

THE SPIRES COLLEGE

Teacher of Art and Textiles

Full time or Part time | Fixed Term to 31 August 2027

Closing Date: Friday 4 December 2026
Interviews: w/c Monday 7 December 2026

Thank you for your interest in this position at The Spires College. This brochure is designed to provide you with information about the specific role and department, the college and our community. We welcome prospective candidates to contact the college for further information or to arrange a visit. Contact details are on the last page.

Dear Candidate

re: Teacher of Art and Textiles



I'm delighted that you are considering joining our College and very much hope that the enclosed information helps you make an informed decision about whether this is the job for you.

The Department of Design and Technology has a really supportive team and is a great place to start your teaching career. Similarly, there are plentiful opportunities for more experienced teachers to develop their practice and further their careers at the College. Applicants with all levels of experience are encouraged to apply. There is a very collaborative approach within the department as the team work together to design the best learning opportunities for our students. This means that all teachers have the opportunity to grow professionally as everyone has to have a good understanding of curriculum design and pedagogy.

It has been my privilege to lead the College since 2014, and to shape it into the forward-thinking, inclusive place that it is today. Visitors almost always comment on the calm but friendly atmosphere, and our culture of kindness, honesty and respect is much valued. We have very high expectations, of ourselves and of our students, who are fantastic: they want to learn and behaviour is good. And this is *because* we work hard to ensure that students and staff feel that The Spires College is a safe, caring and happy place to study and work. Of course, every headteacher will say good things about their own school and that is why I've asked our staff to contribute to this brochure to give you an honest view 'from the chalkface' and why we ensure that interviews always provide opportunities for candidates to talk frankly with a range of staff.

The main reasons I love working here are the staff and the students: working with young people is a genuine privilege, and every day I know I will be supported by the most diligent, hard-working colleagues I could possibly wish for. I laugh out loud every day, which isn't something everyone can say about their job. That's not to say there are not stresses and challenges: there absolutely are but I always know we will pull together and look after each other during those times. As a community of professionals, every member of staff plays an important role in the success of the College. There is no place for ego here. Everyone commits to working hard to provide our students with the best possible opportunities in life, driven by moral and ethical values. This is not to say that we don't enjoy our work thoroughly; we do, but our decisions are always rooted in integrity.

A priority for leaders at the College has been to ensure we remain true to our beliefs and values. We have a clear vision for what a school should be and try hard to avoid the educational bandwagons that come along and offer illusory silver bullets and quick fixes, instead placing great value on evidence and common sense. We know that good teaching in every classroom is key to educational success and this remains at the heart of our approach. Every teacher has a genuinely personalised programme of professional learning and opportunities. Teachers are expected to do a really good job but they are also trusted to do so. I firmly believe that enforcing a highly prescriptive, single approach to teaching prevents the very best teachers from excelling. Instead, we focus on educational research, and equip teachers to makes decisions about their planning, teaching and assessment that are grounded in evidence. Integrity, openness and kindness are much valued at the College and I hope that this is noticeable if you visit us.

Working at The Spires College brings many opportunities beyond developing as a teacher. We want our young people to remember their school years as a time of excitement and opportunity; a time when they experienced new things and discovered just how much they could achieve in their lives. We therefore place great value on extra-curricular activities and opportunities. Student leadership is valued and prioritised. But none of this is possible without the brilliant team of staff that make these things happen and so it is my job to ensure that all of these facets of school life are supported, encouraged and valued.

The College is heavily over-subscribed every year. I need to ensure we have the very best teachers to continue to take the College forward. If that's you, I'd be delighted to meet you. You are, of course, welcome to come for a look around but I know that finding opportunity to do so can be difficult, so will aim to give you a good flavour of the College over the following pages.

With very best wishes



Alex Newton
Principal



The Department of Design and Technology

The Design and Technology Department at The Spires College brings together three exciting and complementary areas of study: Product Design, Food and Nutrition and Fibres and Textiles. Together, these subjects provide students with opportunities to explore the world around them, understand how things are designed and made, and develop the practical, creative and problem-solving skills needed to turn ideas into reality. There are currently three teachers and two technicians within the Design and Technology team.

