



St. Mary's Catholic High School and Sixth Form College

Teacher of Design Technology

This prospective applicant pack provides you with all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our flourishing school community through the content that we have created for you.



Closing Date:

9.00am, Wednesday 23rd April 2025

Interview Date:

Wednesday 30th April 2025



"I can do all things through Christ who strengthens me".



faith.



hope.



love.

HEADTEACHER'S WELCOME



Dear Applicant

Thank you for your interest in our school. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role in our school. We are very much aware that a decision to apply for a new job is a two-way process; if appointed you would be committing at least the next few years of your professional life to the school and you will want to ensure that you are happy coming to work each day, be professionally challenged and prepared for the next stage of your career. The aim of the pack is to provide you with a flavour of our school community and we of course welcome visits and conversations before the closing date.

We are very much first and foremost a Catholic high school. That means our values and vision are rooted in the teachings, example and life of Jesus Christ. This does not mean we expect every member of staff to be a practising Catholic, but we do expect every member of staff to share our values and be active in promoting the Catholic life of the school through their daily interactions. Our Mission Statement is focused upon helping every person have a sense of self belief so that they feel safe and happy, proud to be associated with St. Mary's so that we are able to share God's love and thrive in our lives. We work hard to ensure our staff feel part of the St. Mary's family and supported in their work. To this end, we have been accepted by joint union support onto the Valued Worker Scheme and are signatories to the DfE Staff Well-Being Charter.

Our school virtues are:  **faith.**  **hope.**  **love.**

We expect every adult in school to embrace these virtues and act as role models for them. In October 2024, the School was judged to have taken effective action to maintain the standards identified by Ofsted in 2019; where we were judged to be "Good". Inspectors identified our strong sense of community with high expectations of our young people, high quality education and pastoral care.

Our school was originally a separate boys and girls' school that merged and has a long history in the local area. We have 1600 pupils and employ 168 staff. The site is large, extending over 33 acres, and has a campus style with blocks housing specific departments with generous playing fields, an astro-turf, sports hall, gym and fitness suite. The school is situated in Astley, a community village serving Manchester and Liverpool and our pupils come from the local area as well as Leigh, Tyldesley, Atherton, Boothstown, Hindley and Lowton. We have eight Catholic partner primary schools but draw pupils from 30 different schools in the locality. We are oversubscribed for applications in Year 7 and have around 200 applications for Sixth Form annually. The catchment area of the school is very diverse in terms of a socio-economic basis and it is truly comprehensive in this sense but less so in other areas, as most pupils are of white British and Irish heritage.

As I indicated earlier, we are more than happy to welcome prospective candidates to visit the school before the application deadline. If you would like to take advantage of this, please contact Tricia Foster, Human Resources Manager who will arrange a mutually convenient time.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Denise Brahms'.

Denise Brahms
Headteacher

CHAIR OF GOVERNORS



Dear Applicant

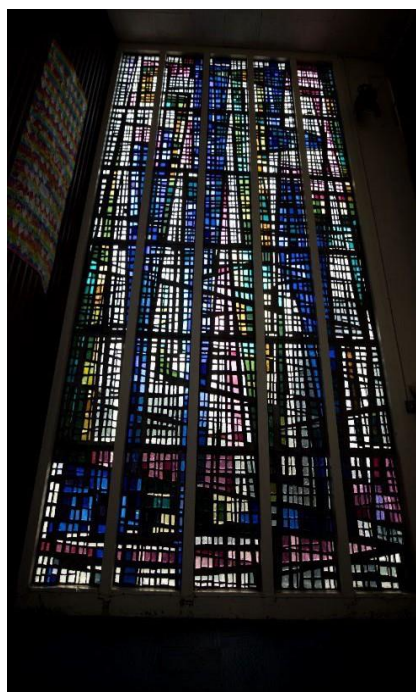
Thank you for your interest in our school. We are very proud of our school community as it goes from strength to strength. We believe strongly that the quality of our provision is entirely dependent on the professionalism, energy, commitment and skill of every single member of staff and each individual has a vital role to play. We understand that working in a school is a really demanding vocation and as a governing body we want to ensure that systems are in place to support and professionally challenge everyone. Our Catholic faith underpins this. This does not mean that you have to be a practising catholic to work in our school, (*with the exception of Headteacher, Deputy Headteacher and Head of Religious Education*). We welcome applications from people of all faiths and fully recognise that diversity brings about strength. We do ask that candidates support the values of the school and understand that every adult in the community has a key role to play in developing this.

