



St Dunstan's
College

Teacher of Design Engineering

Employment Status

Full Time

Start Date

September 2021

Location

Senior School

Application Closing Date

20 January 2021

Interviews wc Date

25 January 2021



Welcome to St Dunstan's



We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own broad and ambitious educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do; not wanting to stand still, but to resonate with the thinking of our Founders that we should be 'ahead of our current time'. We are proud of our rich history but not constrained by it. We are down to earth, inclusive and conscious of our place in a broader community and complex world. We want all our pupils to learn to be happy with who they are and we aim to support individuality by offering a wide-reaching pastoral, curricular and co-curricular programme. We want our staff to be excited by what we are able to provide for the children under our care and to enthuse about being a part of it.

As a Nursery to Year 13 College, we pride ourselves on the community-feel that permeates our school, and we hope that everybody who joins us will feel an important part of everything we are seeking to achieve.

Mr Nicholas Hewlett, Headmaster



ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years, the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity, and the College is proud of its reflection of the diverse and vibrant community in which it is situated. The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is increasingly

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The community life of the College is an essential feature of its ethos and our 'Friends of St Dunstan's' parent society is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years. The acquisition of the Jubilee Ground, just 500 metres from the main school site, doubled the footprint of the College and has allowed for a significant programme of investment in recent years, with several million pounds paving the way for a centre of sporting excellence and a hub for community activity.

that exists to centralise the services we offer in the support of pupil mental and physical health. In 2019 we embarked on the most ambitious building programme since the College's foundation in 1888. A new STEM Centre, Junior School Sixth Form Centre is being constructed for completion in September 2021, and we are currently fundraising to build a Performing Arts Centre and significant enhancements to our Sport and Leisure Centre, as well as a multi-use recreational space in the centre of

The size of the College is smaller when compared to many of its competitors, offering all pupils a cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly

The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



THE DEPARTMENT

The Design Engineering Department at St Dunstan's is forward-thinking, made up of a close-knit team who are passionate about getting students to design and create products for a modern age. We are well-resourced with a varied KS3 curriculum, offering Engineering at GCSE Level and Product Design at A Level. Class sizes are small across the College, with no more than 16 in any given class across Design Engineering. It is a well-resourced and well-funded department – and 2021 marks an exciting time of change with the opening of our new state-of-the-art STEM building.

Summer 2021 will be the first year that the College exclusively offers Engineering at GCSE (a course we began first teaching in September 2020, having successfully delivered the Product Design GCSE for many years). The department's GCSE results for the last 3 years have been 100% 9-6 and the uptake of students choosing Design Engineering for 2020-21 was the best the department has seen in recent years. At A Level, we currently deliver AQA Product Design and have fifteen students across Year 12 and 13. In the past few years we have had several students go on to study Design Engineering based subjects at top universities across the UK.

Design Engineering is well resourced at the College. Currently we have two full workshops with equipment including a large CNC machine, a laser cutter, a 3D printer and standard Design Engineering tools, in addition to a full computer suite.

Going forward, when the department moves into the new STEM building in September 2021, we will have three workshops including one full engineering workshop with a hot metal area, a chip forge and a casting area. The Design Engineering department runs a full co-curricular programme for students of all levels including Coding Club (using Arduino software); Jewellery Club and the sixth form 'Design and Make' Club. The department has good links within the industry and regularly invites industry leaders into the College for guest lectures.

For the next few years the focus of the department is on sustainability and iterative design. The department is led by the Head of Design Engineering, with two full-time teachers (Engineering specialists) and a full-time Design Engineering technician.

THE ROLE

This exciting role has arisen due to the College's move towards exclusively offering Engineering at GCSE level, and we are looking for a teacher who is enthusiastic and excited about delivering Design Engineering to students. As a department we are also exploring the options around offering Engineering at A Level in the near future, so some familiarity with the curriculum would be desirable but not essential. This is a fantastic opportunity for an outstanding newly qualified or experienced teacher to join a highly successful department in the teaching of motivated and hard-working students across all key stages.

