



The Polesworth School

ENSURING EXCELLENCE

Dordon Road, Dordon, Tamworth, Staffs, B78 1QT

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Teacher of Design Technology (0.7)
Candidate Information



Community Academies Trust
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Dear Applicant

Teacher of Design Technology (0.7) – The Polesworth School

Thank you for acquiring details of this exciting opportunity to join The Polesworth School. We are all exceptionally proud of the staff and young people at the school as they have created a wonderful community school with a national reputation for excellence.

Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged outstanding by OFSTED within the last 3 years and are National Teaching Schools. The Trust has grown since 2012 and now comprises five secondary schools and eight primary schools in Warwickshire, Staffordshire and Telford. Other schools are currently consulting on joining our Trust.

We are proud of our community school based origins and organise ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Polesworth School is in our North Warwickshire/East Staffordshire Hub that consists of one further secondary school and 4 primary schools.

Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader and significantly influential on the journey of continual school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Polesworth School and others across Tamworth and the wider Trust. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of all our staff.

Our website describes the Trust and our work in more detail - www.communityacademiestrust.org

Good luck with your application. I look forward to meeting you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Philip Hamilton'.

Philip Hamilton
Chief Executive Officer

Education is for improving lives and
for leaving your community and world better than you found it

Company Registration Number: 0747273-6. VAT Number: 115833327.

Dear Applicant

Teacher of Design Technology (part-time 0.7)

Thank you for acquiring details of the above post and for your interest in our school. We are seeking to appoint an outstanding, inspirational and dynamic professional to join our Design Technology Team. The successful candidate's specialism would ideally be in Resistant Materials but they would also be able to teach across a variety of disciplines within the Technology Curriculum. We are looking for someone who takes great pride in crafting creative and inspiring learning experiences for our students

Polesworth is a true comprehensive with an intake covering the full ability range. Examination results are consistently good with students achieving at or above the national average in the majority of subjects. Standards are equally high in other areas so essential to a balanced education, such as sport, music and drama. On the 1st November 2012 we established the Community Academies Trust—a recognised Academy Sponsor, recently commended by the DFE for the 'strong performance' across our academies. We are very pleased to be able to announce that our 'Outstanding' status was again recognised by Ofsted in March 2015. The school is over-subscribed with a roll of approximately 1500, including a thriving sixth form.

Key Stage 3 students study all National Curriculum subjects. We teach French and German and all Year 7 students are taught in mixed ability and broad ability groups. In Year 8 broad ability setting is sustained. All subjects commence Key Stage 4 in Year 9 and students follow a common core of English, English Literature, Mathematics, Science, RS, PE and PSHE. In addition they take two or three option subjects dependent upon their Pathway. Tomlinson Hall Sixth Form Centre offers a very wide range of 'A' Levels and some vocational courses.

There is a happy and committed staff team of over 200. The Strategic Leadership Team comprises the Headteacher, three Deputy Headteachers, the Director of Post-16, three Assistant Headteachers, the SBM and the HR Manager/Head's EA. There is a team of 2 Raising Standards Leaders who each lead a Cluster of Departments and we have a team of Lead Practitioners for Maths, English, Science and the Open and EBACC elements. All staff at the school work hard to ensure that all students develop and achieve their aspirations. This work is based on high expectations, care and an individual understanding of all our young people. The pastoral structure of the school is House based with mixed age tutor groups. The four houses fulfil an important role in establishing the ethos of our school—an ethos based around ensuring excellent social and academic achievement. There is healthy rivalry between the Houses in a range of activities including sport.

We have a great deal of experience in promoting the development of all staff, whether teaching, administrative or support. We also work in association with a number of local university education departments for ITT and lead a School Direct alliance. Indeed, this has recently been recognised by the National College for Teaching & Leadership with our designation as a National Teaching School. We have a well-established induction programme for all staff who join us, our school is a wonderful place to work. Visiting us, you will be struck by a thoroughly uplifting and purposeful working environment that has an excellent mix of social and academic success.

