



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

CREATIVE DESIGN & TECHNICAL ARTS LEAD



Application Pack



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Dear Applicant

March 2021

Creative Design & Technical Arts Lead (to start in September 2021)

Thank you for your interest in this exciting post with our all-through federation.

Castle Newnham is an all-through school where ambition and care for each of our pupils are at the heart of everything we do. We came together as Castle Newnham in January 2016 to develop all-through schooling in the community from Reception right up to 16. Our aim is to serve the needs of our local community for high standards and a coherent and smooth transition throughout each child's 'one journey'. Knowing pupils throughout their time in education and close working with families is a central component of our vision. Pupils who attend come from the immediate local area, as well as from further away in Bedford. We also have a 'soft' federation partner in nearby Hazeldene School. Pupils from Hazeldene and other local schools join in Year 7 to make up our secondary cohorts.

Our primary provision has an Ofsted grade of 'outstanding' whilst our secondary provision was graded 'good' in all areas at its first inspection in September 2018. The challenge now is to ensure that pupils' experience of education remains excellent throughout their education, whatever their starting point and to achieve the best possible outcomes and we actively seek colleagues with a positive outlook and enthusiasm for teaching as well as great subject knowledge.

Our school is well thought of in the community and both school sites are set relatively close to the centre of Bedford in a pleasant suburb. The South site, for Nursery to Year 4 children, is situated in a listed Victorian building on Goldington Road. On this site, are classrooms leading off two main halls, offices, a dining room and a separate building housing the nursery and library. The North site, for Years 5 to Year 11, is a short walk away near the University of Bedfordshire on Polhill Avenue, of which we are a lead school in a very well-reputed teacher training partnership with the university. Most classrooms are in the main building which includes the four storey tower. There is a separate self-contained primary block which houses Years 5 and 6. There is also a sports hall and science labs, a drama teaching area and music hub, all of which are available for use by pupils and staff across the federation.

I hope this application pack, alongside our website, will give you a flavour of the wide and growing range of opportunities our pupils enjoy and participate in. Our senior leaders, teachers and support staff are a committed and dedicated team and our pupils are a source of great pride in their enthusiasm, courtesy and care for others. They demonstrate our 'traditional values' of hard work, good behaviour and kindness on a daily basis. One colleague recently tweeted the following message 'I'm so proud to work in a school where I honestly feel like I can legitimately have a work/life balance and still manage to do well at work. Having a supportive and understanding set of colleagues makes all the difference'. I think this sums up the school's ethos. We encourage strong links with families, with our local partners and, increasingly, with international partners.

An exciting opportunity has arisen for a lead in Creative, Design and Technical Arts within the secondary phase of our all-through federation.

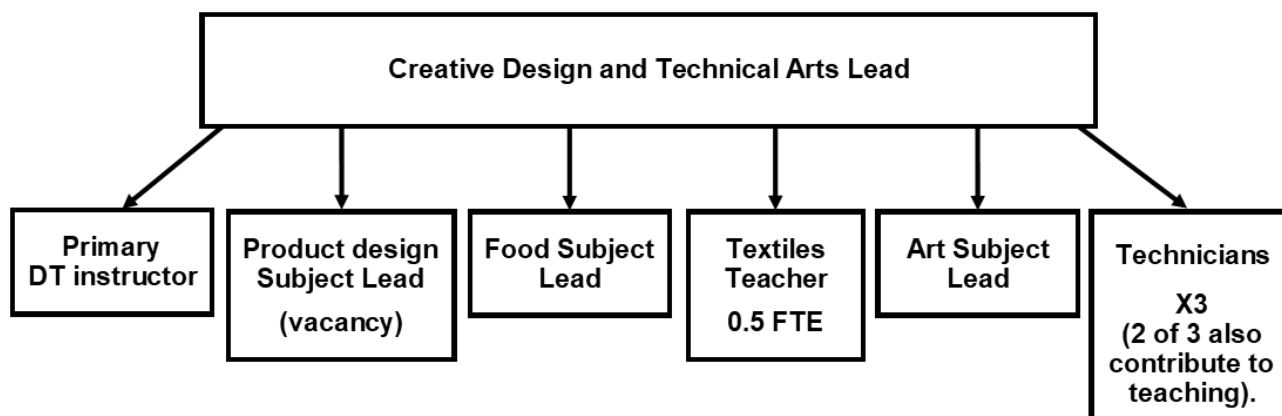
This new and exciting role would involve leading and developing design technology and creative arts subjects to include product design, food (hospitality and catering in Key Stage 4) and art. Ideally we are looking for someone who can think creatively whilst producing a clear and organised structure for learning across secondary and working closely with primary colleagues. We aim for pupils enthusiasm, knowledge and skill to develop seamlessly as they move through the school.

