



TEACHER – DESIGN TECHNOLOGY

Salary - M1-UPS1
(£28,000-£40,625)
Full Time

Closing date – Midday, 24th March 2023

The Ferman Academy,
Beswick Street,
Macclesfield,
SK11 8JF
01625 611001



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Dear Applicant

The Fermain Academy is a safe place of learning for those who, for whatever reason, have become disengaged from mainstream education. With facilities to cater for up to 60 students aged 13-16, we offer a structured and positive learning experience, and an outstanding dedicated team able to provide emotional support in a safe and supportive environment.

We are looking for a creative Design Technology Teacher to support our students in KS3/4 and become a key member of The Fermain Academy teaching team.

You will be supported to work with our students and all our teaching and learning groups are between 4 and 8.

To be successful you will need to demonstrate our core values. We are:

- Child centred
- Adaptive and sensitive to need
- Authentic in all our relationships

If you would like to discuss the role, the requirements, your experience or availability, please contact me via admin@thefermainacademy.org or on 01625 611001.

This is an opportunity to make a real difference to the outcomes for young people.

If you are interested, please complete the Fermain Academy Application Form on our website, [\(link to vacancy page - application form\)](#)

Please return this to, admin@thefermainacademy.org before 24th March 23.

Yours sincerely

Emma Sandbach
Head of School

2. The Fermain Academy Recruitment and Selection Process

You are asked to complete the Youth Engagement Schools Trust application form (available on the School and Trust websites)

[Vacancies and Volunteers – The Fermain Academy](http://theyestrust.org/vacancies/)
<http://theyestrust.org/vacancies/>

You are asked to include as part of, or separate from the application form, a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages). **CVs will not be accepted, so please do not send in, or refer to one.**

You are asked to return your application form & letter of application by email to:

admin@thefermainacademy.org

The deadline for applications is:

Time Line for Assessment and Selection Process	
Closing date for applications	24 th March 2023
Opportunity for informal discussions with Headteacher	By appointment
Interviews	w/c 27 th March 2023



3. Fermain Academy Design & Technology Teacher Job Description

Key Priorities

- Support the vision and direction of the school
- Provide an engaging curriculum within the academy
- Deliver and maintain effective learning and teaching throughout school
- Ensure effective pastoral care and behaviour support throughout the school
- To be responsible for the day-to-day impact of own subject across the curriculum
- Willingness to demonstrate a flexible approach to the curriculum to meet school requirements



Teaching and Learning

Teachers at The Fermain Academy will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate progress and present students' achievements, effectively using benchmarks to track set targets for improvements. They will:

- Deliver the teaching of their own subject within the school.
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Support and maintain the mental health and wellbeing of the students which promotes and secures good teaching, effective learning and high standards of achievement
- Help organise the DT curriculum and its assessment and work with the SLT to monitor and evaluate it in order to identify areas for improvement
- Ensure that the DT curriculum and assessments meet National Curriculum requirements
- Ensure that improvements in literacy and numeracy are priority targets for all students across school
- To liaise with the Academy's SENCO in order to identify students who require further support or intervention
- Deliver and support the PHSE and RHSE programmes across the school

Partnership Working

- Support in establishing a culture and curriculum which fulfils the aims and requirements of the whole school community as set out in the vision
- Seek opportunities to invite parents and carers into The Fermain Academy to enrich student experience and to promote The Fermain Academy's value to the wider community
- Collaborate with staff, to actively promote British values, as well as the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Represent The Fermain Academy at relevant meetings, as and when required

Health and Safety / Child Protection

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

4. CORE SUBJECT TEACHER – DESIGN & TECHNOLOGY
The Fermain Academy

Accountable to: School Senior Leadership Team

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications/ Education	<ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • Evidence of further professional development in DT/ education practice 	<ul style="list-style-type: none"> • Recognised behaviour / curriculum / SEMH qualification 	<ul style="list-style-type: none"> • Application • Interview • Certificate
Teaching Experience	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge students • Promote good progress and outcomes by students • Demonstrate full subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all students • Use assessment effectively to inform student's progress and to analyse data to help the target setting process. • Manage behaviour effectively to ensure a good and safe learning environment • Fulfil wider professional responsibilities • Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies • Commitment to school-wide focus on student attainment • Ability to motivate and inspire 	<ul style="list-style-type: none"> • Evidence of having led whole school learning and teaching strategy. • Demonstration of high expectations • Success with students who are below expected levels • Work with disconnected students 	<ul style="list-style-type: none"> • Application • Interview • References

