



Teacher of Design Technology (Fixed Term)

Dear Applicant,

Thank you for showing an interest in Endeavour Learning Trust.

Endeavour Learning Trust is a small but steadily growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have two secondary schools and two primary schools, a Teaching School Alliance and a SCITT and we also run two further secondary schools that will hopefully convert into our Trust in the near future.

Our Trust is a mix of good schools and schools which have been in challenging circumstances. Where there has been work to be done, the impact has been rapid and significant. We are keen to welcome other schools into our Trust and we have strengthened our central team to ensure we have the capacity to continue to support where we are needed most. Our Trust has been further strengthened by the addition of our primary schools and a school with a Sixth Form College, which enables us to embrace the all through nature of education. All of our schools provide us with rich opportunities to learn from and with each other.

Our family ethos is tangible; we work as a team; we want the best for everyone. But we are also staunch in our commitment to doing this in a way which protects the wellbeing of our staff and our students; our commitment to reducing workload is non-negotiable. We seek to thrive; individually, together, in our classrooms, staffrooms, schools and across the Trust.

Our overall aims are to provide:

- A world class education for all our students, regardless of ability or background, which builds resilience, confidence and drive, in an ever-changing world
- A workforce of the highest calibre, with a winning combination of teamwork, skill, experience, passion and an unwavering commitment to excellence
- A relentless focus on individual and collective improvement and personal and professional development, in an ethos of high expectations and personal ambition
- The moral imperative to ensure that no child is left behind and no individual is overlooked in their uniqueness and distinctive potential
- A nurturing environment, where everyone feels safe and valued and where we get the balance right between encouragement and support and stretch and challenge, so that all of us can aim high and work together to make those aspirations a reality
- A genuine commitment to foster partnerships, across our family of schools, with our parents, other strategic partners and our wider communities
- The expertise to efficiently and effectively deploy and maximise our resources across the MAT and our wider networks and partnerships

We are looking for an enthusiastic and passionate, fulltime Teacher of Design Technology to join our close knit team at Burscough Priory Academy.

We hope the enclosed information about the role will encourage you to apply.

Yours faithfully,



Mrs LA Gwinnett

CEO – Endeavour Learning Trust

Burscough Priory Academy – Motto and Aims



E Pluribus Unum

“Out of Many, One”

As a school within Endeavour Learning Trust our overall aims are to provide:

- **A world class education for all** our students, regardless of ability or background, which builds resilience, confidence and drive, in an ever changing world
- **A workforce of the highest calibre**, with a winning combination of teamwork, skill, experience, passion and **an unwavering commitment to excellence**
- **A relentless focus on individual and collective improvement** and personal and professional development, in **an ethos of expectations** and personal ambition
- The moral imperative to ensure that no child is left behind and no individual is overlooked in their uniqueness and distinctive potential
- **A nurturing environment**, where everyone feels safe and valued and where we get the balance right between **encouragement and support and stretch and challenge**, so that all of us can aim high and work together to make those aspirations a reality
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- The expertise to **efficiently and effectively deploy and maximise our resources** across the MAT and our wider networks and partnerships.

Advert – Teacher of Design Technology

| | |
|---------------|---|
| Post Title: | Teacher of Design Technology (1 Year Fixed Term Contract) |
| Salary: | MPR Suitable for NQT's |
| Start Date: | September 2021 |
| Current Base: | Burscough Priory Academy |

We are looking for an enthusiastic and passionate teacher of Design Technology to join our close-knit team who actively support each other to ensure that all of our students and staff thrive. This position includes teaching Design Technology and KS3 Food Technology. Full support and training will be given to the successful candidate.

Burscough Priory Academy joined the Endeavour Learning Trust in September 2018 and has thrived as part of a successful family of schools. Burscough Priory students are hardworking, enthusiastic and they are keen to work with their teachers and the support staff to get the very best out of every day at school. Since 2018, there has been rapid and sustained improvement at our school which is firmly rooted in the existing good practice evident at BPA. Our staff are wholly optimistic and completely committed to making the school the very best it can be - this is a school that is going places.

For our staff, we are firmly committed to ensuring this is a job that can be enjoyed, where everyone can flourish because we pay close attention to work/life balance. Across the Trust, we continue to develop strategies that take a common-sense approach to those aspects of the role that could become an unnecessary burden on workload - these include feedback, marking and centralised detentions.