The successful candidate would work strategically with an already strong team to grow and develop subject teaching to include other qualifications in this area.

The successful candidate will have strong subject development experience and further potential and currently the teaching needs of the department also mean that ability to teach product design would be a distinct advantage, although there is future flexibility around courses offered.

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Staffing structure



KS4 Specifications currently taught

- Food technology qualification
https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview
- Product design
<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>
- Art and design
<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8202>
- Fashion & Textiles (planned for September 2022 onwards)
<https://www.aqa.org.uk/news/new-technical-award-fashion-and-textiles>

Also included within this application pack: -

- Job Advertisement
- Job description and personnel specification

Socially distanced visits to the school to see both sites and to gain an insight into the way in which we are developing all-through education are highly recommended. Please email Romana Tomei rtomei@castlennham.school who will be available through the Easter holidays for an appointment to discuss the role further. Interviews will be held week commencing 4th May 2021.

I hope this information will encourage you to submit an application for what we believe is a superb opportunity for the right candidate. We will accept applications via email by the closing date of Monday 26th April 2021 (mid-day), to secoffice@castlennham.school.

Yours sincerely

Mrs Ruth Wilkes
Federation Principal



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Creative Design & Technical Arts Lead

MPS/UPS Teacher Scale + TLR2 £4,963 – Permanent
Full time to start in September 2021

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This new and exciting role would involve leading and developing design technology and creative arts subjects to include product design, food (hospitality and catering in Key Stage 4) and art. Ideally, we are looking for someone who can think creatively whilst producing a clear and organised structure for learning across secondary and working closely with primary colleagues. We aim for pupils' enthusiasm, knowledge and skill to develop seamlessly as they move through the school.

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As well as a supportive team and strong professional development, Castle Newnham offers:

- well-behaved, happy, confident and enthusiastic pupils who are keen to learn;
- a school highly valued and supported by parents and the community;
- a nurturing, enthusiastic and committed staff, who can rise to a challenge;
- great opportunities to make your mark and to be part of something exciting and unique

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Closing Date: Monday 26th April 2021 (Mid-day)
Video interviews: Week commencing 4th May 2021

For further details of this post and an application pack
please go to the school's website www.castlennwham.school/vacancies

Castle Newnham Federation is committed to safeguarding and promoting the welfare of children
The position requires an enhanced criminal records bureau (DBS) disclosure



Castle Newnham Federation

Job Description

Post:	Creative Design & Technical Arts Lead
Responsible to:	An identified member of SLT as appropriate
Grade:	MPS + TLR 2A (subject to review)
Key relationships:	Federation senior leadership team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; professional association
Location:	Castle Newnham – principally the North site on Polhill Avenue
Working pattern:	Full-time and as described in the School Teachers' Pay and Conditions Document or part-time by agreement with the Federation Principal.
Disclosure level:	Enhanced
Job purpose:	To lead and teach in the subject area to ensure that the standards of teaching and learning and outcomes in the secondary phase are high by being at the cutting edge of development in the subject, modelling and sharing good practice.