The successful candidate will be joining an enthusiastic, well-qualified and committed staff team who routinely share and discuss best practice as well as resources. They will be an inspiring and creative teacher with a genuine passion for the subject and will show an active interest in the development of student knowledge, skills and enthusiasm. They will be expected to play a full part in supporting and shaping the Design Engineering Co-Curricular programme and to the wider life of a thriving independent school.

This is an excellent opportunity for a passionate and progressive Design Engineering teacher to make a real impact at an exciting time for the Department and for our College.

JOB DESCRIPTION

Responsible to: Head of Department

Plan, prepare and deliver lessons in line with Department Schemes of Learning and Assessment and Senior School policy.

Assess, record and report on student attainment, learning and progress in accordance with Department Schemes of Learning and Assessment and Senior School policy.

Set and mark classwork and homework regularly, and in accordance with Department and Senior School policies.

Support the supervision, marking and moderation of internal examinations and coursework or controlled assessment as required.

Prepare for and attend Parents' Evenings and other parent-teacher events as requested, maintaining constructive and developmental dialogue with students and families then and at other times.

Support Department and School guidance and advice to students regarding GCSE, A Level and Further Education choices as appropriate.

Collaborate and contribute positively to Departmental Development Planning, including in relation to Schemes of Learning and Assessment, the creation of teaching and learning resources, and co-curricular initiatives as appropriate.

Routinely reflect on professional practice, and actively engage with training and professional development expectations and initiatives at by the College.

Consult early and honestly with your line manager regarding any concerns that might impact on the fulfilment of your responsibilities or the learning of your students.

Always ensure College safeguarding expectations and priorities are met by understanding and complying with the College Safeguarding Policy at all times.

Consult with appropriate members of the Pastoral team should you have concerns of student wellbeing, safety, or behaviour, and follow College record keeping and referral procedures.

Maintain good order and manage the learning and wider behaviour of students at all times and in all contexts, via the appropriate use of both rewards and sanctions in line with School policy.

Fulfil the responsibilities of being a Form Tutor if required.

Support and contribute to wider co-curricular activities in the College, including, if appropriate, the Forder Programme.

Support colleagues by providing cover for absence when required.

Invigilate internal or external examinations as required.

Support and attend relevant College events, acting and interacting professionally and in support of College values at all times.

Keep appropriate records in relation to student attendance and behaviour using the College information management system, iSAMS.

Keep an up-to-date and complete mark book, which is made regularly available for scrutiny by your Head of Department or line manager.

Complete administration associated with probation, appraisal and professional development as appropriate in a timely and efficient manner. Carry out other duties as reasonably required by the College.



INSTITUTIONAL VALUES: PROFESSIONAL & PERSONAL QUALITIES (All Staff)

COURAGE

I am open-minded to change, looking at it positively and with a growth-mindset

I positively 'buy-in' to the vision of the College and enjoy contributing to positive morale

I embrace technological change and innovation

I am proactive in reviewing and shaping my own professional development needs

I work effectively and calmly under pressure

I demonstrate flexibility and willingness to challenge others when making decisions and solving problems

I am courageous enough to take informed risks in my work and to think differently

CONFIDENCE

I am confident in understanding and adhering to College policy and procedure

I complete tasks well, thoroughly and accurately

I balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation, routinely meeting deadlines

I am resilient and have good levels of attendance and punctuality

I am professionally credible, dressing appropriately for my post and have high standards of behaviour, appearance and cleanliness

I express myself clearly and articulately to pupils and/or staff

I am confident in seeking support when I need it

COMPASSION

I am compassionate in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations

I understand my responsibilities regarding safeguarding, health and safety and equality, acting safely and with due consideration of others

I have excellent working relationships with my colleagues

I am discreet and avoid gossip

I am honest and act with authenticity

I treat others with dignity and respect

I act with humility and am comfortable holding myself to account when I have made a mistake

CURIOSITY

I am curious in wanting to keep my professional practice and skills up to date and relevant

