



## Design & Technology Teacher Guide for Applicants

### College Vision

To draw out of students everything that's good within them: their personal qualities, their talents and their interests so that they can live lives which are personally fulfilled and rewarding.

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## Headteacher's Introduction

Thank you for your interest in applying for the position of Design and Technology Teacher at Wyvern College. The college will be pleased to receive applications from well-qualified, innovative and enthusiastic teachers who feel that they can contribute to the high standards and ethos of the college.

I joined the college as Head teacher in September 2018 and as a new member of staff myself I can honestly say that Wyvern has a great deal to offer. I've been struck by the breadth of the curriculum, the scale and diversity of the extra-curricular activities, the quality of pastoral support, as well as the passion and creativity of our teaching and support staff. The highest performing subject areas are amongst the best in the county. Students achieve highly in every one of the core academic subjects of English, Maths, Science, Humanities and Languages, as well as a range of optional subjects. The college provides valuable services to local families with its outstanding nursery and community enterprise work.

The school's recent Ofsted report recognised many of these strengths, as well as Wyvern's potential to improve even further and I look forward to the prospect of leading its next phase of development: becoming one of the highest performing schools, in terms of exam results, as well as student and parent satisfaction. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfillment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service.

Since September, we've been working hard to create a culture of Tough Care. Tough Care means that we only accept high standards of work and behaviour – because we know students can succeed, improve and achieve with these high standards and because they will have more opportunities and choices in their lives as a result of them. With tough care we don't lower the standards or make excuses for anyone. We work really hard to help them meet those standards. We can't think very highly of our students if we don't challenge poor habits and outlooks. With Tough Care we work hard for students but expect them to work hard for themselves. We reward their successes and celebrate their achievements with tremendous pride but also hand out sanctions when they haven't given thought, care or attention to the things we need them to. We give students all the support and encouragement they need to overcome their difficulties, but give them a hard time for using those difficulties as an excuse for not trying.

I'm therefore looking to appoint teachers who believe in the principles of Tough Care and who possess the skills necessary to establish these in their classroom. In particular, I prize teachers who can:

- a) Insist on high standards of work and behaviour whilst maintaining positive, nurturing and warm relationships with the full range of students and classes.
- b) Plan and deliver work which is pitched at a high level, whilst making this level accessible for students with additional needs or low attainment – by scaffolding and chunking learning.

I appreciate that this may sound a little intimidating and you may feel that you do not yet possess this particular expertise. However, I would welcome an application from anyone who can commit to this vision and who is prepared to work hard to realise it in their classroom.

The College has consistently high achievement. The Class of 2018 had 75% of students achieve a Grade 4 or better in English and 78% of students achieve a Grade 4 or better in Maths. 24% of all grades awarded across the whole curriculum were Grade 7 or better and 70% of all grades awarded were Grade 4 or better. The college was categorized as 'good' in its last OFSTED inspection in March 2018.

Shortlisted candidates will be invited to interview. Our interview days usually involve a tour of the college, an opportunity to spend some time in the department, an observed lesson, a "technical" or subject specific interview and a formal interview. Interviews are normally arranged within two weeks of the closing date, so if you have not heard from us by that point, please assume that you have been unsuccessful on this occasion.

If you are interested in applying for this post, please could you ensure that the college receives your completed application as soon as possible but no later than 5pm on Sunday 23<sup>rd</sup> January 2022. If you post your application, please note that A4 envelopes require a 'Large Letter' stamp and may not reach us in time if the incorrect postage is applied, Alternatively, applications can be emailed to [hrdept@wyvern.hants.sch.uk](mailto:hrdept@wyvern.hants.sch.uk).

Thank you once again for your interest in the college.

A handwritten signature in black ink, appearing to read 'B. D. Rule'.