At the Spires College we believe that Design and Technology plays an exciting and leading role in enhancing the life, imagination and education of our students and the surrounding community. Through a continual focus on the highest quality teaching and learning in design technology, we seek to build an aspirational, creative environment where students develop a love of learning and creativity through engaging and wide-ranging schemes of learning and extra-curricular activities.

Our vision is to foster an environment where independent and collaborative opportunities encourage each student in confident risk-taking so that they can express their individuality and pursue their ambition, however great. We believe that involvement in Design and Technology helps to foster a positive attitude in our community by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity, and ambition. In our outstanding facilities, we help students to acquire an important sense of belonging as well as build the self-confidence they need to do well and make their first steps towards higher education and employment.

Textiles

At Key Stage 3, our Fibres and Textiles curriculum introduces students to the creative possibilities of textile design through innovative, shared design briefs. Working alongside the wider Technology curriculum, students explore common themes and design challenges, discovering how the same starting point can generate very different creative outcomes depending on the discipline and approach taken.

Within Fibres and Textiles, students explore a diverse range of applications, including fabric creation, embellishment, printing and constructed textiles. They develop practical skills alongside their understanding of design principles, learning to research, experiment, evaluate and refine their ideas through an iterative design process.

Drawing inspiration from different cultures, contemporary designers, artists and the natural world, students begin to understand how materials, techniques and ideas can be combined to create purposeful and imaginative outcomes. Wider themes, including sustainability and the changing role of textiles in society, are woven throughout their learning. The curriculum encourages students to become resourceful, resilient and independent creative thinkers, building a strong foundation for further study.

At Key Stage 4, students follow the Eduqas GCSE Design and Technology specification, building on their prior experience to develop a more sophisticated understanding of materials, processes and design practice. Students undertake increasingly independent investigations,

responding to design challenges through research, experimentation, practical development and considered evaluation.

There is a strong emphasis on extending students' technical knowledge and practical capabilities. Alongside exploring a broad range of textile applications, students gain extended experience of specialist processes and advanced techniques, including pattern cutting, textile construction, printing, dyeing and polyfusion. Practical exploration is underpinned by a thorough understanding of the theoretical principles of Design and Technology, ensuring students can make informed decisions about materials, manufacturing processes, functionality and design.

Students are encouraged to explore contemporary and innovative approaches to textile design, including biomimicry, user-centred design and the relationship between traditional textile practices and emerging technologies. They develop the confidence to experiment, take creative risks and apply their growing technical knowledge to produce thoughtful, purposeful and individual design solutions.

Further information about the Technology and textiles curricula can be found on the College website.



Technology teachers and students at The Spires College benefit from superbly equipped specialist teaching spaces, providing an inspiring environment in which to develop practical skills, explore new technologies and bring creative ideas to life.

The Fibres and Textiles classroom is equipped with specialist Janome sewing machines and dedicated facilities for screen printing, printmaking and fabric dyeing. Students also benefit from access to the wider Technology Department's extensive resources, including a large-format laser cutter, 3D printing facilities, sublimation printing and the full Adobe Creative Suite, alongside fully equipped workshops.

These facilities enable students to work across traditional and emerging technologies, exploring innovative ways to combine textiles with digital design and advanced manufacturing processes. From developing intricate textile constructions to experimenting with digitally produced components and unconventional material combinations, students are encouraged to push the boundaries of what textiles can achieve.

The Role

The successful candidate will teach Art and Textiles at Key Stages 3 and 4. They will support the development of the subject: its increasing popularity at GCSE means the College would like to explore the introduction of Textiles at A level and we are keen to recruit a skilled teacher who could support this ambition. The ability to teach across other technologies would be advantageous.

Job Description
Teacher of Art and Textiles
2026

Salary:	**MPS/UPS**
Contract Type:	**Full-time or Part -time / Fixed term until 31 August 2027**
Accountable to:	**Head of Department**
Commencing:	**1 January 2027**

Introduction

This Job Description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list, and duties / specific tasks may be varied from time to time, without changing the general character of the job or the level of responsibility entailed. This will allow flexibility for the College to respond to changing priorities and also support and enhance individual professional development. This is not an exhaustive list and it is the practice of the college to examine job descriptions periodically, update them and ensure that they relate to the job performed, or incorporate any proposed changes. This procedure will be conducted by the Principal/Line Manager in consultation with the post holder.

