



Design & Technology Teacher – Textiles specialism



Information for Applicants

CONTENTS

- Page 3 – Job Title
- Page 4 – How to Apply
- Page 5 – Post Details
- Page 6 – Requirement Specification
- Page 7 – General Information for Applicants



Strong relationships are at the heart of all that we do and, as a result, I believe that The Arnewood School is a wonderful place to grow and learn. We take great pride in fostering a calm, supportive, and inclusive environment where strong, positive relationships among students, staff, and parents are nurtured and valued.

At Arnewood students will be seen and celebrated and not just a face in the crowd. The teaching and learning experience in the classroom is built on a real understanding of who the students are, and what they need to succeed. We are forward thinking and progressive in relation to educational approaches; giving our caring, passionate staff the tools they need to deliver high quality learning experiences every lesson, every day.

Our core values are Ambition, Success, Together. Ultimately, we are dedicated to offering the best possible education. We strive to set all members of our community on their path to happy and successful futures.

We are very proud of our school, our students and the community that we serve. It is an exciting time for Arnewood and I would welcome you to become part of it.

Job Title: Design & Technology – Textiles Specialism

Salary	MPS - Depending on progression and experience. UPS- Continuity.
Employment	Full-time preferred. Part-time considered. Permanent
Commencing	Required for January 2025
Benefits	The Gryphon Trust awards national Teachers' Pay Awards in full. Contributions are made to the Teachers' Pension Scheme (TPS). A robust and externally validated programme for Early Career Teachers. Extensive CPD programme based on mastery of skills. Post 16 teaching career development.
Key Roles	To deliver design and technology contributing to a well-established high-quality curriculum to students throughout key stage 3, 4 and 5. To facilitate and support students to be as successful with designing and making using resistant and compliant materials as possible so they can progress with studies to an advanced level if desired. To continue to develop strategies to engender a love of designing and making. To develop students' desire to follow careers in allied crafts, trades and creative/engineering industries.
Contractual	All post holders are expected to carry out the duties of a school teacher compliant with the Teachers' Pay and Conditions document, Teachers' Standards, and Academies Handbook.

How to Apply

Thank you for your interest in joining the team at The Arnewood School. We are part of The Gryphon Trust, a small trust with big ambitions serving the local community around New Milton and The New Forest in Hampshire.

The information contained in this pack is designed to provide you with the key information you will require in applying for the post. However, if you have any questions or would like to arrange an informal visit, please telephone Lindsey Harper on 01425 625405 or email her at l.harper@arnewood.hants.sch.uk.

Please complete an application form which can be downloaded online from the school website (www.arnewood.hants.sch.uk/vacancies).

I look forward to receiving your application.

Yours sincerely



Jamie Anderson
Headteacher



BACKGROUND: Post Details

Design and Technology is viewed as a core component of a broad curriculum at The Arnewood School. At key stage 3 students study a range of activities leading them to make products in resistant and compliant materials. As well as a sound workshop experience, students also enjoy working with textiles and food. At key stage 4 and 5 students can specialise in a wide range of courses including 3D Design. Our BTEC construction course remains popular with students seeking employment in associated trades.

We are seeking an inspiring teacher of Design and Technology with a specialism in Textiles to join our team as we continue on our journey to providing an outstanding education for all learners whatever their ability.

Textiles has grown in popularity over the past couple of years and now has a very strong cohort of GCSE students. Textiles has a very large, exceptionally well equipped room along with an attached storage cupboard and a cutting room/fabric storage area. A heat press, kitchen area, array of embroidery/overlocking and sewing machines and a large number of mannequins means that students can work easily on garments or textiles based artwork. Strong links have been built with other departments in school and other textiles departments locally which have enabled students to share artist workshops and educational trips this year.

For Textiles you will need to be confident using/maintaining sewing machines preferably with experience of teaching textiles to KS3/KS4. You will be able to be part of a hard-working team which supports each other to be the best practitioners they can be and ensuring excellent outcomes for all of our students.

The successful candidate will demonstrate: -

- a passion for design technology and teaching with an excellent subject knowledge and pedagogical understanding
- they are an excellent classroom practitioner, who is experienced in teaching design technology at key Stages 3, 4 and, ideally 5
- the ability to help change, develop, motivate, challenge, support and inspire students of all abilities
- outstanding success at achieving consistently good results in textiles at least, at key stage 3 and key stage 4
- ability to deliver after-school support and pre-exam intervention sessions as and when required to ensure the highest levels of achievement and attainment.
- the ability to create and facilitate highly challenging and engaging lessons
- high aspiration and expectations for all students and to lead this by personal example
- aspiration to progress their career in the future
- they are optimistic, positive, and cheerful.

We offer: -

- well-considered professional development and a wide range of professional opportunities, including leadership development opportunities when the time is right
- excellent career progression opportunities given our strength in partnership working
- a supportive, committed and experienced team of design and technology specialists all appropriately trained
- sound mentoring for all new staff from an experienced senior team
- a challenging and collegiate workplace with a high level of professional autonomy in which people matter
- excellent accommodation, resources and funding

Requirement Specification

	Essential	Desirable
Qualifications	UK Qualified Teacher Status (QTS) or DfE approved equivalence if qualified overseas.	Specialist subject enhancement. Higher level post graduate study.
Professional Characteristics	Recent training associated with teaching and learning and/or curriculum impact.	Experience of leading fieldwork and/or residential visits.
Experience	Experience of teaching textiles including teaching practice as an ECT. Ability to teach KS3 and 4.	Experience of teaching design & technology to A Level. A proven track record of improvement in student outcomes in design and technology.
Skills & Abilities	An excellent classroom teacher with a clear understanding of what makes for effective teaching and learning and the capacity to share it with others.	SEND skillset.
Personal Attributes	Cheerful, optimistic and hardworking disposition. An approachable teacher who is able to work well with colleagues, form effective and positive relationships.	Ambitious for future career enhancement. Contributes to the community and/or engages in voluntary work. Design or engineering based career experience.
Other Requirements	Desire to lead extracurricular activities including visits. Committed to your own continuing professional development.	Willingness to contribute to wider school activities, for example, primary outreach and transition.