Ben Rule  
Headteacher

## Reasons to work at Wyvern College

- 1) We offer a family friendly culture to help members of staff juggle the competing demands of home and school. We have a nursery on site; staff living out of our catchment area are catered for in our admissions policy and we recognise that for some staff, leaving the site at end of the college day at 3.00pm can be an important part of a work pattern that enables them to meet the demands of school and family life.
- 2) We are committed to flexible working practices and will consider all requests for part time work, staggered days, job shares and flexible retirement.
- 3) Increasingly, the things we do in college are judged by the effort-impact ratio: I often tell my staff to stop doing things that are high effort-low impact. At Wyvern we reflect on how we can sharpen our practice by replacing bureaucratic, paper-heavy processes with low effort-high impact approaches.
- 4) We are fully committed to promoting the highest standards of student behaviour. 95% of our students are not just well behaved, they are exceptionally well behaved. The small minority of students who struggle to meet these standards are now being challenged and supported as a matter of urgency. Nearly all have responded well, and those who haven't, have been moved on to more suitable educational placements to receive the specialist support they need.
- 5) Our behaviour management culture can be summed up as this: every teacher has a right to teach; every learner has the right to learn. No-one has the right to disrupt that. In the next couple of weeks, we will be launching new systems to support this principle: an on-call team, a system for "parking" students in buddy rooms and an internal exclusion room. We do not envisage that these will need to be used very extensively but when incidents do occur, they will minimise the disruption on teaching and learning.
- 6) We have a staffroom culture of mutual support and team work. This was something I noticed very early on as a new member of staff: the way staff support each other and look out for each other.
- 7) Staff wellbeing is a high priority for leaders. Staff sports take place on Friday after school for anyone who would like to join in. We also have a modern and well equipped gym on site and offer staff discounts.
- 8) Our performance management process enables you to work within teams to achieve shared teaching and learning objectives.
- 9) Quality assurance is undertaken in the spirit of "collective enquiry" not hierarchical scrutiny. It is done with staff, not to them. No form of quality assurance will result in the grading of staff or their work.
- 10) We have begun to prioritise the joint planning of lessons, with increasing amounts of directed time devoted to this activity. This is allowing teachers to draw from each other's strengths and areas of expertise. None of us has the expertise needed to meet the needs of all the students we teach; only by working together can we hope to succeed.
- 11) We have personalised CPD for staff; we recognize that each member of staff's needs, aspirations and strengths are unique to them, requiring an equally unique set of CPD experiences. We have a staff CPD library within our main college library.
- 12) We are committed to supporting career development and leadership training. There are often seconded positions to leadership positions, in addition to the formal leadership courses we access through our involvement with the Wildern Teaching School alliance.
- 13) We have highly supportive middle and senior leaders. Our culture is one where leadership is seen as service: leaders serve staff to make sure they have everything they need to do the very best job they can – the job we know they want to do. Leadership in Science is outstanding.
- 14) Staff voice is therefore highly valued. Members of staff are fully involved in identifying the college improvement priorities and in designing the systems and processes which will ensure these are implemented successfully. We believe in "creative tension": out of professional disagreement, comes the best decisions and solutions. As head teacher, I therefore invite disagreement from others as a way to ensure checks and balances exist in the decision making process.
- 15) Staff morale is therefore very high at Wyvern. There is a real buzz of professional dialogue, an excitement about what we are achieving and optimism about the future of the college. People are very reluctant to leave and when they do, they often come back!

- 16) You will be joining a very successful Design and Technology department where results are significantly above the national averages in terms of both attainment and progress. There is outstanding practice for you to draw on and learn from, as well as contribute to.
- 17) We are not interested in launching lots of new initiatives and getting new logos for our letter head. Our college improvement plan is based on the principle of “do less better” and includes only those things which will have a direct impact on the experiences and outcomes of our students. Unlike other schools and colleges, our improvement plan is a two year strategy, not just one year, which means we will fully embed priorities and not just plan for the short term. Our current priorities are: to embed the principles of progress over time so that students can convert knowledge and understanding from individual lessons into their long term memory; and to reduce the achievement gaps we have for sub-groups by better matching activities to their needs.
- 18) Teachers are supported in their work by exceptional team of support staff, which reduces the pressures on teachers.

Please be aware that we are meticulous in safeguarding the young people in our care. Our recruitment processes are rigorous. All applicants will be fully vetted for suitability to work with children. We have a strongly vigilant culture of safeguarding here at Wyvern which is the most robust I have experienced in the different schools and colleges I have worked in.

## Job Description – Design and Technology Teacher

<b>Purpose:</b>	<ul style="list-style-type: none"> <li>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>To monitor and support the overall progress and development of students as a teacher and tutor.</li> <li>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>To contribute to raising standards of student attainment.</li> <li>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> </ul>
<b>Reporting to:</b>	Curriculum Leader
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Headteacher, Deputy Headteacher (Teaching and Learning), teaching staff, relevant support staff, LEA representatives, external agencies and parents
<b>Working time:</b>	195 days per year. Full-time
<b>Salary/grade:</b>	Main Teachers' Pay Scale or Upper Pay Scale as appropriate
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>To contribute to the Curriculum Area and department's development plan and its implementation.</li> <li>To plan and prepare courses and lessons.</li> <li>To contribute to the whole school's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	To assist the Curriculum Leader, the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's current development plan priorities.
<b>Curriculum Development:</b>	To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's ethos and aims.
<b><u>Staffing</u></b>  <b>Staff Development:</b>  <b>Recruitment/ Deployment of Staff</b>	<ul style="list-style-type: none"> <li>To take part in the school's staff development programme by participating in arrangements for further training and professional development.</li> <li>To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>To engage actively in the Performance Management Review process.</li> <li>To ensure the effective/efficient deployment of classroom support.</li> <li>To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>

<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>• To review, from time to time, methods of teaching and programmes of work.</li> <li>• To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>• To maintain appropriate records and to provide relevant accurate and up-to-date information for the SIMS management system.</li> <li>• To complete the relevant documentation to assist in the tracking of students.</li> <li>• To track student progress and use information to inform teaching and learning.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To communicate effectively with the parents of students as appropriate.</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the school.</li> <li>• To follow agreed policies for communications in the school.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.</li> <li>• To contribute to the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials.</li> <li>• To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students.</li> <li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• To liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.</li> <li>• To electronically register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.</li> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>• To contribute to the preparation of action plans and progress files and other reports.</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff</li> <li>• To contribute to PSHE, citizenship and enterprise activities according to school policy</li> <li>• To apply the behaviour management systems so that effective learning can take place.</li> <li>• To meet with the Pastoral Leader as required to liaise over the progress of students.</li> </ul>

<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy, Assessment for Learning, and school subject specialism(s) are reflected in the teaching/learning experience of students</li> <li>• To undertake a designated programme of teaching.</li> <li>• To ensure a high-quality learning experience for students that meets internal and external quality standards.</li> <li>• To prepare and update subject materials.</li> <li>• To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>• To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> </ul>
<p><b>Other Specific Duties:</b></p> <ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.</li> <li>• To support the school in meeting its legal requirements for worship.</li> <li>• To promote actively the school's corporate policies.</li> <li>• To continue personal development as agreed.</li> <li>• To ensure that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies.</li> <li>• To comply with the school's Health and safety policy and undertake risk assessments as appropriate.</li> <li>• To undertake any other duty as specified by STPCB not mentioned in the above.</li> </ul> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p> <p>Date: January 22</p>	



## Design and Technology Teacher Person Specification

Area	Specification
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Graduate with QTS</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching across the 11 – 16 age range</li> <li>• Experience of working with SEND and disadvantaged students</li> <li>• Experience of working with students with low, middle and high prior attainment</li> <li>• Experience of being a tutor</li> <li>• Evidence of undertaking appropriate professional learning</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Ability to set and maintain high expectations of student behaviour and work, whilst maintaining positive, nurturing and warm relationships with the full range of students and classes</li> <li>• Plan and deliver work which is pitched at a high level, whilst making this level accessible for students with additional needs or low attainment – by scaffolding and chunking learning.</li> <li>• Excellent professional subject knowledge</li> <li>• Knowledge of the assessment and curriculum demands of the new GCSEs</li> <li>• Ability to accurately assess students work</li> <li>• Understanding of student data and its importance in planning learning</li> <li>• Proven effective classroom control and management of student behaviour</li> <li>• Ability to plan for progress within and across a series of lessons</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Strong commitment to the vision of Tough Care</li> <li>• Passion for Design and Technology and for making a difference to young people</li> <li>• Ability to develop excellent and appropriate working relations with staff, students and parents</li> <li>• Receptive to feedback, suggestions and new ideas</li> <li>• Flexible and adaptable to meet the needs of the college</li> <li>• Ability to meet deadlines and good time-management</li> <li>• Ability to work constructively with others</li> </ul>

### D & T Teacher Job Hazard Assessment

#### General Information

Wyvern College was built in 1958 and comprises a range of buildings developed over time to meet the needs of the college, which currently has over 170 staff. The following information is intended to provide details on the layout of the site and its accessibility:

- ♦ the following departments are on the first or second floors and these can only be accessed by stairs: Learning Support and one Art classroom, Geography, History, Philosophy and Ethics, and Maths
- ♦ internal access to the Modern Languages department is via a small flight of six steps, although the department can be accessed externally via level pathways
- ♦ internal access to the Drama Studio and the PE Department is via a small flight of four steps, although these departments can be accessed externally via level pathways
- ♦ the main entrance to the Hall does have level access, although within the Hall access to the well and the stage area is via four steps
- ♦ the only area of the site currently serviced by a lift is the Library which is on the first floor in a separate block

- ◆ externally, pathways and walkways are generally accessible, although there is a small flight of six steps at the back of the Design and Technology Department which provides access to the rear of the college, although there is an alternative route available using level pathways
- ◆ stair treads and steps have been highlighted to assist those with visual impairments
- ◆ the college does not currently have a loop facility for anyone who may be hearing impaired
- ◆ the college has three disabled toilets: one near the main reception, one in the Modern Languages Department and one in the sports complex at the rear of the college
- ◆ in relevant public areas, the fire alarm is both audible and visible
- ◆ a number of disabled parking places are available across the site.