

Design/Resistant Materials Teacher

Thank you for considering Ferndown Middle School for your next appointment.

Ferndown Middle School is part of the Castleman Academy Trust – a Trust which prides itself on putting children first always and puts its values of Respect, Independence, Creativity and Inclusion at the heart of everything we do.

It is the staff in our academies who make our schools vibrant places of learning – who do all they can to make sure our children become confident individuals, successful learners and responsible citizens. Our staff want to make a real difference to the lives of the children they work with and are learners themselves who relish professional development opportunities.

Working in a Castleman Academy Trust school, you will be working with other forward thinkers, who see possibilities and are optimistic. You will have the support of like-minded colleagues and together we will ensure everyone has a great work life balance. Being part of the Castleman Academy Trust means there are a whole host of opportunities for you to develop and flourish.

Ferndown Middle School is situated in Ferndown adjacent to Ferndown First and Ferndown Upper Schools. The school has up to 600 pupils, covering the age range 9 to 13 years old (year groups 5 to 8). The school is part of the Castleman Academy Trust.

The Application Process

Applications should be made on the school's application form and should include details of experience. Please ensure a full work history is completed including any gaps in employment and two referees are given. Please note Ferndown Middle School does not accept CVs in place of an application form. Incomplete application forms will not be shortlisted.

The closing date for applications is 9.00 am on Monday 17th April 2023.

Please return your completed application form by the closing date to Mrs Shield at mshield@fernmid.dorset.sch.uk
An email will be sent to all candidates with the outcome of their application. Only applicants meeting the relevant criteria will be taken forward from the application.

Interview

Shortlisted candidates will take part in an interview w/c 24 April 2023.

At least two references will be requested, normally from previous and current employers. These may be contacted before the interview and in all cases, before an offer of employment is made.

The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people in our care and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the Person Specification and will be subject to pre-employment checks including an Enhanced DBS check, satisfactory references and a health check.

Online Search on Shortlisted Applicants

As outlined in KCSIE 2022, we are now required as part of our shortlisting process to carry out an online search as part of our due diligence. If you are shortlisted for the role, an appropriate online search will be undertaken on your name(s). Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.



Design/Resistant Materials Teacher

Queries

If you have any queries on any aspect of the application process or need additional information, please contact Michele Shield on 01202 876556 or email mshield@fernmid.dorset.sch.uk

Visits to the School

If you would like to visit the school, please contact the school office to arrange an appointment.

To gain a greater understanding of our school values, curriculum offer and premises, please visit our school website and refer to the application pack.