Terms and conditions for staff employed on teaching contracts are detailed in the current School Teachers' Pay and Conditions document.

Overall Purpose and Accountability

- To meet the requirements of the Teachers' Pay and Conditions document and to support students in attaining at the highest levels.
- To support and uphold the ethos, principles, policies and rules of the College in all respects and at all times.
- To provide high quality learning experiences that support students in achieving at the highest level possible and in developing their own capacity as independent and reflective learners.
- To support the Head of Department to develop an inclusive approach to teaching so that all students are stimulated to accomplish their optimum performance.
- To assist the Head of Department to maintain standards of teaching and learning across the curriculum.

Key Accountabilities

You will:

- Thoughtfully plan and teach engaging and challenging lessons.
- Meet the needs of all learners through high quality planning and teaching.
- Set and feedback upon appropriate homework.
- Use regular, measurable and useful assessments of teaching.
- Complete all reporting on time.
- Closely monitor progress and attainment of students and use this to inform planning and teaching.
- Provide content for and where necessary deliver high quality student interventions.
- Support all students to achieve College targets.
- Work alongside colleagues on, self-evaluation measures, quality assurance processes and department improvement strategies.
- Support department leaders in the implementation of high-quality Schemes of Learning.
- Maintain regular and productive communication with parents about students' progress.
- Organise and participate in exciting and motivating trips and events.
- Take responsibility for your own professional learning through participating in the College's performance management processes and CPD opportunities.

School Culture

You will:

- Help create a strong College community, characterised by consistent, caring and respectful relationships.
- Help develop a College culture and ethos that is utterly committed to achievement.
- Be an effective Form Tutor (teachers will usually be required to perform the role of form tutor)
- Create and sustain a positive learning culture.

Health and safety

You will:

- Adhere to health and safety policies/procedures and current statutory health and safety requirements.
- Attend training as and when required for the purposes of safeguarding children and corporate safety.
- Ensure the College is immediately notified of any issues that may affect your right to maintain enhanced clearance to work on the school site (DBS).

The College is committed to safeguarding and promotion the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS disclosure with barred list information.

Person Specification
Teacher of Art and Textiles
2026

THE SPIRES COLLEGE

We are looking to appoint someone who:

- Believes in the potential of all young people to achieve highly
- Enjoys teaching
- Is passionate and knowledgeable about their subject

You must have:

- A good honours degree in a relevant subject
- A teaching qualification
- QTS

You will be:

- A skilled teacher, who is adept at building positive working relationships
- Enthusiastic and keen to work in a forward-thinking, inclusive school
- An effective communicator

Post-specific requirements:

This post is suitable for newly qualified teachers or more experienced practitioners. The ability to teach across the Design and Technology curriculum is desirable, as is the desire to make a significant contribution to the College's extra-curricular programme.

The College

The Spires College is a co-educational, 11-18 bilateral school with a selective stream. It is situated in the Plainmoor district of Torquay, within the Local Authority of Torbay.



There are currently approximately 1160 students on roll, of whom a higher than average percentage are in receipt of Pupil Premium funding. We are a friendly, caring college which puts the needs of our children at the heart of all we do. Academic progress is obviously vital but we also place a high value on the provision of enrichment opportunities that help our students to grow into responsible, confident and considerate young adults. Underpinning all of this are excellent standards of pastoral support and care that allow children to feel safe and valued.

The Spires College is one of very few schools in the country with bilateral streams. This allows us to take up to 60 students each year into a selective stream (out of a 210 PAN). Torbay is an area with a selective, grammar school system, where parents can choose for their child to take the '11+' test if they wish for them to apply for a place at one of the selective schools in the area. Our bilateral stream allows us to maintain a truly 'comprehensive' intake because it means we admit students of all abilities and backgrounds.



We have a modern, purpose-built building offering fantastic facilities for both students and staff alike. We aim to give all full-time teachers their own classroom. We are committed to the professional learning of our teachers to ensure classroom practice is as good as it can possibly be. Every teacher follows a personalised development programme based on individual needs and interests.



The College is over-subscribed with a reputation for combining academic success with an inclusive, family-friendly approach. Our most recent Ofsted inspection in November 2022 was overwhelmingly positive, and can be found on the College website.

Staff Benefits

We organise College-life with staff well-being in mind. Centralised detentions and behaviour support allow teachers to focus on the most important things: teaching and learning. Our approach to teaching is based on an understanding of the positive impact of professional autonomy upon job satisfaction, and on the importance of allowing subject specialists to address the requirements of their own subjects in their planning. In this way, teachers are able to respond to the needs of the students in front of them.

The College invests heavily in staff CPD: a significant amount of time is dedicated to this. We have developed our own provision to support ECTs rather than relying on an 'off the peg' model; we prioritise the induction of all new staff and regard this as an ongoing process; all staff have an entitlement to high-quality CPD that addresses their own needs and priorities.

Other staff benefits include:

- Full membership of the Teachers' Pension Scheme or local government scheme. We also support staff to access high quality advice about their pensions.
- Access to a wide range of discounts at hundreds of big-brand online and high street stores.
- Salary sacrifice schemes to buy a new car or bicycle (these offer the opportunity to pay for these items from your gross salary saving the Income Tax and National Insurance contributions you'd normally make on this income).
- Free staff access to the College fitness suite.
- Discounted gym membership at a commercial gym.
- Access to an employee assistance programme offering a 24 hour helpline and support with financial, legal and employment issues.
- A free annual flu vaccination.



To give prospective candidates an idea of what it is like working at the college, we asked our staff to explain why they chose to work here and what their experience has been like. This is what they said…

Role:	**Lead Practitioner**
Time at the College:	**One month (at time of writing)**

Reading the school's Teaching and Learning policy really piqued my interest and it was this that encouraged me to apply for the role as Lead Practitioner. The coaching model is both effective and sensible, and is tailored to ensure that each teacher is supported with their own individual needs, rather than a 'one size fits all' approach. Teacher autonomy is highly encouraged, and it was apparent from my first visit to the College that teachers here are happy and fulfilled - they are free to take lessons in the direction they see fit to ensure that the needs of their classes are being met. The whole staff body are really friendly and approachable, which as a new member of staff is really important; I have been made to feel exceptionally welcome. Leadership care about their staff and their students and the warm, nurturing ethos shines through in all aspects of the College.

As we all know, student behaviour can have a huge impact on your day - the students here really are excellent. They readily accepted me as their new teacher and are working really hard. The behaviour system is easy to follow and supports all students and staff to have the best possible outcomes each lesson. I have been most impressed, though, with the behaviour in the corridors. The students here are calm and polite and really hold themselves with decorum over their unstructured time. I have only been here a few weeks, but I am very happy I made the move. I have thoroughly enjoyed every day and leave at the end of the school day excited for the next!

Role:	**Lead Practitioner**
Time at the College:	**Since September 2024**

Why did you want to work here?

I was drawn by the principles of teacher autonomy which underpin the College's approach to teaching and learning. It seems rare to find a school which still values this as highly as The Spires College. Added to this, when I came to the school for the first time, it was clear to see how the values outlined on the website were being lived by the staff and students - it wasn't just empty words as a sales-pitch!

What are the most notable things about working here?

The level of trust afforded to staff and the collegiate, supportive nature of everybody at the college. Equally, workload is sensible and manageable. Leaders are aware of the demands on teachers (they all still teach, which is important in this regard!) and are considerate of these.

Would you recommend working at The Spires College and why?

I fully recommend The Spires College as a place to work. It is exceptionally well-led, and this filters down into all other aspects of the job. The focus on professional development is excellent, and the students are highly respectful and receptive.

Role:	**Lead Practitioner**
Time at the College:	**Since September 2024**

My move to The Spires College involved a relocation after working at my previous school for 12 years. I was apprehensive about starting my new role but the staff at the College have been incredibly welcoming and supportive. SLT gave up their time even before the interview to have some initial discussions about the role and for me to share my thoughts. Even though the interview was challenging, the day was very informative and done in a very supportive atmosphere. Since starting in September, the induction process has been informative and well-structured, and I continue to feel comfortable to ask for any ongoing support. I really feel that my opinions are not only listened to but valued. I've been impressed with the drive the school has to improve outcomes for the students and how it places the professional development of staff as a fundamental priority. If you want to challenge yourself to be the best teacher you can be, The Spires College is somewhere you can definitely do that. I know I am looking forward to continuing my journey here with the support of a great group of staff and students.

Role:	**Assistant SENDCo**
Time at the College:	**14 months (at the time of writing)**

The school has such an inclusive, welcoming atmosphere and everyone is encouraged and helped to develop their skills and knowledge. The staff are so supportive of both each other and the students. Help is always on hand for any queries or concerns you have and everything is done with the needs of the students in mind. It really is a great place to work and teach, and I would encourage you to apply.

Role:	**Teacher of Music**
Time at the College:	**Joined September 2018**

Why did you want to work here?

The Spires College appealed to me as it looked like an exciting and forward thinking place to work. The Spires was in its fourth year since rebranding as a College when I joined and I was really impressed by how much the school had achieved in such a short space of time. Compared with other schools in the area, The Spires stood out as being independent. This appealed to me, having experienced academy chains with a 'one size fits all' approach to education. At the time that the vacancy came up, I was looking to relocate and the location of the Spires College, being in Torbay attracted me to the area as well.

What was your interview day like?

I was impressed by how welcoming and friendly all of the staff and students that I met on the day were. Obviously I was nervous but I felt that because everyone I met was so friendly and genuine when I spoke with them, it helped to alleviate my nerves somewhat and it put me at ease. The structure of the day was well thought out and I felt that I had ample opportunity to learn all I wanted about the college and the post I had applied for.

One of the things that stood out to me was how open and sincere the leadership team were when they did the introductions to the college in the morning and during the interview. It felt refreshing to hear members of the leadership team speak so fervently and confidently about their own ethos around how education is delivered at The Spires College. It was really clear that a well-rounded and broad curriculum for children is the most important aspect of the College. In addition, the trust and faith in the teaching staff at the college was held in equal importance to this.

What are the most notable things about working here?

As I have mentioned previously, the trust that is put in the staff working at the college is excellent. I personally feel valued as a member of staff working here and the recognition I have received for the work I have put in has been very rewarding. I feel like there is a genuine sense of team spirit and all staff are working to the same goal of making the college the best place it can be for the children that attend. We are given excellent opportunities to take ownership of our personal staff development. It is something that the school have invested heavily in and I feel that I have opportunities to be reflective of my own practice and I am able to push myself and try to develop and share new ideas to improve my teaching. The way in which heads of year work with students, tutors and pastoral managers is really consistent and effective too. Working in the music department, I feel very lucky that we have access to a wide range of high quality instruments, rehearsal spaces and equipment. The space and facilities gives me the opportunity to be more creative when designing schemes of learning and allows me to offer a broader range of musical experiences to the students at the College. I have worked in several schools throughout my teaching career but I have never worked in a school that has such a good quality SEND department. There are a high number of support staff and all that I have worked with have been excellent in supporting students in my lessons.

Would you recommend working at The Spires College and why?

Yes. When I was appointed at The Spires, I took a step down from my previous role as a head of department and moved nearly 300 miles to work at the school. This was a difficult decision as it was a big move for me and my family and I had a good reputation in my previous school where I had built up a successful department over a number of years, so it was a lot to leave behind. It didn't take long for me to settle and feel happy at The Spires. As mentioned above, this is due to a number reasons but mainly because of how well the school runs. The children that attend are a diverse range of people with a great attitude and they are a pleasure to teach. I enjoy coming to work and feel valued as a teacher. I feel like the leadership decisions are carefully considered and made with the best interests of students and staff at heart. As a result, the direction that the school is moving in is positive and forward thinking. I feel valued, supported and happy in my role at The Spires College and would happily recommend it to anyone.

Role:	**Assistant Head of Science**
Time at the College:	**5 Months (at time of writing)**

Why did you want to work here?

The Spires College provided me with an opportunity to work in an ambitious, enriching and purposeful school. The college has a wide demographic of students which makes it a highly rewarding and challenging place to work. The huge number of extra-curricular activities available to all year groups demonstrated that the College places a high value in developing well-rounded young people.

What was your interview day like?

From the point I was offered my interview I felt valued and welcomed by the College. All communication was positive and gave me a real sense of the ethos of the College. My interview day was well organised, professional and allowed me to get a good understanding of the College. The Principal was on hand to answer questions, which she answered with great honesty, openly discussing strengths as well as weakness and areas for improvement. All staff I met on the day, from admin staff to SLT, were equally happy to engage in discussions about the school - highlighting the sense of community within the college but also the importance of the school in the wider community. I left my interview wanting the opportunity to work at the college, knowing that it would be a fantastic place to improve both as a teacher and as a leader.