Our Teaching School is the beating heart of our Trust and from right across the Trust our teachers learn together. They share their practice, encourage and support each other to get the best out of the working day. The candidate will have opportunities to work with other colleagues in the Teaching School to support the development of the curriculum and teaching in Design Technology across our family of schools.

In our schools we have a relentless focus on excellence, expect the highest standards of behaviour but we have a pragmatic emphasis on the balance between challenge and support, high expectation and nurture. And this counts for students and staff, teaching and non-teaching, so that our schools develop a family ethos, where everyone wants the best for everyone else.

In our team, our teachers are committed to continuously improving the classroom experience of our students with a genuine desire to improve their life chances.

If you think this sounds like a place you would like to develop your career and your love of teaching then you can apply online

As part of the interview you will be asked to plan and deliver a lesson and then discuss it with the panel.

Prospective candidates are welcome to contact the school for a telephone conversation prior to the final application please contact Mrs E McCallum, Operations Manager at vacancies@burscoughprioryacademy.org to organise a convenient time.

To apply for this vacancy please complete the Application Form on TES.

If you require any further about this role please contact our Central HR Team at vacancies@endeavourlearning.org or on 01772 812644 ext. 1051 or 1050

Applications should be submitted by 9am on Monday, 12th April 2021.

Interviews are to be held Thursday, 15th April 2021.

Endeavour Learning Trust reserves the right to close the recruitment process earlier than advertised should it received a high volume of applications for this vacancy. Therefore, it is advisable to apply as early as possible if you would like to be considered for this role with Endeavour Learning Trust.

Due to the high volume of applications received by Endeavour Learning Trust we are unable to provide individual feedback on applications.

This post is subject to an enhanced DBS check

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Creatives Faculty Profile - Teacher of Design Technology

At Burscough Priory Academy we believe in high aspirations, creative solutions, clear boundaries and the genuine enjoyment that comes from the joy of learning and the pride of achievement and success.

The Creatives Faculty currently consists of the following curriculum areas: Art, Drama, Music, Food Preparation and Nutrition, Design Technology, Creative iMedia and Computer Science. The overall leadership of the Creatives Faculty sits with the Director of Faculty, a Music Specialist. The Creatives Faculty staff are passionate about their subjects and pride themselves in working together, promoting and developing enjoyment and interest in each of the subjects, to ensure that all students achieve their potential. The faculty is ambitious in its pursuit of excellence and provides an exciting range of opportunities both in class and as extra-curricular opportunities, in order to nurture the natural talent and enthusiasm of our students.

Current Faculty Profile

The Faculty consists of:

- Director of Creatives – Music Specialist
- Head of Drama
- Head of Design Technology – Food Specialist
- Teacher of Design Technology
- Teacher of Art
- Teacher of Computing and House Progress Leader
- Part time teacher of ICT and Creative iMedia

Design Technology Scheme of Work and Resources

Year 7 and 8 students follow the national curriculum for Design Technology and Cooking & Nutrition programme of study and this is delivered as part of a rotating carousel in mixed attainment groupings.

In Year 9, students can choose to follow a bridging course, leading to G.C.S.E. Design Technology or Food Preparation and Nutrition.

Job Description – Teacher of Design Technology

Part 1

You are required to carry out the duties of a schoolteacher as set out in the Schoolteachers' Pay and Conditions Document

Part 2

Job Title - Classroom Teacher

Purpose:

1. To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for students
2. To maintain and build upon the relevant standards achieved in the award for QTS (Secondary) as set out by the Secretary of State
3. To support the Head of Faculty (HoF) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning
4. To contribute as appropriate to a personalised learning agenda to meet the needs of individual students
5. To contribute to the school's delivery of engaging and effective teaching and learning strategies
6. To consistently apply the school's Behaviour and Rewards Policy

Reporting to: Head of Faculty and/or appropriate other within Appraisal structure

Disclosure level: Enhanced

Section 1 – General Teaching Duties

Teaching and Learning

1. Manage student learning through effective teaching in accordance with the Faculty/Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all students and to meet curricular objectives and to ensure equal opportunity for all students.
4. Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Faculty team to improve the quality of teaching and learning.
7. Set high expectations for all students, particularly Pupil Premium students, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.
8. To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate
9. Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
10. Inspire creativity, independence and critical thinking
11. Contribute towards social cohesion