I hope the information pack is of use to you. Please take the opportunity to visit us and ask any questions you have. You will find a warm, welcoming community that is truly supportive of everyone and we very much hope to receive an application from you.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'AG', with a long horizontal line extending to the right.

Dr Neil Gredecki
Chair of Governors



OUR OFFER TO STAFF



Staff wellbeing is important at St. Mary's. Working in a school is a tough job. It can be immensely rewarding but also physically and emotionally draining. Therefore, it is vital that as a Catholic community we look after one another at all levels and in all posts so that we form a cohesive and effective workplace. Should you be successful in your application the school offers access to a wide range of facilities to support staff health and well-being including the following:

HEALTH AND WELLBEING

- An induction process that collates all information needed to become part of the community along with support from a designated wellbeing buddy for the first half term to help with any concerns.
- Mental health resources, such as the wellbeing employee service, reflection sessions with mental health professionals and 1-1 in house counselling.
- A Mental Health Lead that is responsible for wellbeing for both staff and students and an opportunity to join the staff wellbeing team that have been involved in both physical and virtual wellbeing weeks.
- Personal mentors for RQTs/ECT's/Trainees.
- SLT open door policy.
- Offer of a reflection session with mental health professionals.
- Regular staff surveys to allow for discussion around key priorities during the school year.
- Wellbeing work with students in Curriculum for Life to enable better behaviour, more focus etc.
- PPA/Frees are allowed to be taken off site providing the guidelines are followed.
- Duties happen once a week on a day you have a free and consist of one break and one bus duty.
- Appraisal process that does not include numerical targets.
- Restructure of after school meetings so that these allow for departmental, whole school and personal development time (teaching staff).
- Discussion and changes of the assessment calendar to help with work-life balance.
- Updated marking policy created at a department level.
- Access to free refreshments (tea & coffee) for all staff.
- Access to an onsite fitness suite with dedicated time for staff use.

This is by no means an exhaustive list and wellbeing is very much a fluid offer that adapts and changes to the needs of staff and students at St. Mary's constantly. We look forward to welcoming you into our Catholic community and hope you have some creative ideas to share that will enhance our offer further.





ST. MARY'S SIXTH FORM CENTRE

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There is a real sense of community at this school. Pupils feel comfortable and happy in school. Pupils benefit from high-quality pastoral care.

The school has ensured that the curriculum is broad and ambitious. Pupils build a secure body of knowledge. Teachers are knowledgeable about their subjects.

Governors carry out their role effectively. They support the school well in driving forward improvement. Staff are proud to work at the school.

OFSTED REPORT 2024

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OFSTED PARENT VIEW SEPTEMBER 2024

93%

Of parents say that their child is happy at our school

95%

Of parents say that their child feels safe at our school

92%

Of parents say that pupils behave well at our school

93%

Of parents say that we have high expectations for their child

95%

Of parents feel that their child does well at our school

94%

Of parents feel that we offer a good range of subjects

93%

Of parents would recommend the school to another parent

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Department Information



Design & Technology Departmental Vision

'As humans we are immersed in Technology from a very early age, unaware of its impact. We firmly believe that as Technology teachers we have a responsibility to equip pupils with the knowledge, skills and understanding that can be used to develop innovative solutions to the future problems we face. We must nurture creativity in both thinking and designing, along with developing the ability to accept failure and learn from it. Ultimately a solution focused approach will equip pupils to become tomorrow's designers and engineers.'

About the Department

The Design and Technology department has fully embraced the mission statement of the school by providing a curriculum and learning environment that ensures every student can fulfil their potential.



