



Temporary Teacher of ICT & Business – Sickness cover

Eskdale School & Caedmon College

Recruitment Information Pack



**Resourcing
Solutions**

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Eskdale School

I am delighted you are interested in joining the team at Eskdale School. We have a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the young people of Whitby and the Yorkshire Coast.

Our motto is '**A place of belonging – A place of inspiration**' and our aim is that all our students thrive and make good academic progress whilst developing into resilient, confident and respectful young people.

In September 2019 we developed a partnership with Caedmon College where both schools will share a Sixth Form to provide further opportunities for our staff and students to learn and develop.

Eskdale School is a community in which our teaching and support staff are incredibly passionate about teamwork.

Staff morale is high and we have a commitment to recognise individual potential and to provide support, CPD and training for colleagues joining our organization at all levels; you will never feel unsupported or alone in our school.

As a small school we are able to really get to know our students and in many ways this is one of the reasons why we have had very little staff turnover in recent years. My staff tell me they like working here, feel supported and encouraged and value the open door approach we have with parents and the community.

Teaching is one of the best jobs in the world and for any professional who is looking for either their first or next school it is vital you find one that will support you. Myself and our SLT all teach because we enjoy it, and it allows us to continue to develop in the classroom. As an Art Teacher I still get a buzz when a student learns something new.

We are really proud of our school and the progress we are making. Please take the time to come and visit us – we'd love to show you around.

Mr Phil Nicholson
Head of School

Caedmon College

Caedmon College Whitby is a comprehensive 11 to 18 college

The College combines strong academic achievement and excellent facilities with excellent pastoral care – the welfare and happiness of our staff and students are a top priority.

Students form enduring friendships at the College, fostered by the fantastic community spirit that is evident here. This, alongside the intellectual, physical and cultural interests that students develop provides them with skills for life.

LATEST OFSTED REPORT

Our most recent Department for Education Inspectorate (Ofsted) Report concluded that the College was ‘A Good school’. Ofsted also commented that:

- The College “is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment”.
- “Standards are rising and students are making good progress across the range of subjects.”
- “Teachers have good subject knowledge and set tasks which motivate students as well as preparing them for examinations. There are examples of outstanding teaching.”
- “Behaviour and safety are good because students demonstrate high levels of respect for their teachers and each other.”

Thank you for your interest, and we look forward to receiving your application.

Application Process

The closing date for all applications is 9am, Monday 19th February

Interviews will be held shortly thereafter.

Queries / School Visits

Informal chats about the role are welcomed and encouraged. For queries or to arrange a call or visit with the Headteacher / Head of Department, please contact

Chloe Bullen at Chloe.Bullen@northyorks.gov.uk or on 01609 536 964

Application Process

Please apply via the [NYC Jobs Page](#)

Please contact us if you need an application form in a different format.

Unfortunately we do not accept CVs.

Interviews will be held shortly after the closing date.

Job Description

General Professional Duties

To fulfil the conditions of employment for school teachers, as stated in the latest School Teachers; Pay and Conditions Document and adhere to the expected behaviours and standards of school teachers as laid out in the Teachers' Professional Standards document. To follow College policies and behaviour systems.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

You will need:

- Qualified teacher Status
- Experience delivering ICT & Business lessons to KS3 and KS4
- To have a proven track record of achieving outstanding outcomes for students.
- To be an outstanding classroom practitioner with the ability to make lessons active, lively and focussed on pupil needs

Main duties and responsibilities

PART ONE: TEACHING

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas
- foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate
- distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Main duties and responsibilities of Post-threshold teachers

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Role Review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These duties will be discussed annually as part of the postholder's annual performance review and are subject to change. However, they may be altered at any time, subject to need, in consultation with the postholder and with the Principal's approval.

We are committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. We have a robust child protection policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.

North Yorkshire Council (NYC) advertise vacancies and process applications on behalf of schools and external organisations (third parties) in North Yorkshire. NYC are not responsible for the recruitment/employment practices of third parties and accept no liability in relation to the vacancy and any subsequent recruitment/employment processes. Further information on how we process your data can be found [here](#).

Person Specification

JOB REQUIREMENTS	ESSENTIAL	Essential	Preferred	Met	
Qualifications and experience	Good honours degree	✓			
	Qualification as a teacher	✓			
	Evidence of good classroom practice	✓			
	Evidence of a commitment to the value of team work	✓			
	A clear focus on standards in order to raise achievements	✓			
	Evidence of excellent ICT skills	✓			
	Evidence of an understanding of the role of a college within its community			✓	
Personal and interpersonal	Good communicator – with staff, governors, students, parents and community	✓			
	High standard of written and oral communication	✓			
	Ability to be a good ambassador for the College and inclusive education	✓			
	Ability to adapt to changing circumstances	✓			
	Ability to motivate, inspire confidence in students, consult and encourage	✓			
	Innovative and enthusiastic	✓			
	Ability to work as a member of a dynamic forward-thinking team and to contribute to departmental decision-making	✓			
	Evidence of showing perseverance and plenty of energy!			✓	
	Ability to work as part of a team	✓			
Staff Development	Evidence of commitment to continuing personal professional development	✓			
	Participation in the College's Performance Management cycle, involving effective self-management and evaluation of performance	✓			
Child Protection	A commitment to the safeguarding and welfare of young people	✓			

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.