



The Tiffin Girls' School

*Teacher of Design Technology
(with Art)*

Candidate Information Pack



The Tiffin Girls' School Vision

Our vision is to provide '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community*, *Love of Learning* and *Character*.

Community:

- Collaboration
- Active Citizens
- Celebrate diversity

Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



From the Headteacher

Dear Applicant

Teacher of DT (with Art) post at The Tiffin Girls' School – for September 2019

Thank you for your interest in the post of DT (with Art) Teacher at The Tiffin Girls' School. We are an aspirational school, looking for someone who is knowledgeable and passionate about their subject, and enthusiastic about teaching students who love learning. I hope that the materials we have prepared help you to decide that you would like to apply.

The school is one of the top state schools in the country and in 2018 achieved some wonderful results:

- GCSE: 79.9% level 9-8 and 94% 9-7, Progress 8 of 1.19
- A Level: 37% A* and 92% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students and in application of this motto to our next generation of students, our vision is to promote '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

Central to achieving this vision are the school's core values of **Community**, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures involvement in self-discovery and collaboration – placing equal value on learning, outreach and engagement in a wide and diverse range of extra curricular activities.

These three values are all considered when planning for learning, delivering our lessons, in the opportunities we provide, the standards we set, and our daily interactions with the students.

Alongside this, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach in such successful departments is an appealing one. I look forward to receiving your application.



Headteacher

The Design & Technology Department

The current staffing in the department consists of two full-time teaching staff (one of whom teaches DT with Art) one part-time teacher, and a part time DT technician.

Current members of the department are fully qualified Design Technology specialists, with the ability to teach Product Design to KS5, Graphic Products and Resistant Materials to KS4 and all areas at KS3. In addition, Textiles is taught in Year 7 and Year 8 and Food Technology in Year 7. Furthermore, the school is looking to include electronics at Key Stage 3 moving forward.

The department is continuing to devise new Schemes of work to match the KS4 and KS5 curriculum updates. This change of the curriculum has had a positive impact on student uptake at GCSE with a big rise in students choosing the DT options.

Design and Technology as a course of study has grown in popularity within all of the key stages over the last few years and students consistently achieve highly. In the 2018 GCSE results, 35% achieved an A* - A in Resistant Materials and 94% achieved A*-B, while 100% achieved A* - A in Graphics. At A Level, 50% achieved A* and 50% achieved an A.

In 2006, the school was awarded Arkwright School status and since then students have consistently been awarded scholarships; we currently have two Sixth Form students awarded with the Scholarship with a potential two Year 11 scholars this year.

The department has its own dedicated suite of work areas which include three fully equipped classrooms (a Graphics and Textiles room, a multimedia workshop and a Food Technology room), a studio for GCSE and AS/2 classes and an office space, as well as rooms for storage and material preparation. The department is equipped with ICT with its own suite of twenty four networked computers in one classroom. We make full use of CAD/CAM and the department is serviced with a laser cutter, Denford 6600 Pro Milling Machine, Makerbot Replicator 3D Printer and a Roland CAMM-1 cutting plotter. Currently, Techsoft 2D Design is introduced to pupils in Year 7, while SolidWorks is used by upper school students.

Design and Technology is taught to all KS3 students in classes of 20 to 24 students, receiving a one hour lesson each week. At KS4 the current GCSE options are AQA Design Technology with the opportunity to specialise in Resistant Materials or Graphic Products. GCSE classes have two (one hour) lessons per week. At AS and A2 we offer the AQA Product Design course where lessons are timetabled for four (one hour) periods per week.

The curriculum is enriched through numerous visits to exhibitions, links with STEM initiatives and affiliations with prestigious competitions and scholarships. Previously, one of our A2 students was selected by the Design Council as one of their seventy "Ones to Watch" – an international design competition to celebrate the 70th Birthday of the Design Council.

This is an exciting opportunity to teach in a growing department with dedicated and skilled practitioners, as well as students that are enthused and committed to Design Technology.

The Art & Design Department

The Art & Design Department at Tiffin Girls' is dedicated to delivering a broad range of study that spans many creative disciplines. The art and design facilities include two general art rooms with textile printing tables and a printing press, and a specialist ceramics room, as well as a dedicated sixth form studio and a large storage area. The school is generously equipped with ICT equipment and many students use ICT in the creation of their projects. Art & Design is a very popular subject and large numbers of students opt for GCSE and AS/A2, with many girls going on to foundation and degree level. The subject has developed a strong reputation for challenging and ambitious work carried out in a wide range of media.

There are currently three full-time Art teachers in the department, a teacher of DT & Art and a part time Art Technician. They aim to foster aesthetic development, the ability to construct, create, decode, describe and synthesise information. This provides avenues of communication and develops essential elements for creative thought and experience. As students progress through the key stages it is intended that their reasoning, imagination, dexterity, and intuition will increase. As they specialise in art they learn to analyse, critique, defend, ask what-if questions, and explore alternative points of view, enabling them to be effective, able, and creative visual communicators.

Achievement in Art & Design is excellent. In 2018 55% of GCSE students achieved a 9-8 and 100% achieved A*/A at A Level. The Art Department is an exciting and dynamic environment. Every year we take the Sixth Form Art students on a residential trip to a European city, GCSE students travel to Cornwall and KS3 year groups have a day trip to an Art Gallery/Museum. We celebrate our students' achievements by putting on an annual major Art exhibition at the end of the year to showcase Year 11, Year 12 and Year 13 artwork. Year 12 also entertain the school with a fascinating Art Installation Evening. We display artwork all around the school and regularly take over the entrance to the school with collaborative installation pieces from various year groups. The Tiffin Girls' School is fully supportive of the Arts and creativity is very much at the heart of the school.