Mr Smith



Mr Janvier



Mr Quinn



Mr Hodson



Mrs Ince



Mr Turner



Mr Oates

The Design & Technology department consists of a team of 5 teachers, a vocational skills provider and one technician. Mr Smith is the subject leader with 24 years of experience. Prior to becoming the HOD he has previously been the SENCo at St. Mary's. His specialist area is in Product Design, although he also teaches Engineering and construction. Mr Janvier is 2nd in department and some of his remit involves teaching construction and product design, joint auditing and modifying of the curriculum, supporting vocational assessment, mentoring trainees and ECTs, running the STEM club and promoting options subjects. Mr Quinn is our L3 Engineering specialist who came with a wealth of knowledge from industry as a specialist welder fabricator. Mr Hodson is a past pupil and has been with us for nine years. He specialises in L2 and L3 Engineering but recently took an interest in developing his food technology teaching at KS3. Mrs Ince delivers KS3 food technology and KS4 Hospitality and Catering. Mr Turner is employed by school as a specialist bricklayer and member of the CITB who supports the implementation of the L2 construction course. Finally, Mr Oates is our technician who has a superb knowledge of the subjects and fully supports teachers in organising materials, supporting pupils and also in the organising and tidying of areas at the end of the school day. He regularly goes above and beyond for the department and others in school.

The department has a number of specialist rooms within the building. There is an Electronics/CAD/CAM room, a Food Technology room, an Engineering workshop, a construction skills workshop and a bricklaying room. It is an excellent facility which aids the delivery of our exciting curriculum.

Curriculum

The department has changed its curriculum to meet the needs of all the pupils that study D&T, including those with SEND, in order to allow them to flourish. We offer a diverse range of subjects that delivers a range of pathways for further education or the world of work.

The department offers WJEC Hospitality and Catering at GCSE. We also offer the OCR L1/2 in Engineering Design and L2 construction with Eduqas. At Key Stage 5 we offer Level 3 B-Tec in Engineering, Level 3 Construction and have reintroduced Key Stage 5 product design.

All pupils undertake one hour of Technology at Key Stage 3, experiencing learning in the areas of food, systems and materials; this occurs within a carousel system, each comprising 13 weeks. It is a priority of the department to make the Key Stage 3 curriculum as engaging and creative as possible in order to encourage pupils opting for Technology in the future. We offer a STEM club to Key Stage 3 and 4 pupils which has had winning success with regards to external competitions.

We have recently re-mapped the Key Stage 3 curriculum and written new schemes of work, to reflect the POS and recent demands on specification changes at Key Stage 4. This allows for a positive transition onto exam courses with improved sequencing to allow more effective learning to take place. We consider the projects we deliver to ensure that the level and range of knowledge acquired allows for sequencing from year 7 to 8, and again from year 8 to 9. Particular emphasis is placed on health and safety in all areas with a strategic weighted balance on theory and practical skill development in each module. The modules in year 9 were carefully developed in order to cover the early assessment objectives of the examination courses so that pupils opting for the subject will have a baseline knowledge they can build on as they progress through the curriculum.

Achievements

Teaching is generally good as evidenced in recent quality assurance checks and in some cases outstanding as observed through departmental monitoring and appraisal. Staff in the department are very hard working and supportive of one another and there is a real team ethos that has been fostered over the years. Results have been strong on the whole over the past few years, with particularly good performance in L2 Engineering and construction, and in L3 Engineering. The recruitment of pupils onto courses onto both KS4 and 5 is a significant strength of the department. The team works together to overcoming potential barriers to learning and continually improve with the key focus for improvement being further improvements in boy's performance and narrowing the gaps for SEND and PP students.

Teacher of Design Technology



Required for 1st September 2025

The Governors of this dynamic and forward thinking 11-18 Catholic high school and Sixth Form College are seeking to appoint a well-qualified, enthusiastic and energetic Teacher of Technology with an interest in Engineering design, product design or construction. This post is suitable for an experienced or newly qualified teacher. We are a large school with a dedicated and flexible staff and are looking to make the best possible addition to our team. The successful candidate will join a highly skilled team of committed teachers, on a mission to develop confident, intuitive and resilient designers and problem solvers.

We are looking for a colleague who understands the importance of a range of subjects in Technology and is passionate about inspiring our students, equipping them with the powerful knowledge and understanding they need to succeed at Level 2 and/ or Level 3. This role will offer the successful candidate exciting challenges that will be both rewarding and fulfilling. You will be well supported to achieve your own personal career goals and aspirations.

