

Recruitment Pack: Design Technology & Art Teacher



Dorchester
Middle School

Dorchester Middle School,
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Dorchester,
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Learn Today for Life Tomorrow



How to apply:

APPLICATIONS CLOSE:

Sunday 7th November 2021

INTERVIEWS:

w/c: 22nd November 2021

SCHOOL VISITS AND INFORMATION:

If you would like to arrange a visit, further information or to speak to the Headteacher, before submitting an application, please contact the Headteacher PA, Mrs Ali Araya on 01305 265651 or via email: aaraya@dmsschool.co.uk

Map reference: <https://www.google.com/maps/place/The+Dorchester+Middle+School/@50.7083943,-2.4533715,16z/data=!4m5!3m4!1s0x0:0x4a7c96caeb5eef55!8m2!3d50.7083943!4d-2.4489941>

In the case you are not able to visit the school, there is a virtual tour on the school website.

<https://www.dorchestermid.dorset.sch.uk/virtual-school-tour/>

Learn Today for Life Tomorrow

Welcome from the Head Teacher

Dear Applicant,

Thank you for taking the time to consider applying to become a member of the Dorchester Middle School staff. We are located in the lovely historic county town of Dorchester, right in the heart of Thomas Hardy country.

As Headteacher, and having only been in post for just over a year, I am very excited about the future of our school and the potential we have to become a centre of learning excellence for the children in our local community.

Our ethos and values are based on strong, collegiate, supportive relationships, where the children are at the heart of everything we do. The successful candidate will need to be able to work as part of a team, where every member has a vital role to play. We are an inclusive school that values equally the contribution of all staff and at our school all staff go above and beyond to support our pupils.

Joining the Wessex Multi Academy Trust in January 2022 will mean that the successful candidate will have the opportunity to work at a strategic level across a group of schools. With our main feeder first school already in the Wessex MAT, we will become very much a 'through school' as our Year 8 pupils transfer to the outstanding Thomas Hardy School.

Best wishes and good luck.

Caroline Pluck
Head Teacher



"Pastoral leaders provide strong care and nurture for pupils."

"Teachers use their subject knowledge well to develop pupils' understanding..."

(Ofsted report May 2019)





“The support provided enables pupils to be fully involved in the life of the school.”

(Ofsted Report November 2018)



Vision and Values

At Dorchester Middle School we believe that every child is extraordinary and that education has the capacity and the possibility to change lives for the better. We are committed to providing children with the best possible educational experience within a positive, caring and supportive environment.

At Dorchester Middle School teaching and learning is built upon a foundation that is inclusive, challenging and empowering.

It is our aim to ensure that every child is encouraged to achieve and aspire to the highest standards. We offer opportunities that inspire our children and encourage them to become independent learners, which enables them to establish the values, qualities, skills and knowledge they need to achieve success, gain fulfilment in the future and become life-long learners. When our pupils leave us at the end of Year 8, we expect them to be responsible, caring and confident young people ready and equipped to move on to the next stage of their education.

It is our aim to ensure that every child feels happy and safe in school. We work together to ensure that courtesy and mutual respect underpin all that we do and that all pupils have the opportunity to achieve their academic, personal and social potential for excellence.



"The school's work to promote pupils' personal development and welfare is good."

"Pupils behave well around the school. They are confident and articulate".

(Ofsted report May 2019)



About Dorchester Middle School

Dorchester Middle School converted to a Single Academy trust on June 2012 and we will potentially become part of the Wessex Multi Academy Trust in January 2022. There are currently 585 pupils in the school, with a 5-form entry at Year 5.

On leaving Dorchester Middle School, pupils usually transfer to the neighbouring Thomas Hardy School (THS), which is also part of the Wessex Multi Academy Trust.

Dorchester Middle School is proud to be a strong, cohesive learning community that reflects well its values of co-operation, total inclusion and success for all. We are proud to have a specialist mainstream physical disability base within our school.

Dorchester Middle School is part of a pyramid of local schools, receiving pupils from Damers First School, also part of the Wessex MAT, and Prince of Wales First School in Dorchester as well as local village first schools.

There are strong links and good working relationships with all of the feeder first schools and the Thomas Hardy School, which enables smooth transition between the various stages of our pupils' education. The school is also part of the Dorchester Area Schools Partnership (DASP), designed to enhance and benefit learning within the pyramid. Being part of the Wessex MAT will formalise these links.



'Staff are responsive to pupils' ideas to make the school more environmentally aware.'

(Ofsted Report May 2019)



Curriculum

The school provides a rich and varied learning experience both within the school day and through extra-curricular activities. 'All aspects of the enrichment programme are fully inclusive, in line with the school's ethos.'

The curriculum is currently taught in mixed attainment groups by specialist subject teachers at KS2 and KS3. We teach a broad and balanced curriculum and the children in Y5/6 who are taught in specialists rooms for DT, ICT and Music, benefit from a provision that they would only experience if they were in a secondary school.

The school constantly reviews the ongoing needs of all pupils and tailors learning in the classroom to ensure that pupils, of all needs and abilities, are appropriately challenged and make good progress.

At Dorchester Middle School we are all learners and we use evidence based approaches and research to constant challenge and improve our practice.

Underpinning our curriculum are the values of our Dorchester Middle School pupils, who are encouraged to be reflective, empowered, articulate, curious, creative and resilient individuals.



“Governors are supportive of the school and share the ambition to raise standards.”

(Ofsted Report November 2018)



Staffing Structure

The school is currently led by the Headteacher, Caroline Pluck, who has been in position for 18 months.

The current leadership structure consists of the Headteacher, Deputy Headteacher, four assistant headteachers and SENDCo.

We have over 65 other members of staff, including teaching and support staff.

Governing Body

DMS has a dedicated and active Governing Body made up of representatives from staff, parents and the wider community. There are also Associate Governors who provide specialist knowledge to the various committees. On joining the Wessex Mat this will become the Local Governing Body.

The Dorchester Middle School Community

We welcome and encourage parents and other members of the community to participate both in school and with extra-curricular events. Dorchester Middle School is at the heart of Dorchester community, where staff, pupils, parents and carers feel a sense of pride and belonging.

There is an active PTFA, supporting the school through various fund-raising events as well as a Parent Forum, where parents support the school's development.

Policies

Policies, information about Pupil Premium and Attainment can be found on our website, as can the latest Ofsted reports (November 2018 and May 2019).

Job Description

Position	Design Technology and Art Teacher
School name	Dorchester Middle School
Position reports to	Faculty Lead

The Core Purpose of this post is to provide a high quality of education to children across Key Stage 2 and 3 that allows every child to reach his/her potential and develop, as an independent learner, within a safe and stimulating learning environment.

1. Duties and Responsibilities

The particular responsibilities attached to this post are as follows:

- to teach, according to their educational needs, pupils assigned to him / her in the allocated classes;
- to control and oversee the use and storage of teaching materials and resources provided for class usage and to supervise the work of Teaching Assistants relevant to groups taught;
- to maintain an environment conducive to learning by following the school Behaviour Policy and procedures;
- to contribute to Subject meetings, Staff meetings, discussion and management systems necessary to co-ordinate the work of the school as a whole;
- to promote equal opportunities within the school and;
- be responsible for promoting and safeguarding the welfare of children that he/she are responsible for/ come into contact with, in accordance with the school's safeguarding and Child Protection Policy;
- offer extra curricular activities to pupils.

2. Key Tasks

The key tasks attached to this post are:

- to plan stimulating and engaging lessons in accordance to the scheme of work, that take into account the abilities of the children in the allocated groups;
- to assess pupils' attainment,

achievement and progress in accordance with relevant school policies and arrangements;

- to monitor and report to parents on the progress of pupils taught;
- to be a Form Tutor to an allocated group of children and be responsible for their pastoral care.

3. Knowledge and Skills

- To have an appropriate knowledge and understanding of the subject (s) taught.
- To understand how children learn effectively and be able to use a variety of teaching and learning strategies.
- To have excellent interpersonal skills.

4. Relationships

- The postholder will be responsible to the Faculty Lead for all Curriculum matters and as a Tutor to the Year Lead.
- The postholder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.
- The postholder is responsible for establishing positive and effective relationships with pupils, parents and other stakeholders, which are based on mutual respect.

5. Working Environment

- To develop a well ordered , tidy and stimulating learning environment.

- To use displays as an effective teaching and learning tool and to celebrate pupil achievement and success.

6. Additional Duties

- Play a full part in the life of the school, to support its ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty specified in the School Teachers Pay and Condition document (STPCD) not mentioned above.
- 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 (whilst the main duties of the post are explained above, each individual task may not be specified).
- Employees are expected to be courteous to colleagues and provide a welcoming environment for visitors to the school.
- The school will endeavour to make any necessary and reasonable adjustments to the job and the working environment to enable access to employment for disabled job applicants or continued employment for any employee who develops a disabling condition.
- The job description may be amended at any time following discussion with the Head teacher and member of staff and will be reviewed annually.

Person Specification

	Essential Attributes	
Qualifications and General Experience	• Qualified to degree level • Qualified Teacher Status • Successful DBS, disqualification by association check, and safeguarding clearance	Application Form References DBS procedures
Personal Attributes	• Demonstrates commitment, reliability and integrity • Communicates effectively with self- awareness and social perception • Has energy and resilience • Demonstrates emotional intelligence • Is adaptable to changing circumstances and new ideas	Application Form References Interview
Professional knowledge and experience	• A track record of excellent classroom practice/teaching practice • Understanding of the role of a class/teacher and class/subject • Understanding of strategies to support successful outcomes for all children	References Application form Interview
Professional skills	• Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all • Ability and commitment to meeting the needs of children whatever their ability or background • A belief that middle school education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for upper school • Ability to communicate and promote the aims and objectives of the school • Ability to communicate effectively (orally and in writing) • Committed to working with parents, colleagues and other agencies in a positive and constructive manner • Ability to motivate and stimulate pupils of all abilities to enjoy learning • Ability to use Information Technology for assessment, analysis and learning purposes • Make appropriate judgements over issues of confidentiality and safeguarding • A commitment to continuing professional development, and evidence of recent relevant training • An excellent understanding of a range of behaviour management strategies • An awareness of the principles of "Assessment for Learning" and a commitment to effective assessment and feedback for pupils • Able to work effectively with teaching assistants/learning mentor to ensure effective support for all children • Strong belief in delivering the full curriculum to develop the whole child	Application Form Interview References
Professional Philosophy and Commitment	• Ability to reflect and question self • Knowledge of new initiatives in education and experience of having used these • Prepared to be involved in the whole life of the school and support the ethos of the school • Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global)	Application Form Interview References

Safeguarding: The Governing Body of Dorchester Middle School are committed to safeguarding and promoting the wellbeing of children and young people and the Head Teacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. You will need to demonstrate knowledge and understanding of relevant guidance and legislation, and to display commitment to the protection and safeguarding of children and young people.

The successful candidate will be required to undergo an enhanced DBS check before securing their employment at Dorchester Middle School.