



Hessle High School & Sixth Form College

Information for Candidates

Teacher of Design and Technology

Mr V Groak
Headteacher

Part of The Hessle Academy
Hessle High School
& Sixth Form College
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Our Academy

The Hesse Academy is one of only 170 all-through schools in the country providing education and support for students aged 3-19. The Academy comprises Hesse High School and Sixth Form College and Penshurst Primary School.

The Hesse Academy is a founding member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Hesse High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hesse and some parts of West Hull. Smaller groups of students are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically, Hesse High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

The Hesse Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of students, quality of teaching, behaviour and personal development of students and leadership and management were all judged to be good. In recent years, outcomes for students have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hesse as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 300 teams, clubs, and events.

The Hesse Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".



Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.



Values and Vision

"Everyone can achieve the extraordinary"

Our Vision for Our People:

HESSLEVISION

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

HESSLEVALUES



Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.



Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.



Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.



Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.



Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.



Kindness

We treat each other with kindness, courtesy and have good manners.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

New Staff and Newly Qualified Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at Hessle High School and Sixth Form College.

Newly Qualified Teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner and our Director of Studies. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from students to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our students and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

"It won't be easy, but it will be worth it."

Standards of Achievement at Hessle - Validated

In the 2019 GCSE exams:

68% of students achieved a Grade 4 in both English and Mathematics

49% of students achieved a Grade 5 in both English and Mathematics

The school achieved a positive Progress 8 score of 0.25.

In the 2019 A Level exams:

47% of grades achieved were Grades A*-B

80% of grades achieved were Grades A*-C

Leadership Team

The Senior Leadership Team at Hessle High School & Sixth Form College is an experienced, ambitious and committed team. All members believe firmly in the school's vision and values and all share a determination to secure continuous improvement and achieve the best for students. The Senior Leadership Team comprises:

Headteacher
Deputy Headteacher
4 x Assistant Headteachers
(Inclusion and Safeguarding, Standards, Student Welfare, Director of Sixth Form)

The Operations Manager is a senior member of the support team, the leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team. Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

The Vacancy

Applications are invited for the post of Teacher of Design and Technology in this popular and successful school to start in September 2021. *Salary to be determined by experience and qualifications.*

The successful candidate will join a successful and committed team. They will have the ability to teach Design and Technology across Key Stages 3 and 4, and the opportunity to teach at KS5 is available for the right candidate.

Personal Qualities and Experience Required:

This is an exciting time for an ambitious and innovative teacher to join the team. We are looking for someone with excellent teaching and communication skills, who will be creative, enthusiastic and committed.

The successful candidate will hold a Degree or equivalent in a field related to Design and Technology and have the ability to transfer their enthusiasm and knowledge of the subject to students across the age and ability range.

They will be a talented and creative teacher, consistently delivering high quality lessons. The successful candidate will have a passion for their subject and a desire to inspire students to develop their love of Design and Technology.

They will have the ability to enable students to achieve high educational standards and to develop positive and strong relationships with students and staff alike. They will have a knowledge of, and embrace, the current developments in Design and Technology teaching. They will be able to both deliver within existing schemes of learning and contribute to their review and the development over time.

The successful candidate will have the qualities to develop further in their career. They will be able to demonstrate a passion for developing themselves both inside and outside the classroom through a commitment to CPD. An experienced colleague would be motivated to support the further development of others; equally we provide a supportive programme for newly qualified teachers.

The Department

The team is led by a passionate and inspirational Head of DT, who is supported by three specialist DT teachers. The department prides itself on its excellent results, extra-curricular activities and close working relationship.

The Design and Technology department is fully committed to enthusing all learners in the specialisms of Technology and is devoted to inspiring students to aim for success, learn to challenge themselves

creatively, be resourceful, innovative and enterprising citizens, prepared for their next journey. The department plays a significant part in ensuring that every child is given the chance to reach their true potential.

The Curriculum

The DT department aims to provide broad and balanced curriculum. Students are given the opportunity to work creatively in a range of subject specialisms, when designing and making, in addition to applying technical and practical expertise. Teachers enable students to understand and apply an iterative design processes through which they explore, create and evaluate a range of outcomes, challenging themselves innovatively to respond to needs, problems and opportunities.

Extra-Curricular Activities

The department prides itself delivering cross-curricular projects, investigations and learning as well as offering extra-curricular sessions that enable learners to understand and develop essential life skills throughout Key stage 3, 4 and 5 and be prepared/supported in progressing onto their next steps. As a department, Design and Technology offer additional provision in various forms (workshops / clubs / afterschool sessions), which offer extra opportunities and also ensures every learner has a team of staff who deliver relevant, consistent, specialist and technical expertise throughout their studies, in order for them to achieve their full potential. As well as all of the above, each year Technology plan/offer a range of trips/visits and partnerships with external business/professionals.

How to Apply

Complete our application form and return to:

Electronic applications:

hr@hessleacademy.com

Paper applications:

Human Resources Department
The Hessle Academy
Tranby House
Heads Lane
Hessle
East Riding of Yorkshire
HU13 0JQ

In support of your application you may choose to provide a letter of application incorporating any special contribution you could bring to the department/school.