I regularly review the skills and knowledge I require to fulfil my duties and request support where necessary

I am up to date with College developments and respond accordingly

I readily respond to advice and feedback

I am curious to learn and to improve my understanding of my role

I reflect on my own performance, demonstrate professional standards in relation to behaviour and ongoing development

I proactively seek to improve my own knowledge and understanding as a driver for self-improvement

CREATIVITY

I am able to self-start and take initiative

I welcome and engage with the many ideas, views and thoughts associated with a progressive organisation

I support and collaborate well with all teams across the College

I enjoy considering new ideas for the improvement of the organisation

I am driven by finding creative solutions to problems

I am a proactive shaper of my environment rather than a recipient or victim of it

My current practice is not conditioned by the past but is informed by it and open to future change and development

TEACHERS VALUES:

TEACHING AND LEARNING

I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them

In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis) understand, and why, and not just to complete tasks or activities

I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate

Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly

Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors

PASTORAL CARE

I ensure pupils are treated in a consistent, reasonable and fair manner

I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening

I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues

I react quickly to pastoral concerns, informing the relevant pastoral lead and other stakeholders as appropriate, and provide the immediate attention that a pupil may need to feel reassured

I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations

I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner. I am mindful of pupils' individual needs (e.g. SEND, medical, pastoral, academic, EAL) and respond to those, in line with relevant priority strategies

CO-CURRICULAR

I make an outstanding contribution to our co-curriculum, liberally giving of my time in creating high quality opportunities and experiences for pupils to develop outside of the classroom

I plan and deliver engaging and inspiring sequences of co-curricular sessions that have a clear sense of purpose and present logical and sequential personal development and growth for the pupils in receipt of them

I promote high standards of commitment by tracking and monitoring pupil attendance. I recognise and reward high levels of commitment, whilst encouraging and showing relentless support for those not meeting College expectations

With the support of relevant departmental colleagues and pupils I review and evaluate the effectiveness of provision in order to inform future planning and delivery

I ensure that the co-curricular programme is fully risk-assessed, as appropriate, protecting pupils and staff to develop in a safe and purposeful environment

My contribution to co-curricular activities is mindful of pupil voice and the need to change in response to pupil feedback

My co-curricular contribution actively encourages pupils to take responsibility and develop leadership skills

ADDITIONAL RESPONSIBILITY (WHERE RELEVANT)

I balance the time needed for my individual responsibility effectively against that required to deliver my core, contracted responsibilities

I have a clear development plan for what I want to achieve within my area of additional responsibility

I can evidence outcomes that show the tangible benefits

I am able to empower others through a clear vision for what I am trying to achieve

I am proactive in reporting on my development plan priorities for the year ahead



PERSON SPECIFICATION

THE FOLLOWING EXPERIENCE AND SKILLS ARE ESSENTIAL/DESIRABLE:	ESSENTIAL	DESIRABLE
A good degree in Design Engineering or a strongly related discipline	X	
Further education in Design Engineering, a related discipline, or Education		X
Experience of teaching Design Engineering at A Level		X
A teaching qualification		X
A track record of improving student achievement	X	
A passion for Design Engineering, and a high level of subject knowledge	X	
A willingness to engage with Design Engineering beyond the classroom	X	
Strong organisation and administration skills including handling data	X	
Successful examination experience in similar boards		X

THE PACKAGE

Salary Competitive

Pension Teachers' Pension Scheme (TPA) & APTIS scheme available

Benefits

- Tuition fee remission (which is means tested and capped) and no registration fees*
- Private Health Care Insurance (50% paid by employer) with reduced health club membership
- Health care cash plan
- Free lunch and beverages during term time
- Staff Accommodation (subject to availability; competitive market rate)
- Free off-road parking
- Salary Sacrifice Schemes Season
- Ticket Loan
- Free winter and summer social events
- Annual flu immunisation
- Use of College leisure facilities including gym, tennis courts and pool**

(* Permanent staff. **Conditions apply)