General Information for Applicants

The Arnewood School provides a high-quality education for students aged 11 to 19 years of age. The school was formally grant-maintained, then a foundation school and most recently an academy. School leaders established The Gryphon Trust which has two schools. Eaglewood School, The Arnewood School's partner, is an alternate provision school, recently built following our successful submission to establish a free-school. Despite our autonomy we are by instinct outward facing and always willing to work with others with similar values.

The school currently has around 950 students including approximately 150 in the sixth form. The school has an excellent record of academic success albeit this is obscured in performance table as we are truly inclusive. We do not off-roll vulnerable children just to look good for OfSTED. Students, parents, staff and members of the wider community are justifiably proud of the school's success.

Parents are overwhelmingly supportive of the school and its staff.

Our Aim

The school's aim is: -

To allow each student to fulfil their unique potential and make the world a better place through their informed choices and actions. We aim to inspire the next generation by equipping them with the skill, knowledge and attributes to be successful in their chosen future in work and leisure. We seek to build the aspirations of our students so they can become the best versions of themselves and view the world with excitement and opportunity.

This is captured in our mission statement: -

Working together; Shaping Tomorrow

Location

We serve a diverse catchment in New Milton. Children mostly join us from link primary schools but some travel from further afield. New Milton is a thriving town. Its high street has weathered the economy better than many. We have a mainline link to London and Weymouth. Geographically we enjoy the benefits of being equally close to The New Forest National Park and seaside. The town has excellent sporting and cultural amenities including many clubs and an arts centre. Housing, including rental property, is available in the town but many staff live Southampton or Bournemouth which are easily commutable.

The School Curriculum

The school's curriculum is organised around key curriculum areas each led by a head of curriculum or subject leader. Students follow a broad curriculum in key stage 3 (Y7 – Y8) before selecting options in key stage 4 (Y9 – Y11). We encourage students to think of their time in school as a 7-year journey culminating in sixth form study at Arnewood Sixth.

Our principle curriculum areas are: -

English
Mathematics
Science
Humanities
Modern Foreign Languages

Expressive Arts
Information Technology
Design Technology
PE
Vocational Studies

We offer over 20 different subjects at key stage 5.

Our curriculum is rich and we provide a wide range of learning opportunities in a variety of ways to meet the context of the school and the locality it serves. Both the formal curriculum and informal curriculum are important to us. The school's extra-curricular programme provides excellent sporting and cultural enrichment.

At all key stages learning is based around five key pillars which we believe to be essential in facilitating the delivery of the school's aims for its students. These are that learners should be: -



Pastoral Care & SEN

Ours is an inclusive school. We are non-selective and see our role as giving all students, irrespective of their starting point, the best opportunity in life. All teachers play their part in the pastoral care of our students ably supported by specialist non-teachers with pastoral responsibility including pastoral assistance, medical welfare, attendance, safeguarding and inclusion. Tutors are allocated to tutor groups and in general progress with the same class as they mature through the school. Each year has a head of year.

Our SEND team is led by the school's SENDCO and the Learning Support Manager. We have a large team of learning support assistants work in classrooms to support teaching staff. Other staff lead small group work in learning support including language and numeracy intervention.

The Arnewood School Professional Culture

Our professional culture sets the tone for the way we interact with others.

- We are here for the children first – the “litmus test” for our decision-making is what is in the best interests of students, their families, and our community.
- We model the behaviour we expect from others including students.
- We praise and share the success of others above ourselves.
- We define problems and design possible solutions - we don't grumble and moan.
- In the face of adversity, we remember we are team players and colleagues will support us through good and bad.
- We are honest - we don't say one thing and think another.
- We only make commitments we intend to and are able to keep.
- We presume honourable motives.
- In conflict we talk directly and privately to the person with whom we share a problem - we don't gossip.
- We forgive and we move on.
- We give ourselves time to listen and think - we work hard and do not feel guilty if we take time for ourselves and friends and family.
- We teach with an “open door”.
- Our core business is teaching and learning – this is the priority.

Safeguarding and Child Protection Statement

In safeguarding children, we aim to: -

- provide an environment in which students feel safe, valued and respected
- allow students to feel confident, and know how to approach adults if they are in difficulties believing they will be heard
- inform all teaching and non-teaching staff of the need to safeguard all young people and of their responsibilities in identifying and reporting possible neglect or abuse
- provide a systematic means of monitoring students known, or thought to be at risk of harm and ensure we, as professionals, contribute to assessments of needs and support for those students
- develop and promote effective working relationships with other agencies, including children's social services and the police
- maintain a structured procedure within the school including visits and trips which will be followed by staff and the community when child protection is necessary.

All staff working within our school, who have substantial access to children, will be checked as to their suitability to work with young people. This will include, to give some examples, verification of their identity, qualifications, and a satisfactory DBS check. Details will be maintained in a single central record for audit purposes.

Equal Opportunities Statement

The Gryphon Trust and The Arnewood School values the diversity of our workforce and welcomes applications from the whole community irrespective of race, religion, sexual orientation or disability. Together we are stronger.



Working Together - Shaping Tomorrow

