



**King
Solomon
High School**



Information pack for candidates applying for the role of:

DT Teacher (with the ability to teach food tech up to GCSE)

Permanent or fixed term

Salary – Outer London MPS/UPS

Required: April 2026 (or as soon as possible)



Welcome to King Solomon High School

Learning

Charity

Community



Dear Candidate,

I am delighted that you are considering applying for the role of DT teacher at King Solomon High School.

I am seeking to appoint committed and dynamic staff, who are passionate about education and improving the lives of young people. We are focusing on embedding powerful knowledge, curriculum rigor and expert teaching practice, informed by educational research and cognitive science.

King Solomon High School is brimming with potential and opportunities. If you lead with expertise, rigour and high standards then this could be your ideal next career move.

We are a unique, inclusive and wonderful Jewish school in Redbridge, with students and staff from a range of religious and cultural backgrounds. We are an equal opportunities employer, and value diversity and inclusion. The successful candidate will have the opportunity to create transformational impact and will be supported in fulfilling their own career potential

Michele Phillips, Headteacher



History, ethos and values



King Solomon High School is a United Synagogue, orthodox Jewish school.

The school welcomes students of all faiths and of no faith. The school opened in 1993 to meet the growing demand for Jewish school places in East London, Essex and the surrounding areas. Currently, approximately 20% of students on roll identify as Jewish. We are a six-form entry school, and the only Jewish secondary school in Essex.

School values

- Learning
- Community
- Charity

School Motto

If I am not for myself who will be for me?

If I am only for myself, who am I?

If not now, when?

(Ethics of the Fathers 1:14)

Our motto encompasses the school's Jewish ethos and values, highlights our aim to develop every student as a rounded and grounded individual through a variety of learning and lived experiences, all infused with Jewish teachings and values. The King Solomon community experience shapes young people into informed, responsible and caring citizens.



Educational vision



The school's vision is to provide students with a world class educational experience and to be an example of best practice to other schools.

Curriculum intent

The King Solomon High School curriculum is underpinned by our Jewish ethos and our values of learning, charity and community.

Learning

The King Solomon High School curriculum

- is ambitious and designed to educate students in the best that has been thought and said in each subject and to build a cultural capital,
- introduces students to carefully sequenced core knowledge
- supports, challenges and stretches students of all abilities through mastery and depth, considering their learning needs,
- inspires intellectual curiosity and develops a lifelong love of learning,
- provides students with learning, skills and opportunities to pursue their ambitions,
- uses research-driven pedagogical methods to give students the most impactful educational experiences,
- provides curriculum breadth and ensures that the curriculum is accessible to all students.

Charity

The King Solomon High School curriculum

- provides students with a wider curriculum that develops them as empathetic and caring citizens.

Community

The King Solomon High School curriculum

- develops students' knowledge and understanding of Judaism and Jewish identity,
- develops students' understanding of the world, its people, cultures and religions,
- teaches students how to make healthy and safe personal choices and have healthy relationships.

Strategic priorities



King Solomon High School is brimming with potential. Students are keen to learn and contribute to the school and much has been done over the last year to lay the foundations for meaningful change. To move the school from requires improvement to secure and strong standard, we have been reviewing and improving all aspects of the school, implementing new and innovative systems that embody excellence, ambition and rigour.

Summary strategic priorities for 2025-26

Inclusion	<ol style="list-style-type: none">1.Continue to Improve the provision for students with SEND through bespoke interventions.2.Embed adaptive teaching and improve the use of SEND profiles/information in the classroom.3.Continue to develop strategies to support disadvantaged students.4.Continue to develop strategies to support students who are new to learning English.
Achievement	<ol style="list-style-type: none">1.Use data effectively/strategically to raise achievement and improve student outcomes (PP and SEND). (
Curriculum & teaching	<ol style="list-style-type: none">1.Improve students' engagement, pride and participation in their learning (quality of work in books, marking & feedback).2.Continue to develop a shared vision and understanding for curriculum/teaching (across the school and within teams).3. Embed and develop the literacy and reading strategy.
Attendance & behaviour	<ol style="list-style-type: none">1.Continue to improve behaviour consistency and high standards.2.Embed systems for improving attendance and punctuality.3.Further develop behaviour interventions to support students with behavioural needs
Personal development & wellbeing	<ol style="list-style-type: none">1.Continue to develop an ambitious wider curriculum and personal develop programme for all students.
Leadership & governance	<ol style="list-style-type: none">1.Create a culture of belonging and buy-in from students, staff and parents.2.Continue to develop and enhance leadership at all levels of the school.3.Continue to develop meaningful dialogue with all stakeholders.



Behaviour & Attitudes



King Solomon High School has rigorous systems in place to support students in meeting our high expectations of behaviour. However, there are still improvements to be made in ensuring that all staff embody and enact new behaviour systems. The newly appointed Assistant Headteacher will play a key role in supporting staff to develop their practice.