Responsibilities:

Teaching, learning and assessment:

- Set appropriate and demanding expectations for pupils' learning, motivation, and presentation of work based on a sound knowledge of their prior attainment;
- Work collaboratively as part of a subject or phase team to plan consistent and effective sequences of lessons and associated resources;
- Set and mark work for pupils absent from school for health or disciplinary reasons;
- Set and make clear high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with federation strategies;
- Ensure positive relationships with pupils based on warmth and respect;
- Follow the behaviour policy in monitoring, recording and acting to improve any incidents of poor behaviour;
- Deliver teaching which develops the skills and knowledge required in order to succeed in the subject area(s);
- Provide regular guidance to pupils on the work they have done and how to improve it in accordance with federation policy on feedback and marking;
- Attend the appropriate parents' evenings to keep parents informed about the progress of their child;
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and Disabilities (SEND) as well as federation practice in this area and contribute to / make use of appropriate documentation;
- Support all pupils to achieve regardless of their SEND or stage of learning English or home disadvantage;
- Work in collaboration with support staff attached to any teaching group;
- Set clear targets for pupils' learning building on and ensuring mastery of knowledge and skills;
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources;
- Set and monitor pupils' homework providing constructive oral and written feedback;

- Secure progress towards challenging pupil targets. Praise effort and improvement and acknowledge achievement using guidance from the federation;
- Recognise that learning takes place outside the federation context and provide opportunities to develop pupils' understanding by relating their understanding to real-life examples.

Care and guidance

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of pupils as is required by the federation, including tutor, pupil, interviews and coaching and mentoring;
- Be the first point of contact for parents of this group;
- Monitor the social, personal, academic and vocational progress of individuals in their designated group;
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme;
- Promote good attendance and monitor in accordance with the federation's attendance policy;
- Understanding the need to liaise with partner professionals responsible for pupils' welfare, care and guidance.

Professional standards

- Support the ethos, vision, principles and values of the federation;
- Treat colleagues, pupils and all members of the community, with respect and consideration;
- Treat all pupils fairly, consistently and without prejudice;
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance;
- Support the aims of the federation through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities);
- Support the ethos of the federation by upholding the behaviour policy, uniform rules, etc.;
- Take responsibility for own professional development and participate in arrangements as adopted by the federation for the assessment of own performance and that of colleagues;
- Reflect on own practice as well as the practices of the federation with the aim of achieving excellence in every area of our work;
- Read and adhere to the various policies of the federation and implement federation improvement plans;
- Participate in the development and management of the federation by attending various team and staff meetings;
- Ensure that all deadlines are met as published in the school calendar;
- Be proactive and take responsibility for matters relating to health and safety;
- Promote lifelong learning and promote enrichment and extension activities within the federation;
- Participate actively in the review and setting of appraisal objectives agreed annually;
- Support and contribute, as required, to the federation's programme for Initial Teacher Training and to the programme of teaching and learning briefings.

Knowledge and understanding

- Demonstrate a clear and well thought-out understanding of current educational issues, theory and practice;
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements;
- Have a secure knowledge and understanding of a specialised subject(s) or phase, including subject knowledge and sound knowledge of GCSE courses and assessment arrangements;
- Understand progression in the specialised subject(s) or phase;
- Cope securely with subject-related questions which pupils or parents raise and know about pupils' common misconceptions and mistakes as related to the specialised subject.