Would you recommend working at The Spires College and why?

Yes, 100%. The Spires College is a unique place to work offering fantastic opportunities for staff development, but its core purpose is clear: it wants all members of its community to grow, learn, enjoy and excel.

Role:	**Deputy Head of Creative Arts and Technologies, Teacher of Drama**
Time at the College:	**Joined September 2016**

Why did you want to work here?

I was informed of an opportunity to work at the College by a former colleague and came over for a visit and tour. I remember being surprised on my arrival that this was done by the Principal. From the minute I entered the College and began discussing the journey the College was on and the future plans for the Creative Arts and Technologies Faculty with Alex, I knew this was a place that was moving forward. I was excited by the scope of opportunity the role would provide me and the vision and personal drive Alex had for the College.

What are the most notable things about working here?

The thing I always tell people about working at The Spires College is that in my entire time of working here I have never had a request turned down that I felt would enhance our students' experience at the College. Alternatives may be suggested and compromises may be made, but I have been astonished at the level of support given by the leadership team to allow me to succeed and ensure our students are given every opportunity to achieve on a national scale. I feel that as a College we work incredibly hard to support the whole student, not just at the times they enter our classroom, but in every aspect of that child's school life. This obviously

begins with the pastoral team, with which I have been lucky enough to work, who offer a level of care and attention that, at times, goes above and beyond the job description. Finally, the thing that makes this school such a pleasant and positive place to work, is that the staff as a whole, from the caretakers to the Principal, are all totally invested in working to make the College the best possible school it can be, and when so many people have such a clear common goal it creates an exciting and energising place to work.

Role:	**Teacher of Geography**
Time at the College:	**Joined September 2019**

Why did you want to work here?

I was first attracted to the College by the information pack created for the job advertisement. There was a clear sense that the school knew its own direction of travel and trajectory. The strong exam results the school had gained were evidence of the quality of the teaching here, and the clear emphasis on the importance of CPD tied in with my own teaching philosophy. Another feature that was really important to me was that I was looking for a school that had high expectations of both pupils and staff, and wasn't afraid to enforce these. Finally I was looking for a school that had clear structures and systems in place for the day-to-day running of the school, and it was easy to find these through the website and the plentiful communication to parents.

What was your interview day like?

The first thing I would say about my interview day is that the information presented to me beforehand was extremely helpful, and more thorough than any other interview I have been to, particularly regarding practicalities such as parking. Having some assistance with these areas really helped me to relax and focus on the tasks the day would involve. I was also helped beforehand by the class teacher whose class I was taking, as he was happy to help me with resources and understanding the class context before the day. On the day itself I was really impressed by the members of the SLT that I met, and the values that govern their approach. Their transparency was refreshing and confirmed my previous thoughts about the quality of the leadership at the school. The rest of the department I would be joining were also really friendly and welcoming, which helped to settle nerves! The school building also struck me as a nice environment to work in.

What are the most notable things about working here?

The quality of the professional development is very high and teachers are equipped individually and collectively to be the very best that we can be. New ideas and approaches are valued, whilst expectations are high of both students and staff. I feel that the department I work in is really well-resourced and that ambition to improve is widely shared amongst all staff.

Would you recommend working at The Spires College and why?
I would thoroughly recommend working here. I am excited by the journey the College is on, and the opportunities that we are able to present to our students. I can't think of a better context to work in if you are ambitious for your students and seeking to improve as an individual practitioner. And if you think that Torquay is too far for you to travel, don't! I live just off junction 27 of the M5 (close to Tiverton) and it takes me roughly 50 mins: it's definitely doable!

Role:	**Head of History**
Time at the College:	**1 week! (at time of writing)**

As a new member of staff I would say that the support and the welcome I've received at The Spires College has been exceptional, not only from my own department but also from IT, SEN, Pastoral Support, Senior Leadership and Support/Admin staff.