Key aspects of our behaviour systems

- 'Prevention before sanction'. This means that we focus on the consistent application of habits and routines to prevent poor behaviours from occurring in the first place.
- Our approach to behaviour is 'warm/strict' and we believe that 'sweating the small things' prevents more serious behaviours from occurring
- Year 7-11 students line up in the mornings and are collected by their form tutor.
- We operate a daily detentions system.
- We have a commitment to disruption free learning.
- Teachers use 'meet and greet' and 'end and send' routines to ensure that lessons start and end in a focused and calm way.
- STAR expectations and a countdown system are part of classroom expectations.
- There is a 'Behaviour Playbook' in place to ensure that all staff have a practical guide to implementing the school's behaviour policy.

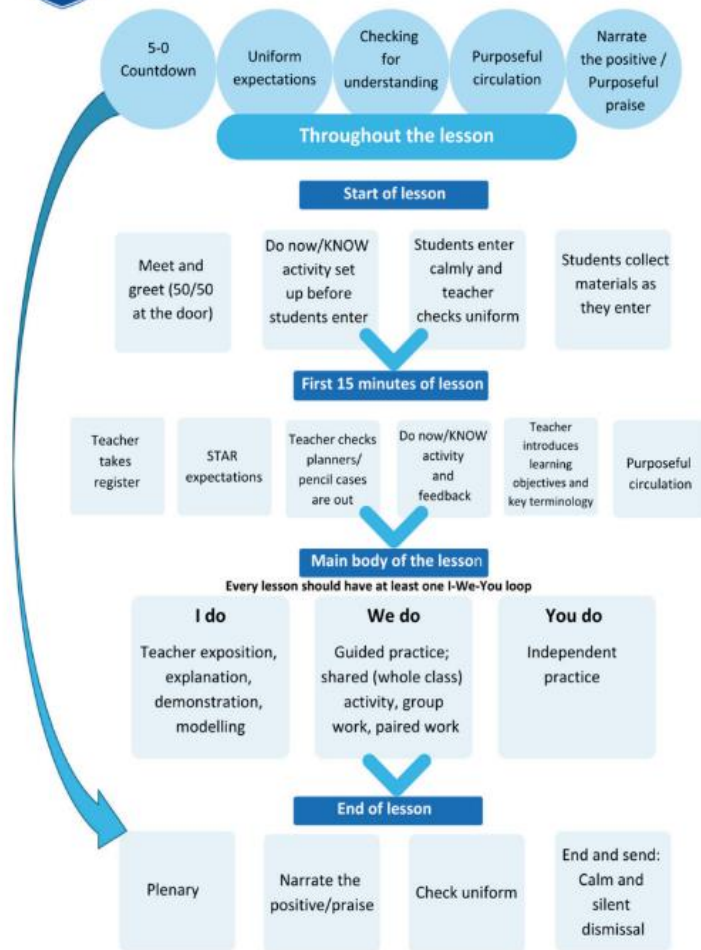
Safeguarding and promoting the welfare of children is the responsibility of all staff. We have a strong culture of safeguarding, and all staff are proactive in reporting any concerns about a student's welfare. We recognise the vital role mental health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms.

The King Solomon High Classroom Practice Guide

The official teacher's codified blueprint for high quality teaching and learning at King Solomon High School



Classroom procedures and pedagogy flowchart



Teaching & Learning

This year the school launched the Classroom Practice Guide to embed best practice teaching strategies into everyday teaching and learning.

This year we have focussed on developing the following.

- Replacing worksheets with booklets.
- Checking for understanding using hinge questions and mini whiteboards.
- Developing reading and literacy strategies.
- All departments are renewing all lessons so that they follow an I do, we do, you do model.
- Adaptive teaching to support all students and in particular students with special, educational needs.



Reasons to work at King Solomon High School



Be part of the success story

- Having been judged as requires improvement by Ofsted, staff will be part of the success story when we move to good and outstanding.
- Our students are fantastic, polite and caring young people. They deserve a world class educational experience. Join us to be part of their future.

Ambition & excellence

- We are ambitious for every student and member of staff.
- We strive for excellence and to be an example of best practice in all that we do.

Staff and student wellbeing

- We are a caring and supportive Jewish community school.
- We have an early finish every Friday at 1.20pm, as part of our Jewish ethos and to promote a work life balance.
- We have a sensible approach to meetings and most meetings for main scale teachers are streamlined into a Tuesday.
- The school is closed on Jewish holidays.
- All staff have access to a private employee wellbeing programme with free counselling and arrange of support services.

Transport links

- The school is a 4 minute walk from Fairlop underground station on the central line. We are well served by several bus routes, and we have a staff car park.

Career development

- We are committed to inspiring ambition and to supporting staff in their career development.

The role



The role: DT teacher

Contract: Fixed term (TBA)

Hours: Full or Part time

Salary: MPS/UPS

Line managed by: Head of DT

Safeguarding statement

King Solomon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and be familiar with the school's safeguarding policy. Child protection screening will apply to this post.

Equality statement

King Solomon High School is committed to equality of opportunity and values its diverse staff and student community. All staff are required to adhere to the school's equal opportunities policy. We have a zero-tolerance approach to discrimination, harassment and bullying.