Key Stage 3

All pupils in KS3 have 1 hour per week for art and are taught in classes of 20 to enable them to experience and develop a wide range of skills, specialisms and media, as well as an appreciation of different periods of art history, promoted by regular trips to galleries and museums.

Key Stage 4

At GCSE, the department offers the Edexcel Fine Art Course, with two hours tuition per week. There are currently 109 students studying Art GCSE.

Key Stage 5

We currently have 42 students studying Art in the sixth form. The department follows the Edexcel Fine Art course. Lessons are timetabled for 4 one hour periods each week. In addition, sixth form students spend many extra hours of their own time in the dedicated sixth form studio.

Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,160 girls, aged between 11 and 18, and for 139 years has been providing an education where girls can live up to the school's motto *sapere aude* - dare to be wise. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2018, we have 180 students in Years 7, 8 and 9, and 150 in Years 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents. Last year we also secured funding for a new teaching block and a science laboratory refurbishment.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups include Curriculum and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2019-20 are available to read on the website. For admission in 2019-20 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. Our determined admissions arrangements are available on our website.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Students are also given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (22 in 2018) and other Russell Group universities, a small number are choosing to study abroad.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.

Job Description

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content

The basic duties of a teacher are outlined in the current Teaching Standards. S/he shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

- **Teaching:**
 - Plan work in accordance with departmental schemes of work and national curriculum programmes of study
 - Take account of students' prior levels of attainment and use them to set future targets and inform planning
 - Set appropriate and challenging work for all students
 - Maintain good discipline by following the Behaviour for Learning policies and procedures
 - Ensure punctuality and establish a purposeful working atmosphere during all learning activities
 - Ensure effective setting of homework and provide comprehensive feedback to students
 - Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
 - Set work when required for absent students
- **Assessment, recording and reporting:**
 - Keep accurate records of students' work in line with school's Assessment and Feedback policy
 - Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Assessment and Feedback policy
 - Use the school's marking scheme at all times; including guidance on literacy
 - Complete records of achievement in line with school policy
 - Complete student reports in line with school policy
 - Attend parents' evenings as required and keep parents informed about their child's performance and future targets
- **Pastoral work (Form Tutor):**
 - Follow schemes of work provided by Heads of Year or Senior Leadership Team
 - Being aware of the strengths and needs of each student
 - Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
 - Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
 - Promoting high standards of behaviour and attitudes to work within the group
 - Promptly completing administrative tasks relating to the group
 - Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Experience		
Evidence of raising student achievement	✓	
Awareness of current developments in education training		✓
Strong track record of high success rates and positive value added in teaching at all Key Stages	✓	
Experience of undertaking Form Tutor role		✓
Skills and abilities		
Ability to demonstrate excellent teaching practice against the current Teaching Standards in Product Design (ideally to KS5), Graphic Products and Resistant Materials to KS4 and all areas at KS3	✓	
Ability to demonstrate excellent teaching practice in Art in Years 7 and 8		✓
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques	✓	
Demonstrate an ability to work as part of a team in a successful department	✓	
Ability to devise strategies to ensure aspirational student achievement	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to be an energetic and supportive form tutor	✓	
Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues	✓	
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Personal qualities		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback	✓	
The ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Commitment to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Be able to work in a way that promotes the safety and wellbeing of students	✓	
Commitment to the school's safeguarding policies and procedures	✓	
Demonstrate an understanding of safeguarding responsibilities	✓	

Why teach at Tiffin Girls'?

Mrs Katerina Sousa

Biology Teacher



“I trained on the GTP in a very challenging comprehensive, then worked as a Head of Department in another similar context before coming here. I was unsure what to expect but knew that I would be challenged daily to deliver engaging lessons that go above and beyond the curriculum and this was something I was very excited about. The students are great to work with, they are fun and very engaged but mostly, they really embrace challenge, which is so refreshing to see. One of the nicest parts of working here is how strong the sense of community is within the school and how dedicated the students and staff are towards keeping the school traditions alive. It's a very supportive atmosphere at Tiffin Girls'; teachers are greatly valued by both students and SLT. My line managers have taken an interest in my career aspirations and allowed me opportunities to gain experience towards achieving them.”

“I started here as a NQT following my Masters. You know it's going to be highly academic but I have been surprised by how great the girls are to work with. They ask really interesting questions and it's really stimulating – they share your love of your subject. If you love your subject, you should teach here. I really enjoy teaching A-Level as they work at such a high level and you can get into really interesting debates. As a school, it has a particular culture, there's definitely a 'Tiffin vibe', a Tiffin feel which is unique. It has a sense of community – the school song, the school birthday are examples. It makes it easier to become part of the school as you can take part in these things and feel you instantly belong. I've really enjoyed getting involved in the Sixth Form entertainment, Year 9 fashion show and Duke of Edinburgh. There's a nice relationship between staff and students. The staff as a body are really friendly.”

Mr Nathan Graff

Second in English



Miss Rachel Smith

Head of Drama



“Working in mixed state schools prior to coming to Tiffin Girls', I was initially concerned that perhaps I wasn't up to teaching so many high achieving students. What I was able to determine just from my interview lesson, was how passionate, enthusiastic and driven the students were to learn. Although they are very bright, they're also just human, teenagers, who trust in your expertise. Every student is different, with different needs, and they work tirelessly to achieve well. The students will just one day completely astound you, from producing exemplary work, or turning up to your office to bring you birthday cupcakes! A big part of school life for me is having a good support network around me. I have made some really special friends here and there's a good sense of camaraderie with staff.”

Benefits of working at Tiffin Girls'

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare vouchers (salary sacrifice scheme)
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social event

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs