



Dowdales School
A proud, thriving, ambitious community

As One
Aim High
Lead by Example

DOWDALES SCHOOL

VACANCY

APPLICATION PACK 2024



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Welcome | About Us

from Ms. Aubrey, Headteacher

We are a proud, thriving, ambitious community. We maintain the proud traditions of everything 'Dowdalian'. We are a school judged Ofsted 'GOOD' in all areas. July 2019.

Thank you for taking an interest in our school and considering an application for a post to join our team.

Students and staff are proud to be part of the Dowdales community, proud of a community that has been recognised as 'close knit' where 'pupils are well known and well cared for'. At Dowdales students feel safe, are well supported and are recognised as having good manners.

All staff have high expectations of what students can achieve and their strong subject knowledge allows students to make good progress and excel. In addition, our teaching also develops a strong moral purpose as we guide students to debate social justice and equal opportunities. Our teaching has been judged as highly effective.

Outcomes at Dowdales are good and above national averages. Students have a solid and varied curriculum. Our curriculum is judged as a real 'strength' with 'clear intent and vision'. Students can follow subjects that they are interested in at GCSE and that will lead them to the careers/progression that they wish to take. Many students move to A-level and university or to jobs in the local area such as higher level BAE apprentices.

At Dowdales students are well known and cared for. Our pastoral systems are strong and teachers plan to ensure that the behaviour in lesson supports an atmosphere of learning.

Our extra-curricular and enrichment provision allows students to enjoy and pursue their interests, whether that be Sport, STEM, Creative/Performing Arts or Languages. Our exciting partnerships allow students to work with professionals from companies such as the Royal Shakespeare Company, Birmingham Royal Ballet, Lancaster University, The Wordsworth Trust and more.

Dowdales is an exciting place to work; we are proud to be Dowdales. We look forward to your application to work in our school.

Ms. E Aubrey

Headteacher





Dowdales opened in 1928, then called Dowdales Central School. It was originally attended by some 240 boys and girls. The school was chosen as an education establishment for its beautiful grounds which houses a mansion at the top of the tree lined drive.

The stone turreted mansion was built as a private residence for the Ashburner family and still bears the Ashburner family crest in stone high up on the main façade.

Dowdales and the local area

Dowdales School is attended by 820 students and has benefitted from many extensions and adaptations adding further character to the extensive parkland ground.

It is testament to the school that students and staff, both past and present, are proud to call themselves Dowdalian. "Once a Dowdalian, always a Dowdalian" is one of our sayings.

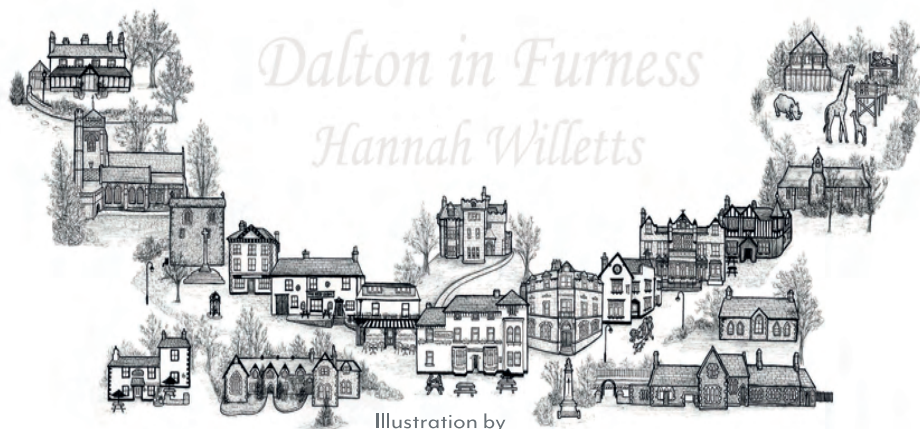


Illustration by
Hannah Willetts

Dalton in Furness is situated on the fringe of the Lake District and at the centre of the Furness peninsula.

The town has a small number of light industries, but is largely a farming and dormitory community dependent upon the industries of Barrow and Ulverston. Fine beaches and the Furness Fells are on the doorstep and the immediate locality has a wealth of attractive countryside, moorland and small villages with a thriving community life.

