



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 must be made on the school's application form and should include details of curriculum expertise. Please ensure a full work history is completed including any gaps of employment and two referees are given. Please note Ferndown Middle School does not accept CVs in place of an application form. Incomplete applications forms will not be shortlisted. An application form can be found on the school website vacancy page.

Closing date for applications is 9.00am Wednesday 5th May 2021.

Please return your completed application form by the closing date to Mrs Shield, Heads PA,
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 application.

Interview

Shortlisted candidates will take part in an interviews during week commencing 10 May 2021, with the Headteacher, a senior member of staff and a governor.

At least two references will be requested, normally from previous and current employers. These may be contacted before 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.



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

Due to ongoing COVID-19 restrictions, socially distant visits can only be offered after school. Tours can be booked with the Head for Monday 26th April between 15.30 and 16.30. Please telephone the office to make 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

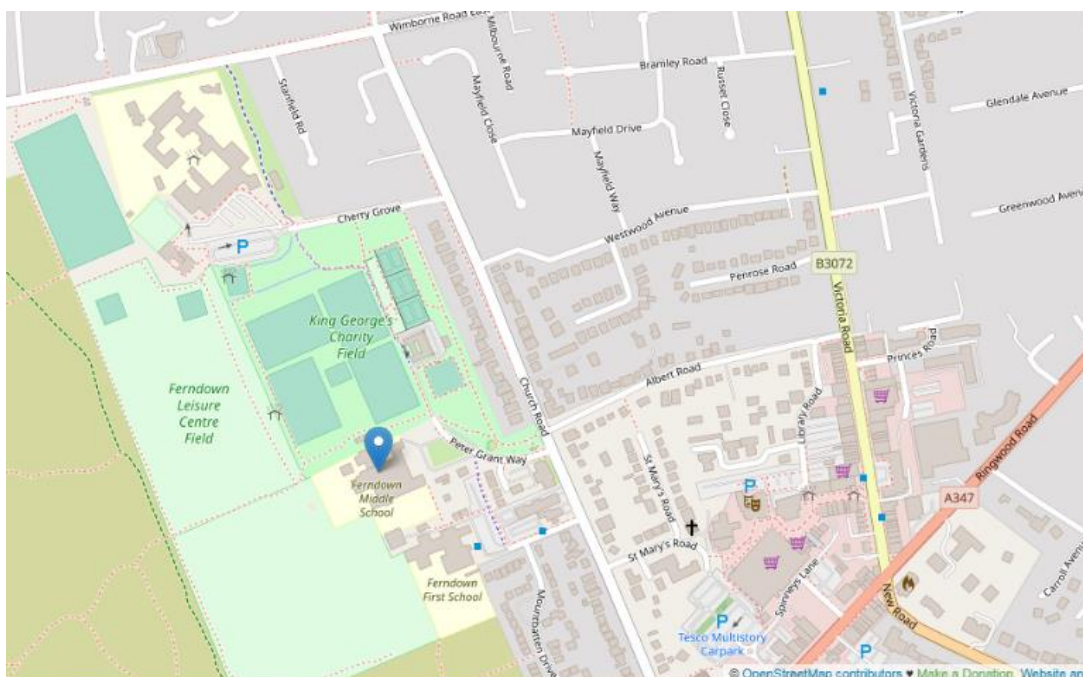
Ferndown Middle School

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Ferndown
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Website: www.fernmid.dorset.sch.uk





Job Title	Design Technology Teacher (Food or Art or Textiles)
Responsible to	Headteacher
Salary	Main to Upper Scale
Working time	Full-time
Appointment type	Permanent
Start date	01 September 2021

Ferndown Middle School is a successful middle school, the Governors are looking for an inspirational, lively and creative design teacher. This is an opportunity to shape the curriculum and learning in this subject. Applications are welcome from experienced or newly qualified teachers.

Please indicate preferences and strengths for Food, Art, Textiles in your application form and covering letter.

The post will involve teaching design technology across the school, alongside a tutor responsibility.

The successful candidate will be

- An excellent practitioner who is able to deliver a high standard of education
- Someone who can work alongside our enthusiastic and innovative team
- Willing to contribute to the whole school community
- A caring person, to ensure that the emotional well-being of our pupils is at the heart of what we do
- Adaptable, innovative and able to utilise a range of teaching styles
- Able to plan and deliver engaging lessons

We can offer

- A thriving, successful school
- Encouragement and support to develop your skills and expertise
- Motivated and well behaved pupils
- A committed team of staff and Governors
- Excellent resources
- Opportunities for professional development
- An established and successful NQT Programme



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.



CLASS TEACHER - PERSON SPECIFICATION		
Education/Qualifications	Desirable	Essential
Qualified Teacher Status		X
Degree		X
Knowledge and Understanding	Desirable	Essential
Have a clear and thorough understanding of the schools safeguarding issues and safer working practices and procedures and follow them		X
To have a clear understanding of the National Curriculum and its application		X
A knowledge 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 and understanding of the Design Curriculum and its application		X
To be able to develop a creative curriculum		X
To motivate and inspire pupils		X
An understanding of and commitment to team working		X
Communication	Desirable	Essential
The ability to communicate effectively in a verbal and written form to a range of audiences		X
Key Stage 3 specialists willing to teach across the school age range		X
The ability to contribute to a specific curriculum area or areas	X	
To be able to use effectively a variety of teaching and organisational styles and resources including ICT		X
To have the ability to develop and maintain good professional relationships and contribute positively to a curriculum development		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
Ability to work with and deploy staff and resources effectively		X
Disposition	Desirable	Essential
To be committed to raising the levels of achievement of children of all abilities		X
Able to work as part of a team		X
Personal Qualities	Desirable	Essential
Passionate about Learning and Teaching		X
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/communication skills		X
When all the above fail, 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



The School Aims

The school aims are threefold:

- To work effectively with all partners to achieve a **community spirit** that is based on respect for each other.
- To provide an **exciting, challenging and motivating** learning environment for children and staff.
- To set high standards of attainment and **achievement for all children.**

By fostering the positive values of care and co-operation, we provide a secure base for children's education. Children of all abilities and background are encouraged to pursue excellence.

We help equip all children to be resilient and resourceful; supporting them to achieve high standards in all areas of the curriculum, their social relationships and their attitude towards the environment in which they learn.

Continuity in education is vitally important. We have close links with our feeder first schools (Ferndown, Parley and Hampreston) and the neighbouring Upper School. These ensure the curriculum is a planned progression of work throughout the three tiers of schooling and one, which will meet the needs of the National Curriculum.

Curriculum Aims

At Ferndown Middle School, we are focussed on identifying the needs of each learner. We aim to provide a wide-ranging and supportive experience to help each child develop:

- A lively enquiring mind with the ability to question, argue rationally, make reasoned choices and pursue intellectual and physical tasks.
- Self-esteem and a caring and supportive attitude towards others.
- A wide range of concepts, skills and knowledge and an understanding of how to use these, together with an appreciation that learning is a life-long process.
- Language and number skills.
- Aesthetic awareness and creativity.
- An understanding of human achievements and aspirations.
- A respect for other people, their languages and beliefs.

Curriculum Content

We provide a broad and balanced curriculum, valuing the need for all learners to have access to a range of subjects. Key Stage 2 and Key Stage 3 Curriculum Guidelines can be found on the school website under 'Curriculum.' These provide detailed outlines of programmes of work that will be followed throughout the year in each subject.



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.