The closing date has been extended to 9.00 am on Monday 10 May 2021.

Please note that we reserve the right to close this post early or extend the deadline.

Should you have any queries, please contact:

Sarah Greenley

Operations Manager

Telephone: 01482 648604

Email: hr@hessleacademy.com

We wish you every success with your application.

Job Description

Job title:	Teacher of Design and Technology
Accountable to:	Head of Department - Design and Technology
Accountable for	<ul style="list-style-type: none">• Achievement – 11-19 for classes taught• Quality of teaching and learning• Behaviour and safety of students in the classroom and around the school• Provision for social, moral, spiritual and cultural development
Teaching commitment:	44/50 (41/50 NQT)
Home school:	Hessle High School & Sixth Form College

Background

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards / Post Threshold Standards as a minimum requirement (relevant to experience).

Core Purpose of a Teacher

1. To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress
2. To be accountable for the attainment and progress of all students who are taught by the post holder
3. To supervise and guide the work of any support staff including Learning Assistants (LAs) who are assigned to work with post holder's classes/students
4. To provide pastoral support and guidance for all students in the post holder's care, classes or form group
5. To contribute to the overall development work of the curriculum area team.

Duties and Responsibilities

All teaching staff at The Hessle Academy will have their performance judged against the Teachers Standards. This job description should be read in conjunction with the school's Pay Policy – Appendix 1b which provides the benchmark framework for the expectations of teachers based on their career stage.

- 1. Set high expectations which inspire, motivate and challenge students**
 - a. Establish a safe and stimulating environment for students, rooted in mutual respect.
 - b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- 2. Promote good progress and outcomes by students**
 - a. Be accountable for students' attainment, progress and outcomes.
 - b. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. Guide students to reflect on the progress they have made and their emerging needs.
 - c. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
 - d. Encourage students to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
 - b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
 - c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 4. Plan and teach well-structured lessons**
 - a. Impart knowledge and develop understanding through effective use of lesson time.
 - b. Promote a love of learning and children's intellectual curiosity.
 - c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
 - e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5. Adapt teaching to respond to the strengths and needs of all students**
 - a. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - b. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.

- d. Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment**
 - a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure students' progress.
 - b. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - c. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- 7. Manage behaviour effectively to ensure a good and safe learning environment**
 - a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Academy Behaviour policy.
 - b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - c. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - d. Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- 8. Fulfil wider professional responsibilities**
 - a. Make a positive contribution to the wider life and ethos of the school.
 - b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - c. Deploy support staff effectively.
 - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - e. Communicate effectively with parents with regard to students' achievements and well-being.
- 9. Other specific aspects of the role**
 - a. To attend meetings as part of the agreed meeting cycle.
 - b. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, Subject Area and whole school improvement work.
 - c. To support and implement all relevant teaching and learning area policies, including the Code of Conduct (Safe and Appropriate Working Conditions) for staff and whole school policies.
 - d. To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
 - e. To ensure that all deadlines are met as published in advance.
 - f. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, registering students, emergency cover).
 - g. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly 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. In addition you may be expected to take part in any other reasonable duties which may be required.

Personal Specification

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> Degree/Equivalent in relevant subject PGCE/Equivalent Commitment to continue own personal development 	<ul style="list-style-type: none"> 	Application form References Qualification Certificates
Experience	<ul style="list-style-type: none"> Effective experience as teacher or trainee teacher Experience of delivering relevant Technology specialist subjects to Key Stages 3-5 (5 not essential) including safe usage of practical machinery and/or equipment. Experience as teacher or trainee teacher in the role of form tutor 	<ul style="list-style-type: none"> Experience of assessment of students' progress in DT Experience of delivering/working in similar environment. Experience of delivering/working with the same and/or similar Technology specifications/courses. 	Application form Interview References
Skills, knowledge and aptitude	<ul style="list-style-type: none"> Good understanding of the National Curriculum in DT and recent changes Good understanding of curriculum developments in DT Detailed/specialist knowledge in at least one or more of the Technology subjects Comprehensive understanding of design and technology methodologies and practices Problem solving and analytical Knowledge of health and safety, electrical regulations and COSHH Potential to contribute to the development of courses Good ICT skills 	<ul style="list-style-type: none"> Willingness to hold a first aid qualification Knowledge of safe usage, operation and correct application of a wide range of machinery, equipment, tools and materials, associated specialist tooling etc. Engineering design and construction techniques/solutions Up to date knowledge of engineering design, construction techniques and solutions 	Application form Interview References
Personal Attributes	<ul style="list-style-type: none"> The desire to convey interest in DT to young people To be able to work as part of a team and build positive relationships, supportive of others An ability to take initiative and seek advice where appropriate Energy, ambition and enthusiasm. Self-motivated Commitment to safeguarding and promoting the welfare of children and young people. Ability to establish good working relationships with all relevant stakeholders, good interpersonal skills Good organisational skills Good health record and sense of humour 	<ul style="list-style-type: none"> Interest and enthusiasm in one or more specialist subject such as Engineering 	Application form Interview References