Leadership and development

- Lead and be accountable for standards of teaching and pupil outcomes in the range of subject(s);
- Monitor and evaluate standards according to the federation's annual cycle;

- Advise and support the senior leadership team on matters pertaining to standards in the subject area, devising, taking and monitoring appropriate action as required;
- Ensure that schemes of work are regularly updated and match the aspirations of the federation and its pupils;
- Enable and contribute to the sharing of good practice across the federation and with other high-performing institutions;
- Lead the subject team, playing the key role in its drive to become a leading edge, innovative and high performing federation;
- Ensure that opportunities are sought and developed for high-quality and extensive enrichment activity pertaining to the subject;
- Ensure that the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance;
- Support, train and coach staff in the development of resources and pedagogical approaches in the subject;
- Be an active member of the subject leaders' group contributing to the development of high-quality and successful provision in the secondary phase;
- Advise and support the senior leadership team on matters pertaining to recruitment and resources in the subject;
- Contribute fully to the federation's options process, promoting the subject area and guiding pupils as to the most appropriate courses for them to take;
- Ensure that staff contributing to teaching in the subject are well supported and helped to improve and progress as professionals;
- Organise and administer as required the internal assessments and public examinations in this subject.

Safeguarding children

Castle Newnham Federation is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

General

The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Terms and Conditions.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

This job description and person specification may be renegotiated by the Federation Principal if changing circumstances arise.

Post Holder:

Name _____ Signed _____ Date: _____

Line Manager:

Name _____



Castle Newnham Federation

Personnel Specification

Creative Design & Technical Arts Lead

Areas of Assessment	Essential	Preferred
1. Qualifications	<ul style="list-style-type: none"> • Degree in a related subject • Qualified Teacher Status • Evidence of Professional Development 	<ul style="list-style-type: none"> • Higher degree
2. Skills & Experience	<ul style="list-style-type: none"> • Successful teaching in KS3 and KS4 • Evidence of impact of good teaching on pupils' outcomes • Experience of assessment and pupil tracking up to GCSE • Experience with safeguarding procedures. • Ability to teach design technology 	<ul style="list-style-type: none"> • Experience of leadership within the subject(s) • Ability to teach a second subject • Experience of teaching DT/Product design to GCSE level
3. Management & Leadership	<ul style="list-style-type: none"> • The ability to create a dynamic and highly effective team • A flexible, approachable leadership style • Leadership skills including the interpersonal skills to inspire and enthuse staff and to maximise pupil progress • Ability to listen to and act upon advice • Ability to express own ideas and motivate both staff and pupils • Ability to make decisions and know when to consult senior staff 	<ul style="list-style-type: none"> • An appreciation of the need to handle staff sensitively, yet motivating them • The potential for further professional progress as the school expands
4. Teaching & Learning	<ul style="list-style-type: none"> • High expectations of pupil attainment and behaviour • Up to date knowledge of the curriculum at Key Stage 3 and Key Stage 4 • Good knowledge of the most innovative practice in teaching • Maintaining a challenging and supportive class environment and effective deployment of support staff within the class • A good knowledge of assessment and evidence of high pupil achievement in your classes. • A thorough understanding of design technology and its use in target setting and evaluating performance 	<ul style="list-style-type: none"> • Understanding of how to monitor school performance, using data and observing teaching • Understanding of how to use TAs to raise attainment • Understanding of the need for personalisation in the curriculum

Areas of Assessment	Essential	Preferred
5. Philosophy	<ul style="list-style-type: none"> • Self-motivated and self-reliant 	<ul style="list-style-type: none"> • Understanding of how pupils learn

	<ul style="list-style-type: none"> • Commitment to the post and a commitment to excellence • Commitment to innovation and change • Commitment to the achievement of vulnerable pupils • Commitment to extra-curricular activities • Enthusiasm for the development of partnership and/or international links 	<ul style="list-style-type: none"> • Enthusiasm across the federation • Totally inclusive philosophy
6. Other Factors, Skills & Knowledge	<ul style="list-style-type: none"> • Good communication skills • The resilience to overcome setbacks and persevere with determined optimism • The willingness to innovate and experiment and to then evaluate, review and amend practice. • A commitment to the whole-school philosophy • Good understanding of best practices in equality of opportunity and safeguarding 	<ul style="list-style-type: none"> • Involvement in the life of the federation