Role:	**Lead Practitioner for Mathematics**
Time at the College:	**Eight years (at time of writing)**

Would you recommend working at The Spires College and why?
I would wholeheartedly recommend working at The Spires College. Teaching here I feel valued as a professional, taking responsibility for my own development as a teacher through action research in a supportive environment where evidence-based practice is valued. There are opportunities for leadership experience and further professional development at every level; for instance, in the past year I have been supported through completion of the Chartered Teacher Programme, had experience in leading group coaching sessions for middle leaders, and led a strand of the college's professional development programme. There exist opportunities for progression within the College's leadership structure; within the last five years I have held several positions of responsibility in the mathematics department, culminating in my current position as Lead Practitioner, and I have also held the position of Acting Head of Year 11 and spent a year on secondment to the Senior Leadership Team.

Role:	**Head of Year**
Time at the College:	**Thirteen years (at time of writing)**

Don't hesitate to apply! You will be working in a supportive environment that values the importance of continuous development, for staff as well as students. The opportunity for people to further themselves professionally and personally will be noticeable as soon as you enter the building.

Role:	**Head of Year**
Time at the College:	**Eighteen years (at time of writing)**

It's a place where your opinion counts and you are given opportunities to flourish and develop as a teacher. The college is continually evolving into something bigger and better.

Role:	**Teacher of Geography**
Time at the College:	**Nine years (at time of writing)**

I really enjoy the level of enthusiasm from our students and the enjoyment they get from learning about new topics. Students are polite and inquisitive with a keen sense of identity to their local area and the College: an identify of which they are proud.

Role:	**Teacher of ICT**
Time at the College:	**1 term (at time of writing)**

I was apprehensive about moving to a new school but I did not need to worry.
The Spires College has an excellent induction programme, meaning I felt very prepared before my first day. My department were incredibly welcoming and could not do enough to help me settle in. The school has given me great support with behaviour management and offers an extensive CPD programme. After one term, The Spires College definitely feels like the school where I belong.

Role:	**SEN Specialist Teacher**
Time at the College:	**Four years (at time of writing)**

The school has a lovely atmosphere, the kind of atmosphere where you feel empowered to work to the best of your ability. The staff are friendly and support one another all the time, no matter how small the query is.

Role:	**Teacher of MFL**
Time at the College:	**Seven years (at time of writing)**

The best things about working here are students who engage with staff, come to lessons with a smile and are keen to do well, and working with a team of passionate colleagues who love what they do.

Role:	**Head of IT**
Time at the College:	**27 years (at time of writing)**

I feel the best thing about working at TSC are the people. Our students are fantastic and really value staff who care about them. The relationships between staff and students are what makes TSC the best place to work. This, combined with a staff team that support and look after each other, is why I love my job. Whatever I need to get my head around, there is always someone who is happy and willing to share their ideas, views or experiences. We are a team.

Role:	**Teacher of DT**
Time at the College:	**Six years (at time of writing)**

I have been teaching for more than 30 years and have worked in numerous schools in different areas of the country. I have been at The Spires College for 6 years and I can genuinely say this is the most supportive school I have ever worked in. SLT actually care about their staff's wellbeing and strive to make sure teachers have a work/life balance. They show empathy in dealing with teachers' needs beyond the classroom. Staff are supportive of each other and work across subject areas to deliver the best education possible for the students. I wouldn't want to teach anywhere else!

Role:	**LSA**
Time at the College:	**Five years (at time of writing)**

Working at TSC has proved to be one of the most rewarding career choices I have made to date. I work with such lovely people, and there is a great sense of team spirit and camaraderie! Every member of staff is so well supported, whatever their role within the school community, and the enthusiasm we all have is reflected in the success of our students at all levels. TSC is a very well run school, and I'm so proud to be in a position to be involved in the college's continued success!

Role:	**Teacher of MFL (ECT)**
Time at the College:	**1 term (at time of writing)**

I have been at The Spires College for four months and I have received some truly amazing support from colleagues not just in my department but from other areas of the school as well. What I like most about working here is that I am encouraged to think for myself about how I can support our students. I am given the freedom to develop and try new ideas in the classroom, knowing that we are not just interested in immediate outcomes but the processes of learning. This means that I work in a department that is constantly thinking about how we can improve and make the language learning journey as productive and enjoyable as possible for our students. Alongside this, I have been overwhelmed by our students' genuine desire to develop into well rounded young adults (or the vast majority, at least!). We have an interesting, unique, and warm student base and it is a privilege to be able to help them through their journey into young adulthood.

