“Create your future. Be who you are and become who you aspire to be.”***

Our ethos is built on respect, inclusivity and responsibility, nurturing students to be individuals within a family approach. Central to this ethos is a focus on relationships which demonstrate mutual respect and equality.

This position would be suitable for an Early Career Teacher for whom there would be ample opportunity to develop professional skills within our highly supportive Induction, CPD and Early Career Framework.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

If teaching in this sort of environment appeals to you, please follow the instructions on how to apply. Should you have any questions please do not hesitate to contact the school.

## APPLICATION PROCESS

**Role Type:** Permanent, (Full time teaching post)

**Start Date:** September 2024

**Application closing date:** 8am, Tuesday 7 May 2024

Please read the person specification for the post and if you think that you meet the requirements and the post offers the challenge and opportunity you are seeking, we would be delighted to hear from you. Applications can be made using the “Quick Apply” link on the TES page.

**You must detail your experience and reasons for applying by using the following headings in your application.**

- Reasons for applying for this role
- How do you ensure all students succeed in a mixed attainment classroom?
- In what way does the school's ethos match your views on education?

The supporting statement should be no more than 1500 words (excluding headings)

Please note applications which do not include the above headings with answers may not be considered for shortlisting. Shortlisting will take place after the closing date of Shortlisted candidates will be contacted by email by 10 May 2024.

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## PERSON SPECIFICATION TEACHER OF DESIGN AND TECHNOLOGY

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• A degree in a Design and Technology/Art related subject</li> <li>• Qualified Teacher Status, with specialism(s) related to the subject (Design and Technology/Art and Design)</li> <li>• Ability to teach across the full 11-18 age and ability range</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications.</li> <li>• Appropriate in-service training / CPD according to experience</li> </ul>
<b>PREVIOUS EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• A track record of success in teaching and learning across Key Stages 3 to 5 (In line with career stage)</li> <li>• Involvement in the monitoring of progress and attainment at student and class level</li> <li>• Experience in developing teaching and learning in an inclusive environment</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in curriculum initiatives and extra curricular developments.</li> </ul>
<b>TEACHING PROFESSIONAL COMPETENCY</b>	<ul style="list-style-type: none"> <li>• Ability to teach a range of Design and technology subjects across KS3</li> <li>• Ability to teach GCSE Design and Technology</li> <li>• Ability to teach Design and Technology to A level</li> <li>• Ability to teach BTEC L1/2 Construction</li> <li>• Ability to articulate characteristics of effective teaching and learning with evidence of good practice.</li> <li>• Good classroom management technique.</li> <li>• Knowledge and understanding of effective assessment and its contribution to learning and progression.</li> <li>• Able to use student data to raise standards.</li> <li>• Knowledge of strategies related to key issues in education eg gender issues, equal opportunities, SEND.</li> <li>• Ability to contribute to Schemes of work / Lesson Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach, to A level</li> <li>• Involvement in extended curricular provision</li> <li>• Ability to teach Art</li> </ul>

	ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> <li>• Excellent communication skills.</li> <li>• Good ICT skills and an awareness of its potential.</li> <li>• Knowledge of e-learning</li> <li>• Knowledge and understanding of current Teaching and Learning issues</li> <li>• Express a vision for subject development</li> </ul>	
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Commitment to an ethos of high standards, personal fulfilment, and academic success.</li> <li>• A capacity to inspire through a love of teaching.</li> <li>• Strong sense of initiative and determination</li> <li>• Ability to remain calm under pressure.</li> <li>• Ability to be a team player.</li> <li>• A commitment to the safeguarding and welfare of children.</li> <li>• Commitment to the school's equal opportunities policy.</li> <li>• Strong educational values which are in line with the school ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in educational developments beyond what is required.</li> <li>• Self-confidence, personal impact, and presence.</li> <li>• Eager to acquire further skills and career enhancement.</li> </ul>

*Evidence for these attributes will be taken from the application details, references and interview*



## **ROLE DESCRIPTION TEACHER OF DESIGN AND TECHNOLOGY**

**Job title:** Teacher of Design and Technology (Inc Construction)

**Contract type:** Permanent (Full time)

**Reporting to:** Responsible to Head of Design and Technology / Head of Year

### **MAIN PURPOSE**

The key responsibilities of this role are:

- Teaching.
- Joint resourcing of the Design and Technology and Creative Industries Faculty
- Tutoring a group of students within a Year system and contributing to the Personal and Social Education programme.
- Carrying out assessment procedures required by the school and external bodies.
- Consulting with colleagues both formally and informally.
- Fulfilling administrative tasks efficiently and punctually.
- To promote the best possible education for **all** learners

### **DUTIES AND RESPONSIBILITIES**

- a) Have a secure knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements.
- b) Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. Set appropriate and demanding targets for learning, building on prior attainment.
- c) Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.
- d) Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- e) Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- f) Assess how well learning objectives have been achieved and use this to inform future teaching. Mark and monitor students' class and homework providing constructive oral and written feedback and setting targets for students' progress.
- g) Pastoral care of a tutor group.
- h) Registration of students in accordance with legal and school requirements.
- i) Reporting regularly and occasionally as circumstances may require.
- j) The care and best use of pastoral areas.
- k) Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- l) Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- m) Taking responsibility for their own professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- n) Establish effective working relationships with colleagues and associate Staff

**ADDITIONAL RESPONSIBILITIES:**

Additional responsibilities will be negotiated with the post-holder annually as part of his/her Appraisal Review, commensurate with his/her level of experience.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.*