Criteria	Essential	Desirable	Evidence
Professional /Personal Skills	<p>Proven ability to:</p> <ul style="list-style-type: none"> • Generate enthusiasm for new ideas in both students and staff • Inspire others with confidence • Communicate effectively to groups and individuals, orally and in writing • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others • Provide advice and guidance to parents and carers in a positive and clear manner • Remain calm when working under pressure • Ability to show patience and empathy 	<ul style="list-style-type: none"> • Evidence of coaching and/or mentoring • Able to effectively resolve personnel issues • Training and understanding of child protection • Training and experience of working with students with a variety of mental health needs 	<ul style="list-style-type: none"> • Application • Interview • References
Curriculum & Personal Management	<ul style="list-style-type: none"> • Ability to analyse situations, prioritise and help to implement realistic solutions • Ability to establish and develop good relationships with all involved in the school • Commitment to the school's wider community • Willingness to deliver and support extra-curricular activities • Ability to inspire all in a love of learning for your subject 	<ul style="list-style-type: none"> • Proven ability in leading a staff CPD session on a subject area • Experience of supporting staff • Effective liaison with Governors and a good understanding of their role 	<ul style="list-style-type: none"> • Application • Interview • References
Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate a good level and understanding of equipment appropriate for DT. 	<ul style="list-style-type: none"> • Knowledge and experience of current good practice and 	<ul style="list-style-type: none"> • Application • Interview • References

Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> Knowledge of how to deal with safeguarding issues in school Awareness of current developments in education and the implications of these. Understand how to plan appropriate interventions Behaviour management techniques for groups and individuals Know how to develop effective rapport with students, this being based on high expectations and establishing a purposeful learning environment Demonstrate the ability to deliver at least good classroom practice Good organisational skills 	<p>development in special education provision</p> <ul style="list-style-type: none"> Knowledge of successful practice in teaching hard to reach students Knowledge of how to promote independence for young people with complex needs Behaviour Management training Mental Health training Knowledge and experience of supporting different aspects of SEND, including ASD, ADHD, SLCN Knowledge of OFSTED Framework <p>Training and understanding of child protection</p>	

Criteria	Essential	Desirable	Evidence
Developing Self and Working with Others	<ul style="list-style-type: none"> Excellent interpersonal skills Commitment to one's own continuing professional development Ability to work as part of a team Ability to make and take decisions and set priorities Able to gain and maintain the confidence and respect of colleagues, students, parents and multi professionals 	<ul style="list-style-type: none"> Evidence of delivering staff training for staff, Governors and Parents Evidence of coaching and/or mentoring Able to effectively resolve personnel issues 	<ul style="list-style-type: none"> Application Interview References

Criteria	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> • An ability to work in partnership with those agencies that work with the school. • Be confident and enthusiastic • Be reliable and have integrity • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others • Provide advice and guidance to parents and carers in a positive and clear manner • Remain calm when working under pressure • Ability to show patience and empathy 	<ul style="list-style-type: none"> • 	
Securing Accountability	<ul style="list-style-type: none"> • Able to delegate responsibility with accountability for area of responsibility • Communicate with staff teams effectively 		<ul style="list-style-type: none"> • Application • Interview • References
Strengthening Community	<ul style="list-style-type: none"> • An ability to establish and maintain positive partnerships with parents, students and communities • Awareness of the need to develop a school culture responsive to the nature of the school's communities 	<ul style="list-style-type: none"> • Work in the wider community 	<ul style="list-style-type: none"> • Application • Interview
Other Requirements	<ul style="list-style-type: none"> • Compliant with Academy Safer Recruitment 		<ul style="list-style-type: none"> • Letter • References • Checks

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.



At The Yes Trust, we believe our aims and vision for our students and their carers are best achieved through supported and valued team members. We offer the following benefits to all Trust employees from their first day with us:

- Access and support with training and CPD
- Specialist training where required
- Free lunch at school
- Free parking
- Nursery benefits
- Car purchase salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox
 - A huge range of discounts, free gifts, perks including shopping, eating out, holidays
 - The wellness Hub – access to a variety of practical and useful resources
 - Medical – on-line GP appointments, prescriptions and advice at a time convenient to you



6. The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement

The safe recruitment of staff in The YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in The YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within The YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

A copy of The YES Trust's draft Safer Recruitment Policy & Procedures is available on request.