Role:	**Teacher of English**
Time at the College:	**One year (at time of writing)**

This is the best school I've worked at for its dedication to research and development of teachers. I've never had such a good CPD programme and I'm aware of so many more researchers and their work than ever before, which is having a direct and exciting impact on my own practice.

Role:	**Administrative**
Time at the College:	**Seventeen years (at time of writing)**

The Spires College is a real community within a community. Staff at all levels are very supportive of the children in our care and of each other: celebrating successes and coming together in times of adversity both professionally and personally. There is never any doubt that colleagues, whatever their role, will rally together and there is a genuine 'all hands on deck' approach whenever necessary.

The principal purpose of any school is, of course, the education of children and the consistent improvement in teaching and learning at TSC is evident from measures and outcomes. However, less easily measured is care. As more responsibility for the personal welfare of children and their families is carried by schools I have witnessed this school step up to, and beyond, the mark to ensure that the pastoral care here is second to none. The school centres on the whole person in the knowledge that well supported and nurtured children will not only have better educational outcomes but will benefit socially and mentally. There is not a one size fits all mentality here and I believe that all of our students benefit because of that.

There can't be a much better endorsement than this being the school I have chosen for my own children to attend. I simply wouldn't want to work anywhere else.

Living and working in the South West

Found on the 'The English Riviera,' Torquay is a coastal town in Devon. The population of this seaside town (65,245) accounts for as much as half of the wider Torbay area, a unitary authority containing Torquay and two other towns, Paignton and Brixham. The English Riviera offers 22 miles of beautiful coastline, with sandy beaches and tranquil countryside. Due to its unique geography on the South Devon coastline and countryside, the English Riviera has been awarded designated UNESCO Global Geopark status, one of only 7 geoparks in the UK and 140 in the whole world.



Over the last few years, this area has seen much improvement and benefits from ongoing regeneration, securing its place as not only a traditional Devon seaside resort, but also an up and coming area not just for tourism, but for education and investment too. Recent upgrades to the trunk road network in south Devon mean that The Spires College has a travel to work area which extends far beyond Torquay and incudes nearby seaside towns, sleepy villages, lively market towns and the vibrant cities of Exeter and Plymouth. Large parts of south Devon are classified as areas of outstanding natural beauty nestled between a dramatic coastline and Dartmoor National Park.

The region has much to offer people of all ages. Restaurants, cafes and bars are plentiful and the whole of this area of the South West has gained a reputation for offering fresh, local food. With the coast and the splendour of Dartmoor almost on your doorstep, there are abundant opportunities to keep busy and live happy, healthy lifestyles.

Approximate travel times* from:

Dawlish:	25 minutes	**Newton Abbot:**	15 minutes
Exeter:	25-30 minutes	**Okehampton:**	45 minutes
Honiton:	45 minutes	**Plymouth:**	1 hour
Ivybridge:	45 minutes	**Teignmouth:**	15-20 minutes
Kingskerswell:	15 minutes	**Totnes:**	20 minutes
Kingsteignton:	20 minutes		

*These are averages given by colleagues who commute from these places daily.



How to apply



As a college, we are committed to safer recruitment and, as such, can only accept applications that are on the college application form. These are available on the website or as a download with all of our job advertisements. Please contact us if you have any difficulty accessing this. Please note that a CV is not required and will not be accepted as a replacement for a fully completed application form. Please complete all sections of the form **in full**.

The application form includes space for a supporting statement or letter of application. This is a really important part of the selection process, and we weight it heavily in our short-listing process. Please use it to show how you have the skills, knowledge and experience to carry out the role for which you are applying to a high standard. Please also ensure it is written in a sensible font and size!

Your fully completed application should be returned by email to: jobs@thespirescollege.com. Please title your email "Application for Teacher of Art & Textiles". Please apply **by 9 am on Friday 4 December 2026**. Interviews are scheduled for w/c Monday 7 December 2026.

If you do not receive an acknowledgement of your application by the end of the deadline day, please contact the College.

If you would like to arrange a visit or have an informal, confidential discussion, please email: jobs@thespirescollege.com or telephone the college using the number below.

Thank you for your interest in The Spires College.

The College is committed to safeguarding all of its students. All staff are required to adhere to our safeguarding policies and procedures and undertake a full enhanced DBS check.

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THE SPIRES COLLEGE