Staff code of conduct statement

King Solomon High School has high standards and expects all staff to behave in a professional manner at all times. All staff are expected to adhere to the school's staff code of conduct policy.

Job description – classroom teachers



Curriculum and Assessment

- Contribute to the ongoing development of a rigorous and inspirational, knowledge rich curriculum in line with the school's vision for being a world class educational establishment.
- Pursue an evidence and research-based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- Contribute to curriculum development to ensure that it meets the needs of all students including SEND and EAL students.
- Ensure that exam courses are planned in line with exam specifications.
- Be accountable for student progress of the student you teach, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance and plan appropriate support within the classroom.
- Use formative assessment to check for understanding and ensure that knowledge is embedded.
- Ensure a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for all students.

Quality of Teaching and Learning

- Teach a timetable as allocated.
- Set high standards and expectations for students and staff that embody the school's vision of excellence and rigour.
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, adaptive lessons that are aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour according to the school's behaviour policy.
- Engage in professional development.
- Lead, develop and line manage the team through the provision of CPD, inset training days and the appraisal process.
- Identify needs and participate in training opportunities in school and within the local authority.
- Participate fully in the School's induction, CPD and appraisal process.
- Contribute to the school's intervention programme.

Job description – responsibilities of all teachers



Behaviour

All staff are expected to do the following

- Implement the school's 'prevention before sanction' Behaviour Policy consistently and fairly.
- Meet and greet students at classroom doors at the start of all lessons.
- Use the 5-0 countdown as the school's universal language to obtain silence.
- Use STAR expectations at the start of every lesson to create a highly focussed climate for learning.
- Implement the school's approaches to behaviour; warm strict, 100% compliance; positive framing and sweating the small things.
- Oversee line up procedures in the morning.
- Log concern and achievement codes each lesson.
- Challenge and address behaviour around the school.
- Role model and lead by example on the school's behaviour procedures.
- Walk students to detention at the end of each day.
- Liaise with parents and carers regarding student behaviour.

Professional development

- Participate fully in the school's CPD programme, weekly CPD programme and INSET days.
- Attend specific CPD and keep up to date with subject specific developments.
- Support and mentor colleagues as appropriate.



Job description

General requirements of all staff

- Adhere to all school policies.
- Work cooperatively with colleagues and under the direction of your line manager.
- Seek support and guidance where needed.
- Always maintain confidentiality.
- Work to promote the safeguarding of all students.
- Promote equality, diversity and inclusion.
- Complete work to a high standard.
- Support and promote the vision of the school.
- Support the school's Jewish ethos.
- Attend school events as required.
- Keep up to date with development changes and legislation in relation to your role.
- Undertake weekly duties as directed, including the supervision of students at the beginning of school, during break times and at the end of the school day.
- To follow school policies and procedures and guidelines as provided by line managers and the school's senior management team
- To attend meetings, parents' evenings and other functions, as required by the Headteacher.
- To uphold agreed standards of dress, behaviour and discipline around the school and when supervising pupils outside the school

Reasonable requests

Main duties and responsibilities are outlined in the job description. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher and/or line manager. 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.

Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. This will be communicated in advance and necessary arrangements will be made depending on staff member's role.

Review Arrangements

These responsibilities may be amended at any time in the future by the Headteacher in order to respond to the changing demands and needs of the school, national initiatives and statutory legislation. Consequently, the Headteacher will consult with the postholder at the appropriate time.



Person specification

Qualifications & experience

- Qualified teacher status.
- A good honours degree in a relevant subject (eg -technology, design, engineering etc)
- A passion for education, supporting children and young people and transforming life chances.
- A proven track record of raising standards in a secondary school context (or for ECTs an ambition to raise standards).
- A proven track record of excellent DT teaching (or for ECTs, experience of DT teaching through trainee course/placements).
- A clear understanding of what an excellent DT curriculum looks like.
- Experience of implementing excellent behaviour systems.
- Experience of safeguarding children and young people.

Skills & attributes

- Ability to work proactively with attention to detail.
- Highly developed interpersonal skills including influential skills.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance.
- Ability to manage conflicting priorities, make decisions and resolve issues in potentially stressful situations.
- Ability to work to high standards and with rigor.
- Commitment to equal opportunities.
- Commitment to support the school's Jewish ethos.
- Commitment to improving the lives of young people
- Commitment to/understanding of safeguarding.

Application process



1. Complete the London Borough of Redbridge application form (CVs are not accepted).
2. Complete a personal statement of no more than two sides of A4 outlining how you meet the person specification. Please cover all the points of the person specification as this will be used for shortlisting purposes. **Please complete your personal statement on a separate document and not in the application form.**
3. Email your application form and personal statement to recruitment@kshsonline.uk
4. This vacancy closes on Tuesday 20th January 2026 at 8.00am. We may interview suitable candidates as we receive applications. We therefore encourage suitable candidates to apply as soon possible. We reserve the right to close the advert at any point before the closing date.
5. Candidates wishing to visit the school or wishing to speak to a member of the Head of DT before applying should contact recruitment@kshsonline.uk



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