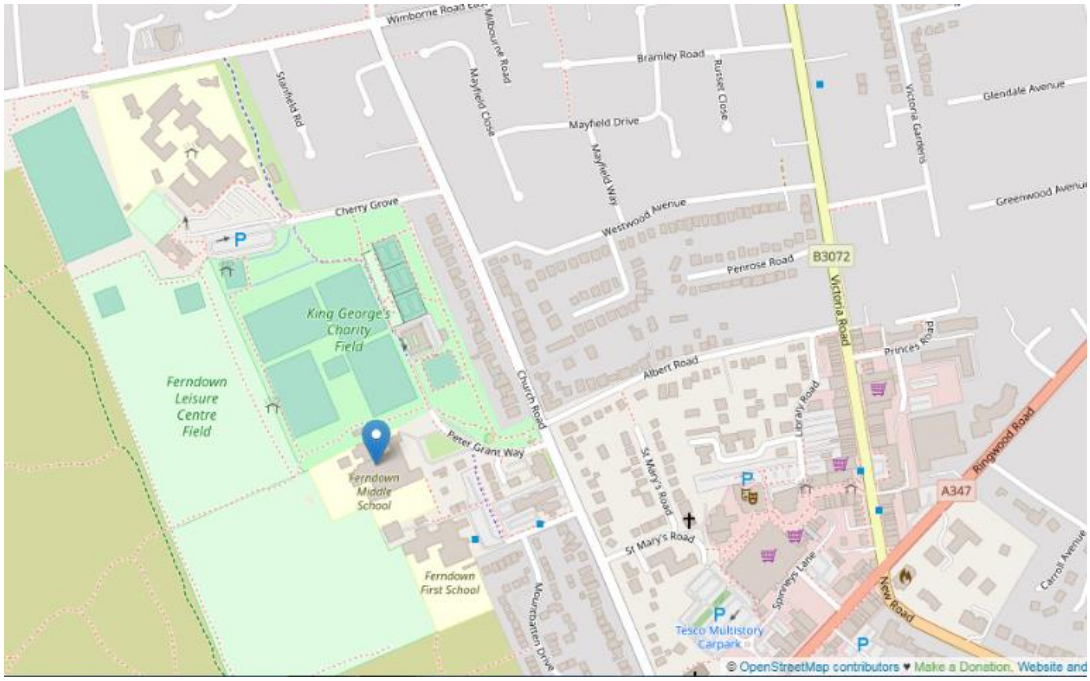
Contact Details

Ferndown Middle School
Peter Grant Way
Ferndown
Dorset
BH22 9UP

Telephone: 01202 876556

Email: office@fernmid.dorset.sch.uk

Website: www.fernmid.dorset.sch.uk





Design/Resistant Materials Teacher

Job Title	**Design/Resistant Materials Teacher, KS2 and KS3**
Responsible to	**Headteacher**
Salary	**Main to Upper Scale, suitable for ECTs**
Working time	**Part-time, 4 days**
Appointment type	**Permanent**
Start date	**1 September 2023 or earlier**

We are looking to appoint an inspirational and highly motivated Design/Resistant Materials Teacher who shares our commitment and vision in providing high-quality education for all of our young people.

The post of teacher will involve teaching Design/Resistant Materials across the school and includes a shared tutor's responsibility.

The key purpose will be to plan, develop and deliver high-quality lessons and courses within the broad, balanced, relevant, and differentiated subject area curriculum using a variety of approaches, to continually enhance teaching and learning.

The successful candidate will

- Be an excellent practitioner who can deliver a high standard of education
- Be passionate about learning as learning is at the heart of everything we do
- Be a caring person, to ensure that the emotional well-being of our pupils is at the heart of what we do
- Be adaptable, innovative, and able to utilise a range of teaching styles
- Be able to plan and deliver engaging lessons
- Be someone who can work alongside our enthusiastic and innovative team and believe teamwork is vital to be successful
- Lead by example
- Be willing to contribute to the whole school community
- Have a real desire to join Ferndown Middle School and be part of the Castleman Trust and help build an inspiring learning community where all thrive and are successful

We offer

- A thriving, successful school
- Motivated and well-behaved pupils
- Highly professional training and support to ensure excellent career development
- Supportive colleagues
- A committed team of staff and Governors
- Eligibility to join the Teachers' Pension Scheme
- Free access to the Employee Assistance Programme
- Cycle to Work Scheme



JOB DESCRIPTION – CLASS TEACHER

Key Purpose

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum using a variety of approaches, to continually enhance teaching and learning.
- To work within the School Teacher's Pay and Conditions Document and all school policies and guidance.
- To develop an ethos of integrity through perseverance and commitment, compassion and tolerance throughout the community, which values self-esteem alongside respect for others.
- To maintain high morale and to set an example of professionalism, high quality performance and leadership.
- Develop in all pupils and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- To ensure the health, safety and well-being of all in the learning community, with particular regard to pupils.

Key Priorities

- To teach, according to their educational needs, pupils assigned to him/her in their allocated class.
- To monitor pupil progress, keeping pupil records that include assessment outcome and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Local Area Child Protection procedures.
- To maintain and build upon the standards achieved in the award for QTS as set out by the Secretary of State.

Teaching and Learning

- Manage pupil learning through effective teaching in accordance with the Key Stage schemes of work and policies.
- Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs and ensure equal opportunity for all pupils.
- Support individual learning, including pupils on individual subject gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Be responsible for a designated classroom/teaching area and supervise associated resources, including keeping displays up to date, ensuring the room is tidy and in line with Health and Safety guidance.
- Direct the use of any support staff or class helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
- Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
- Plan and provide structured learning opportunities, which engage pupils' interest and which take account of their needs - particularly their developing physical, intellectual, emotional and social abilities.
- Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
- Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.



- Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
- Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning, ensuring it is marked within a week of it being handed in.
- Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
- Employ clear presentation and good use of resources.
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
- Implement and keep records on Individual Education Plans (IEPs) or Education Health and Care Plan (EHC).
- Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who have SEN, are gifted and talented, are not yet fluent in English or are disabled.
- Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
- Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so that pupils become responsible members of society.
- Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also, to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
- Develop in pupils an appreciation of human achievements, failures and aspirations.
- Develop in pupils, positive attitudes towards, and concern for the environment.

Monitoring, Assessment, Recording, Reporting

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
- Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
- Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.
- Write high quality and informative reports to parents/carers and direct support staff in the collation process.
- Discuss pupils' progress and welfare with parents/carers - both formally, e.g., at parent's evenings and also informally at other times.
- Contribute towards the implementation of IEPs and/or EHC plans as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
- Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
- Prepare pupils for National Curriculum Assessments.
- Carry out or support senior colleagues in the administering of National Curriculum Tests.



Curricular Knowledge and Understanding
• Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum. • Have a good knowledge of any other statutory requirements related to the pupils' education or welfare. • Keep up to date with research and developments in pedagogy and curriculum content. • Support the ongoing developments as outlined in the school development plan. • Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.
Professional Standards and Development
• Attend and participate in open evenings and parent consultation meetings. • Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g., anti-bullying, homework, behaviour etc. • Be aware of the role and functions of the Governing body. • Set a good example, not only to the pupils they teach, but also to all other pupils in the school, in their appearance and their personal conduct. • Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning. • Establish effective working relationships with other professional colleagues, not only those within the school, but also those from outside agencies concerned with pupils' education and welfare, e.g., educational psychologists. • Assist in the development of the School Curriculum in line with the School's Improvement plan. • Assist in the maintenance of good discipline in and around the school. • Cover for absent colleagues as is reasonable and in line with present government regulations. • Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.
Health and Safety
• Ensure that Risk Assessments are carried out in line with the Trust's Health and Safety policy. • Be aware of all health and safety issues and report to the Site Manager, all health and safety problems, accidents and "near misses" • Undergo Basic First Aid training and update courses. • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Co-operate with the employer on all issues to do with Health, Safety & Welfare.
Continuing Professional Development – Personal
• 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 School Curriculum, which may lead to improvements in teaching and learning. • Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available. • Implement and develop pedagogic procedures introduced through school, local or government initiatives. • Implement the use of new technologies that enhance teaching and learning. • Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice



and guidance received. • Carry out reflective practice exercises to move classroom practice, teaching and learning, forward. • Up-date Child Protection training annually. • Regularly reflect on and revise teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Head Teacher. • Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process - evaluating and improving own practice. • Contribute to the professional development of colleagues, especially NQTs and ITTs.
Support, Guidance, Monitoring and Reporting
• Consider the pupils' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'. • Monitor the social progress of pupils, including the progress in PSHE lessons. • Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems. • Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Any other duties commensurate with the role of Class Teacher that may be required from time to time.

Class Teachers are accountable to the Headteacher for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.



Design/Resistant Materials Teacher

CLASS TEACHER - PERSON SPECIFICATION		
Education/Qualifications	**Desirable**	**Essential**
Qualified Teacher Status		X
Degree		X
Further teaching qualifications	X	
Teaching and knowledge	**Desirable**	**Essential**
Have a clear and thorough understanding of safeguarding and safer working practices and procedures		X
Passionate about Learning and Teaching		X
A knowledge and experience of strategies that enable the teacher to teach to mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range		X
Knowledge, understanding and experience of a wide range of sports and activities		X
The ability to contribute to another curriculum area if required		X
To be able to motivate and inspire pupils		X
To be committed to raising the levels of achievement of children of all abilities		X
Communication	**Desirable**	**Essential**
The ability to communicate effectively in a verbal and written form to a range of audiences		X
To be able to effectively use a variety of resources including ICT		X
To have the ability to develop and maintain good professional relationships		x
Ability to set high standards and provide a role model for staff and pupils		X
Ability to deal sensitively with people and resolve conflicts		X
To understand what makes a good team member and to demonstrate the ability to work as part of a team		X
Personal Qualities	**Desirable**	**Essential**
Displays warmth, care and sensitivity in dealing with children		X
Open minded, self-evaluative and adaptable to changing circumstances and new ideas		X
Able to enthuse and reflect upon experience		X
Willingness to be involved in the wider life of the school		X
Ability to prioritise		X
Good interpersonal skills		X
To maintain a good sense of humour, a willingness to learn and the will to continue to strive for excellence		X
Special Requirements	**Desirable**	**Essential**
The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks, including an Enhanced DBS Check, including Child Barring List, a medical questionnaire and satisfactory references		X
Willingness to continue and maintain professional development		X
It is a prerequisite that the successful applicant familiarises themselves with the safeguarding policy and safer working practices and procedures of the Trust and follows them		X
The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's policies and ethos		X