We look forward to receiving your application if you feel that The Polesworth School is the school for you. Please enclose a supporting letter with your application form describing the following:

- How you feel your experience to date has prepared you for this role;
- Your views on mixed age tutoring and the role of the Form Tutor;
- Your understanding of outstanding Design Technology teaching.

Of course, feel free to address any other issues that you feel are relevant, besides those listed. The closing date for applications is 9.00 am on Wednesday 26th February 2020 but applications will be considered upon receipt and interviews will take place shortly thereafter.

Yours sincerely



Maura Favell
Headteacher

Our Values & Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

***Achievement—Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition—ambition not only for themselves but for the communities in which they live and work.*

***Achievement—'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.*

***Achievement—relationships:** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.*

Our Staff

Our values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to each other and have regard for each other's professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and will be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other—they are part of a team that ensures our schools are among the best in the country.

Design & Technology

At The Polesworth School we aim to enthuse and excite our students in the Design and Technology department. We encourage them to become resourceful and innovative in their approaches to their subjects and studies.

The department is housed in the Goodyear and the Rossetti buildings. There are:-

Two ICT rooms

One Cad/Cam area

Three material workshops (wood and metal)

Two food rooms

One textiles room

The departmental structure is as follows:

Head of Department

Progress Coordinator

Two full time staff and three part-time staff

Two Technicians

The following courses are offered:

KS5 Product Design - 3D, Product Design- Textiles and The Cambridge Technical Extended Certificate in Health and Social Care, Level 3 Food Science and Nutrition. There are 10 hours a fortnight curriculum time.

KS4 GSCE Design and Technology (Textiles/Resistant Materials and Paper and Boards), GCSE Food Preparation and Nutrition and OCR National in Child Development (3 years), OCR Cambridge Nationals in Engineering Design. There are 5 hours per fortnight curriculum time.

KS3 Foundation Course in Design and Technology (2 years). There are 2 hours per fortnight curriculum time.

A number of extra-curricular clubs are offered to students.

For more information please contact Mrs N Holland, Head's PA & HR Manager or alternatively we actively encourage you to pay us a visit!

Job Description

Post: Class Teacher – The Polesworth School

Responsible to: The Headteacher, Strategic Leadership Team (SLT) and the Governing Body

Responsible for: The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Salary: MPS 1- 6 or UPS 1-3, in line with the Community Academies Trust Pay Policy.

Location: The Polesworth School

Main purpose of the role:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all;
- Be responsible and accountable for achieving the highest possible standards in work and conduct;
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012);
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

- All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document.
- Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process.
- Working with the Headteacher and leadership team, to implement the strategic vision for primary education across the CAT family of schools so that they ensure excellence.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English

- Have a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate regular marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and learning
- Use and understand relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team and CAT member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within the Community Academies Trust
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
- Promoting the ethos of the Academy, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Upper Pay Scale Teachers

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Safeguarding children and young people

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. It is expected that ALL staff have read and understand the document *'Keeping children safe in education'*.

English Duty –

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Other

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

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



Teacher Person Specification

Qualifications

- Qualified teacher status or recognised equivalent.

Experience

- Teaching experience with the age range and/or subject(s) applying for.
- Evidence of continuing and recent professional development relevant to the post.

Knowledge and skills

The ability to effectively:

- Create a stimulating and safe learning environment.
- Establish and maintain a purposeful working atmosphere. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.
- Assess and record the progress of pupils' learning to inform next steps and monitor progress.
- Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
- Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
- Encourage children in developing self-esteem and respect for others.
- Deploy a wide range of effective behaviour management strategies, successfully.
- Communicate to a range of audiences (verbal, written, using ICT as appropriate).
- Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.

Commitment

Demonstrate a commitment to:

- Commitment to safeguarding and promoting the welfare of children and young people
- Equalities
- High quality, stimulating learning environments
- Willingness to undergo appropriate checks, including enhanced DBS checks
- Motivation to work with children and young people
- Ability to create a happy, challenging and effective learning environment
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Ability to establish and develop close relationships with parents, governors and the community
- Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline
- Have a willingness to demonstrate commitment to the values and behaviours which flow from CAT ethos
- Relate positively to and showing respect for all members of the school and wider community ongoing relevant professional self-development