There is a wide variety of housing, both within the town of Dalton and in the surrounding areas. Further recreational and cultural opportunities also exist in the area including the Lake District National Park.

Dalton railway station is close by offering regular train connections to Ulverston, Lancaster, Preston and Barrow in Furness. There are nearby bus stops with connections to Ulverston, Kendal, Barrow in Furness and the surrounding villages.

HOW TO APPLY FOR A VACANCY

TEACHER OF ART

Permanent position

Part Time (0.4 FTE)

Salary Scale

Teachers Salary Scale

Closing Date for Applications

Wednesday 9th October 2024

Position to Commence

Temporary 01.01.25-31.08.25

Interview Date

Week commencing 14th October 2024

If you would like to apply for a vacancy at Dowdales School please visit our website www.dowdaleschool.co.uk or contact us on 01229 469800 for an application pack.

Please fully complete the application form and the Disclosure and Barring Service Applicant Statement and return this to:

Recruitment, Dowdales School, Nelson Street, Dalton-in-Furness, Cumbria, LA15 8AH or email recruitment@dowdales.cumbria.sch.uk.

Please read the guidance notes before completing this application. Please note that a CV will not be accepted.

If you are shortlisted, references will be taken up prior to your interview. Any applicants called for interview who have submitted an electronic application will be required to sign their application form at interview. At interview applicants are requested to bring the original documentation of their qualification.

Applicants who have not received an invite to interview within three weeks of the specified closing date should assume that they have not been shortlisted.

Dowdales School is committed to safeguarding and promoting the welfare and well-being of its pupils, engages with young people and staff in Policy and practice developments, proactively encourages feedback and expects all staff and volunteers to share this commitment.

The successful applicant will be required to undertake child protection screening, including references from past employers and an enhanced check with the Disclosure and Barring Service.

PLEASE NOTE THAT WE ARE UNABLE TO ACCEPT CV'S AND A DOWDALES APPLICATION FORM MUST BE COMPLETED.

THE ART DEPARTMENT

Thank you for your interest in the Teacher of Art post advertised.

Dowdales Art department is well-established, experienced and successful.

We are a team of three members of part time teaching staff supported by an amount of technician hours.

We have two large classrooms with brilliant natural light, these are equipped with computers, light boxes and lots of storage. The rooms can be opened out into one large space to hold exhibitions and workshops.

Students have one lessons per week at Key Stage 3. We cover a wide range of topics at Key Stage 3, these focus on building students skills using a variety of materials as well introducing engaging and interesting artists and art movements.

At Key Stage 4, if students opt to study Art GCSE, they will have three lessons a week (a single lesson and a double lesson). At GCSE the exam board followed is AQA. We focus on personal projects, allowing students to take the lead with their own work and explore themes that are important to them.

Following the philosophy of the school all Art classes are mixed ability and Art is taught to every year group.

Results in the department are very strong and students enjoy their lessons; attainment in Art is regularly above the national average. Art is a popular option at GCSE with two or three groups running most years.

Extra curricular activities are a strength at Dowdales, and the Art department contributes to educational visits and clubs.

Art	Cohort	9-7%	9-5%	9-4%
2018-2019	74	16%	43%	65%
2019-2020	90	18%	56%	78%
2020-2021	80	20%	58%	79%
2021-2022	58	33%	62%	90%
2022-2023	49	31%	69%	90%
2023-2024	50	22%	64%	84%

JOB DESCRIPTION

TEACHER: MAIN SCALE

POST PURPOSE:

To ensure that outcomes for students are the best they can be. In achieving this you will discharge the professional duties of teachers as described in the latest Pay and Conditions of Service document for Teachers (STPCD) including the current Teachers' Standards.