School Vision

At Ferndown Middle School, we have three core outcomes; to develop confident and successful learners; to exemplify and cultivate responsible citizens and to inspire children to be aspirational individuals.

Our vision is for all children at Ferndown Middle School to be ***confident and successful learners***; well-equipped and resourced for the world they will inherit. This will of course start by ensuring all children make excellent academic progress and achieve their highest potential. However, learning at Ferndown Middle School is deeper than just this; it is about guiding children to develop a genuine love of learning and an understanding of both the purpose and importance of learning beyond the classroom.

We also want our children to become ***responsible citizens*** in the world they live in. This is about helping them to see how the choices and decisions they make not only impact themselves, but also those around them. This begins locally; with friendship groups, school communities, clubs and our locality but has much farther-reaching impacts as children consider their roles and responsibilities in our wider, global community. Ultimately, it is about shifting the children's focus from primarily thinking about themselves and instead, to consider deeply, the impact they have on those around them.

Finally, our vision is for all children to leave us ***aspirational individuals***. By guiding children to consider their purpose and place in not only our school community but also the global community, they can begin to develop a vision of how their future selves will play an important role in the society they live. Whilst all adults have high aspirations for every child, our vision is that children are aspirational, taking it upon themselves to be the best they can be.

We aim to equip your child with the skills, knowledge and character to achieve a lifetime of fulfilment.

Intent

At the heart of our curriculum lie three core values: excellence for all, the explicit teaching of learning to learn, and crucially, the development of character education.

Excellence for All

Excellence for All is fundamental within our ethos. The children's acquisition of a deep body of knowledge within subject disciplines will enable them to express their learning to the highest standard. When children achieve excellence, this gives them the confidence to challenge themselves further. Through this process of experiencing success, they will develop character, for example resilience, determination and self-confidence.

We ensure that we offer a wide range of curriculum experiences that go beyond subject disciplines. Each of our experiences are underpinned by Ferndown Middle School's principles which include, learning at all times being real, relevant, engaging, progressive and at the same time, allow children to think and act like scientists, historians, artists, writers, mathematicians etc.

Character Education

Whilst academic success remains a core priority, ***developing character*** is also an essential for the development of your child. Our school gives children opportunities to make a positive impact on society. We want them to grasp the possibilities and opportunities of life beyond the classroom, to enable them to thrive at each and every challenge they face in life and



make a difference to themselves and those around them. To do this the development of character is essential. Supporting the engendering of positive character traits not only prepares our children to meet the challenges of later life but also supports academic excellence.

Learning to learn

Our curriculum not only focuses on achieving ***character*** whilst pursuing ***excellence for all,*** but also emphasises deep knowledge through developing the ***skills of learning***. We use an enquiry approach to drive our learning experiences, making the reflective learning process explicit. In addition to this, tools for thinking will be taught to support children's higher order thinking, synthesis of knowledge and the creation of new thinking. At Ferndown Middle School, metacognition revolves around each child understanding the learning process, where their ability to think for themselves, reflect and evaluate their learning is fundamental in preparing them for their current and future success.

Opportunities for English

Reading is prioritised in our curriculum - both in terms of financial investment and in terms of the provision of time. All our children have daily opportunities to read with the aim of promoting a love of reading, supported by access to our well-stocked library. High-quality texts are carefully matched to children's reading ability, at all stages in school. Assessments are used for the early identification of children who need additional support, and this is provided speedily so that all children are able to succeed.