Curricular/Faculty Development

1. To contribute to the development of comprehensive schemes of work which include a range of teaching and learning methods and activities providing a rich experience for all students, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on student progress within the Assessment for Learning Agenda.
2. To fully engage with Faculty and whole school initiatives for collaborative planning and moderation.
3. To share in the development of Faculty classroom and intervention strategies for students' literacy, numeracy and spiritual, moral, social and cultural development.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

2. Contribute towards the implementation of 'Pupil Passports' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.
3. Assess students' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of student outcomes.
4. Keep up to date with data on student progress and use it effectively in planning and preparation.
5. Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.
6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum requirements and assessment requirements and specifications for examination courses.
2. Keep up-to-date with research and developments in subject/pedagogy.

Professional Standards and Development

1. Be a role model to students through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time and be a presence around school and between lessons, ensuring high standards are maintained.
3. Cover for absent colleagues in line with agreed school policies.
4. Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.
5. Establish effective working relationships with professional colleagues.
6. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
7. Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare as directed by the School.
8. Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.
9. Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.
10. Consider the needs of all students within lessons (and implement specialist advice) especially those who:
 - have SEND
 - are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
 - are Able, Gifted and Talented
 - are mobile students

Liaison/communication

1. Meet regularly and work with the HoF (and line manager if different) for professional support and to develop effective Faculty management
2. Liaise with other subject teachers in order to utilise effective practice from across the curriculum

Health and Safety

1. Be aware of Basic First Aid procedures.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.
4. Work to the school's policies.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning.

2. Undertake any necessary professional development as identified in the School or Faculty Improvement Plan and Appraisal processes taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process.
4. To work to the school's policies

Continuing Professional Development – Staff

1. Contribute as appropriate to the school's CPD programme.
2. Support trainees and NQT's to ensure they are appropriately monitored and supported if applicable.

Tutor Role

1. Every classroom teacher may be expected to be part of House team and to work to the Personal Tutor job description

Safeguarding

1. To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

Section 2 - Additional Duties for this Post

1. To teach effectively
2. To assist the HoF in ensuring that the Faculty contributes effectively to the attainment of school targets both at Key Stage 3 and Key Stage 4

To undertake any other duties and tasks as reasonably defined by the Executive Headteacher

This job description may be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder.

It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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| Compiled by: Executive Headteacher | Revision Number: 1 |
| Approved by: Executive Headteacher | Revision Date: March 2019 (LGW) |

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children. Any relevant issue which may arise from the references will be taken up at interview.

Person Specification – Teacher of Design Technology

| Requirement | Essential (E) Desirable (D) |
|--|--------------------------------|
| Qualified Teacher Status/appropriate Graduate Status | E |
| DBS Clearance | E |
| Effectiveness as a Design Technology Teacher | E |
| A proven track record of successful teaching with evidence of enhancing student achievement, especially at GCSE level. | D |
| A demonstrable commitment to CPD and a thirst for reviewing and developing teaching and learning strategies | E |
| A commitment to engage in and use educational research for the development of teaching and learning | E |
| An ability to be part of a team | E |
| Infectious enthusiasm in the classroom and around school | E |
| Ability to develop independent learning and enquiry skills in students | E |
| Excellent classroom management and organisation | E |
| Awareness of the principles of Assessment for Learning | E |
| An understanding of how data may be used to monitor and improve pupil performance and the effective use of school tracking and reporting systems | D |
| Ability to accurately assess and predict student progress | D |
| An understanding of how data may be used to monitor and improve pupil performance | D |
| Awareness and commitment to a personalised learning agenda | E |
| ICT literate and a willingness to further develop their skills | E |
| Motivation to work with children and young people | E |
| Ability to form effective and appropriate professional working relationships with young people with clear boundaries | E |
| Ability to develop appropriate use of authority within an ethos of mutual respect in accordance with the Behaviour Policy | E |
| Emotional resilience in dealing with the challenges of the role | E |
| A genuine passion for education | E |
| A commitment to the Aims and Vision of the Trust, the School Development Plan and the Faculty Development Plan | E |
| A willingness to undertake further training and professional development | E |
| A commitment to comply and adhere to the document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' | E |
| A commitment to comply and adhere to the document 'Guidance for Conduct' | E |