RESPONSIBLE TO:

The Headteacher through the Academic Team Leader/Subject Leader

You are responsible for:

Leading Teaching and Learning by:

- Setting high expectations which inspire, motivate and challenge students
- Identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught and in line with the school's Teaching and Learning Policy
- Setting appropriate and high expectations for students' learning and behaviour
- Ensuring that work is differentiated to the needs of whole school classes and individual student's needs
- Setting clear targets for students' learning, building on prior attainment and considering each student as an individual
- Using data to identify and plan for groups of students: Gifted and Talented and more able, special educational needs or a disability, Children Looked After and Disadvantaged Students
- Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, challenge is maintained, and best use is made of teaching time
- Using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships following the school's Consistent Behaviour Management Policy
- Ensuring that students are thoroughly prepared for their internal and external examinations and that all examination coursework is completed and marked according to examination board and departmental criteria and is kept safe and secure at all times
- Providing activities to extend and challenge students and to support preparation for external examinations
- Contributing to students' social, moral, cultural, spiritual and citizenship development
- Demonstrating an understanding of and taking responsibility for promoting high standards of Literacy, articulation and the correct use of Standard English, whatever your specialism

Monitoring and Assessing Student Progress:

- Marking and monitoring students' class and homework by providing constructive oral and written feedback, setting targets for students' progress and planning for student reflection following the school's Marking and Assessment Policies
- Assessing how well learning objectives have been achieved and use this assessment for future teaching
- Maintaining full records of homework, attainment and examinations for students taught
- Producing and analysing teaching group examination predictions and results as requested by the Academic Team Leader
- Providing assessment and report information in a timely manner, in line with school policies and procedures
- Meeting the dates for the completion of Records of Achievement/ Assessment Profiles at the appropriate times as issued on the school assessment schedule
- Participating in departmental discussions of student numerical targets and their progress towards these and of the development of strategies to meet the departmental numerical target
- Contributing to the preparation of the Departmental Improvement Plan as appropriate

JOB DESCRIPTION

Resources within the Department:

- Contributing to the development of Schemes of Work that contain a wide and varied bank of resources to stimulate student interest and learning
- Selecting and making good use of learning resources to enable teaching objectives to be met
- Ensuring that stock and equipment is well cared for and economically used
- Ensuring that classrooms present a stimulating and tidy environment
- Implementing the school's Health and Safety Policy

Professional Development:

- Keeping up to date with research and developments in pedagogy practice and curriculum
- Evaluating, reviewing and developing teaching and classroom practice
- Building up a thorough understanding of professional responsibilities in relation to school policies and practices
- Setting a leading example to the students through presentation and personal conduct
- Participating in the school's appraisal arrangements
- To read and understand your role as outlined in the Child Protection Policy and other safeguarding policies including those relating to Prevent

Communication with Parents:

- Attending any appropriate meetings with parents/carers including Parents' Evenings and any other school meeting necessary for the smooth running and development of the school within the guidelines issued in the current STPCD
- Providing informative reports to parents/carers in line with the school's Reporting Policy
- Raising, in consultation with the Academic Team Leader, particular concerns regarding students with parents/carers

Internal Communication:

- Actively participating in shaping and contributing to the department with department team colleagues and Academic Team Leaders/Subject Leaders
- Providing information required by Achievement Leaders, SENCO or the Senior Leadership Team
- Actively participating in Departmental Meetings
- Liaising with the Achievement Leaders and Academic Team Leaders to ensure the implementation of the Consistent Behaviour Management Policy
- Attending departmental and any other school meeting necessary for the smooth running and development of the school within the guidelines issued in the current STPCD

Staff Absence:

- Ensuring that, where possible, if appropriate, work has been set and that the resources required are available
- Supporting supply staff who are working within the department

Specific Tasks and Responsibilities

- Being a Form Tutor or a Progress Mentor and carrying out the duties outlined in the Staff Handbook
- Collaborating with colleagues and relevant professionals beyond the school

Developing the School Ethos

The Governors of Dowdales would expect the post holder to:

- Be involved in enrichment activities in line with the ethos of the school
- Play a full part in the life of the school community
- Support its distinctive mission and ethos and to encourage and ensure staff and students follow this example
- Contribute significantly, where appropriate, to implement the policies and practices of the school and to promote collective responsibility for their implementation

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description does not form part of the Contract of Employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out. The job description is current at the date below but will be reviewed on an annual basis. It may change to meet the changing demands of the school at the reasonable discretion of the Headteacher and in discussion with the post holder.