Opportunities to incorporate reading and writing within learning experiences will be taken. Children will have access to rich texts to not only deepen knowledge of the subject they are studying but also to be immersed in high quality vocabulary and language. They will not only read to deepen comprehension, but they will also read to help inform writing to achieve high quality outcomes. Curriculum rigour including, handwriting, grammar and spelling are essential skills which the children will demonstrate with great flair in the many opportunities we give them to write.

Mathematics

Our approach to the teaching of mathematics is founded on the principles of mastery mathematics and the aims of the National Curriculum. We will ensure that our children acquire deep understanding of mathematical concepts using ***metacognition*** to reflect upon the connective model (concrete, pictorial and abstract) and to achieve ***academic excellence***. Through the study of mathematics, they will also develop their character through the way that they approach problems, working in teams, seeking challenges, and presenting their thinking.

Children will achieve academic excellence through becoming fluent in the fundamentals of mathematics, including arithmetic. We will achieve this through building in deliberate, frequent practice and revision with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

We will develop the children's ability to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. The children will learn to solve increasingly sophisticated problems, using metacognition to break down problems into a series of simpler steps, and developing character while persevering in seeking solutions.



Enriching Learning

To deepen learning, every opportunity will be taken to enrich the curriculum by providing memorable experiences through access to experts and visits. Our children will be immersed in the experience of being a historian, scientist or writer through first hand, active learning.

Our intent is to offer a curriculum that gives new experiences to all learners, beyond those contained within the National Curriculum. We want our children to build on their own identified talents and have the opportunity to discover new interests and perhaps develop a passion for these that may shape their future lives.

In a world where communication is crucial, we prioritise supporting our young people to become confident and articulate speakers having had the opportunity to work with experts and refine these skills through public speaking and presentation.

Through the core values of ***Excellence for All, Character Development and Learning to Learn,*** our children will flourish.

Special Educational Needs

At Ferndown Middle School, we aim to provide effective opportunities for all pupils, including those with Special Educational Needs, in all areas of the curriculum. We are a good school with good and outstanding teachers and therefore the majority of needs are met by universal, targeted, differentiated, quality-first teaching in each classroom. We have high aspirations and expectations of all our pupils and set appropriate learning challenges for each pupil's level of ability both in the lesson and for homework. Individual and group interventions are provided for those identified as requiring structured programmes and support. At Ferndown Middle School, we use the Three Wave Model, a graduated approach to special needs.

Wave 1

Wave 1 is on offer for all students, in inclusive, high-quality learning classrooms. Teachers will use the SENDCo's guidance and within their subject aim to remove barriers and meet need. The next stage is about teachers knowing and deciding at what point, for any individual pupil good, universally targeted quality-first teaching is not enough. This is when support will move to Wave 2.

Wave 2

Staff record evidence to show the strategies tried and demonstrate what has worked and what has not worked. This information forms evidence to inform the next steps.

Wave 3

Wave 3 is the final stage when there is a trail of evidence that Wave 1 and 2 interventions do not meet identified need. At this point, the SENDCo and possibly external professionals become more closely involved in identifying, planning, monitoring and reviewing individual support across the curriculum.



Pupil Premium

The pupil premium is a Government initiative that provides specific funds targeted at improving outcomes for students from deprived backgrounds. Research has indicated that this group of students underachieve when compared to non-deprived peers. The premium is provided in order to support these pupils in fulfilling their potential and not being disadvantaged.

Safeguarding

Ferndown Middle School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Mrs Allen is the Designated Safeguarding Lead and Mrs Giddens is the deputy. Both have had specialist training in safeguarding and child protection.

Our full Child Protection Policy can be found on our website along with further government guidance and support documentation.

E-Safety

At Ferndown Middle School, we take e-safety extremely seriously. We believe that it is the right of all children to feel safe and secure when using technology. Our E-Safety Policy contains detailed information about how we ensure our children remain safe in their use of technology.

We teach children to use the internet and other technologies safely, and we show them how to behave in an appropriate manner. It is important to encourage a healthy lifestyle with regard to the use of technology and teach children about the risks of exposure to inappropriate content or too much time in front of a screen. We show children how to keep their data and security safe, and we teach them to be critical of the things they see online.