Closing date: 9.00am, Wednesday 23rd April 2025

Interview Date: Wednesday 30th April 2025

If you would like to arrange to visit school or have any questions regarding this post, please contact Tricia Foster: Human Resources Manager. t.foster@st-maryshigh.wigan.sch.uk

Full details of this post including the CES Teacher Application form and associated documents are available to download from the school's web site <https://www.stmaryschs.org.uk>

Wigan Local Authority and the School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures.

APPLICATION PROCESS



Full details of this post including the CES Teacher Application form and associated documents are available to download from the vacancy section of the school's web site <https://www.stmaryschs.org.uk>

To apply for the post your completed application must be submitted to include the following documents:

- CES Teacher Application Form to include a supporting statement (current version of the application form December 2020)
- CES Consent to Obtain References
- CES Monitoring Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mrs D Brahms, Headteacher to recruitment@smchs.org.uk.

St. Mary's is an equal opportunities employer, committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

JOB DESCRIPTION

POST TITLE: Teacher of Design Technology

JOB PURPOSE: Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support curriculum areas as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

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| 1.1 | Line Management: | Reporting to - Head of Department
Responsible for - No line manager responsibility |
| 1.2 | Liaising With: | Headteacher, senior leadership team, teachers and support staff, LEA, representatives, external agencies and parents. |
| 1.3 | Salary Scale: | Classroom Teachers' Pay Scale |
| 1.4 | Working Time: | Full time as specified within the STPCD |
| 1.5 | DBS Disclosure | Enhanced |

2. TEACHING

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|------------|---|
| 2.1 | Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. |
| 2.2 | Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. |
| 2.3 | Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. |

- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching, which can include teaching outside or your specialism as/when required.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

4. CURRICULUM PROVISION

- 4.1 Assist the Head of Department and the Deputy Head: Quality of Education, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.

- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.

- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy
- 11.10 Apply the behaviour management systems so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and Catholic ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its requirements for collective worship and liturgy.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PERSON SPECIFICATION



	Essential	Desirable
Qualifications	• Qualified teacher Status (A) • A good Honours Graduate in an appropriate Technology discipline (A)	• A degree in one of the following: ○ A Design and Technology ○ Product Design ○ Engineering ○ Physics related degree
Understanding, knowledge and experience	• Evidence of successful experience/teaching practice as a classroom teacher of Technology. (A) • Ability to deliver Level 2 Construction, Engineering design or equivalent GCSE/ Technology award engineering course (A, I) • To have an excellent understanding of Technology both its teaching and assessment. (A, I) • To have an excellent understanding of AFL strategies that can inform teaching. (A, I) • To have an excellent understanding of how students develop and progress in their knowledge, understanding and skill within Technology. (A, I) • To have knowledge of and confidence in the use of pupil performance data to raise attainment. (A, I) • To have a good knowledge of current educational issues and initiatives. (A) • To be able to set clear objectives and targets for pupils, developing teaching sequences that show an ability to meet pupils' academic needs. (A, I) • To be able to use positive behaviour management systems to ensure pupils' behaviour is conducive to learning (A, I)	• Experience of the successful delivery of Engineering or Construction at Level 2 or 3. (A, I)

Personal Qualities	• To be willing to support and contribute to the school's Catholic Ethos. (I) • To be able to work with other adults both inside and outside of the classroom (A) • To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met. (A, I) • To have excellent communication and interpersonal skills (I) • The ability to work collaboratively with other adults (I) • To be able to gain the confidence of colleagues and students (I) • To be self-reflective, with the ability and desire to improve own performance. (I) • To be able to work effectively in a team and across department teams. (I/A) • To be an enthusiastic Technology Teacher (I, A) • To have an excellent record of personal attendance and punctuality (R) • To have high personal standards - dress, conduct and presentation (I)	• Self-aware and self-reflective (A, I) • Dedication to improving standards (A, I)
Commitment to	• Show commitment to sustained good attendance at work. (A, I, R) • Raising standards of student achievement. (A, I) • Commitment to inclusive extra-curricular activities. (A, I) • Continued Professional Development. (A, I) • Community liaison including parental involvement. (A, I) • Commitment to diversity and equality of opportunity in all working practices. (A, I) • The role of a Form Tutor within a specified year group (A, I)	• Further career development. (A.I)
Written Application	• A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role.	

The School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures.

Key: A = Application I = Interview

R = References