JOB DESCRIPTION - UPS

TEACHER: UPPER PAY SCALE

POST PURPOSE:

To ensure that outcomes for students are the best they can be. In achieving this you will discharge the professional duties of teachers as described in the latest Pay and Conditions of Service document for Teachers (STPCD) including the current Teachers' Standards.

RESPONSIBLE TO:

The Headteacher through the Academic Team Leader/Subject Leader

You are responsible for:

Leading Teaching and Learning by:

- Setting high expectations which inspire, motivate and challenge students
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- Setting appropriate and high expectations for students' learning and behaviour
- Ensuring that work is differentiated to the needs of whole school classes and individual student's needs
- Setting clear targets for students' learning, building on prior attainment and considering each student as an individual
- Using data to identify and plan for groups of students: Gifted and Talented and more able, special educational needs or a disability, Children Looked After and Disadvantaged Students
- Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, challenge is maintained, and best use is made of teaching time
- Using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships following the school's Consistent Behaviour Management Policy
- Ensuring that students are thoroughly prepared for their internal and external examinations and that all examination coursework is completed and marked according to examination board and departmental criteria and is kept safe and secure at all times
- Providing activities to extend and challenge students and to support preparation for external examinations
- Contributing to students' social, moral, cultural, spiritual and citizenship development
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JOB DESCRIPTION - UPS

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- Building up a thorough understanding of professional responsibilities in relation to school policies and practices
- Setting a leading example to the students through presentation and personal conduct
- Participating in the school's appraisal arrangements
- Identifying professional development needs, driving this development and sharing developments with others so as to improve learning and outcomes

Communication with Parents:

- Attending any appropriate meetings with parents/carers including Parents' Evenings and any other school meeting necessary for the smooth running and development of the school within the guidelines issued in the current STPCD
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- Attending departmental and any other school meeting necessary for the smooth running and development of the school within the guidelines issued in the current STPCD

Staff Absence:

- Ensuring that, where possible, if appropriate, work has been set and that the resources required are available
- Supporting supply staff who are working within the department

Specific Tasks and Responsibilities

- Being highly competent in all elements of the Teachers' Standards ensuring that your achievements and contribution to the school are substantial and sustained
- Demonstrating a substantial impact on the school beyond your own class/group(s) over a sustained period
- Demonstrating over a sustained period an ability to support students to meet or exceed expected levels of progress/achievement
- Demonstrating an ability to coach, mentor, advise and share best practice with other teachers to enable them to improve their teaching practice
- Being a Form Tutor or a Progress Mentor and carrying out the duties outlined in the Staff Handbook
- Collaborating with colleagues and relevant professionals beyond the school
- To read and understand your role as outlined in the Child Protection Policy and other safeguarding policies including those relating to Prevent

Developing the School Ethos

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PERSON SPECIFICATION

TEACHER OF

ART

QUALIFICATIONS, EXPERIENCE AND PROFESSIONAL DEVELOPMENT

ESSENTIAL

- A good honours degree or equivalent
- Qualified Teacher Status

DESIRABLE

- Evidence of further subject-based or more general professional development

▼ PROFESSIONAL EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

ESSENTIAL

- A good classroom practitioner
- A good understanding of effective and engaging teaching methods
- The ability to engage, enthuse and motivate students
- Experience of teaching up to Key Stage 3 and Key Stage 4
- An understanding of the use of assessment to inform planning
- Evidence of improved student outcomes
- The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students
- The ability to set consistently high expectations for all students through class work and homework
- Experience of monitoring and marking students' work by providing constructive oral and written feedback

DESIRABLE

- An outstanding classroom practitioner
- Willingness to teach another subject
- The ability to manage time effectively and prioritise work

▼ PERSONAL SKILLS AND ATTRIBUTES

ESSENTIAL

- Highly motivated
- Respond well to a challenge
- Maintain high professional standards
- Commit to the school's aims, ethos and vision
- Excellent communication skills
- Commitment to own professional development



Dowdales School

A proud, thriving, ambitious community



OUR STAFF ARE OUR *number one* RESOURCE

