

Briefing Pack for Applicants Teacher of Design and Technology



STOCKSBRIDGE
HIGH SCHOOL

— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Teacher of Design and Technology
Location: Stocksbridge High School
Pay scale: Teacher's Main/Upper Pay Range MPR/UPR
Contract: Permanent, part time (0.8FTE)
Start date: 01 September 2024
Suitable for NQTs: Yes

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. The area has a rich heritage in engineering a technology and we build upon this to inspire young people to consider successful and high-level futures in these fields. We are open, friendly and welcoming with great students and a dedicated staff.

Currently the school offers Engineering and Hospitality and Catering qualifications at Key Stage 4. We are looking for a candidate able to deliver either or both of these qualifications in Key Stage 4 and cover the full curriculum at Key Stage 3.

Purpose of the job:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated subject area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and group tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and outcomes.
- To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.

The closing date is 9am on Tuesday 14 May with interviews to take place shortly afterwards.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Hannah Taylor, the headteacher's PA, via email- htaylor@stocksbridge-mlt.co.uk

The application form and information pack are available on Minerva Learning Trust website [Home - Minerva Learning Trust](#) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

The school has recently redeveloped the school curriculum and this is an important role in both maintaining a broad qualification offer at GCSE and at the same time enriching the understanding and development of students in KS3. Stocksbridge has a rich heritage in engineering and manufacturing and, as such, we very much value design and technology subjects. We currently offer qualifications in engineering and food and hospitality. We are looking for a teacher with who can deliver either of these in Key Stage 4 as well as the full Key Stage 3 curriculum. We have flexibility in the team to ensure that the successful candidate can lead in the field in which they have most experience and/or training.

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Andy Ireland
Headteacher

Section 4: About Stocksbridge High School

...THIS IS JUST THE START...

Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** - We will be positive in all that we do.
- **Be caring** - We care for and support each other.
- **Be courageous** - We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** - We consider the impact of our actions on ourselves and others.

Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality first teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teacher of Design Technology
GRADE/SALARY	Teachers' MPR/UPR
HOURS/WEEKS	Part time (0.8 FTE)
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Headteacher
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	<ul style="list-style-type: none">• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.• To monitor and support the overall progress and development of students as a teacher and group tutor• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.• To contribute to raising standards of student attainment and outcomes.• To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Qualified Teacher Status• A Degree in Relevant Field• Ability to teach Design and Technology

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to ensure the delivery of high quality teaching.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Planning, Development and Co-ordination

- To set challenging teaching and learning objectives which are relevant to all pupils' in their classes in line with departmental policy.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to pupils' learning.
- To plan opportunities for pupils to learn in out of school contexts.
- To produce long and short-term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of Design and Technology within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Design and Technology to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for Design and Technology and make recommendations in order to maintain and develop curriculum provision.

Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn.

- To involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for pupils' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate.

Teaching and Class Management

- To have high expectations of pupils' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.

- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.
- To be a Form Tutor when required to an assigned group of students, promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Person Specification



Post title: Teacher of Design Technology

Minimum Essential Requirements	Method of Assessment
Qualifications/Training	
Qualified Teacher Status	AF/I
Degree in related Subject	AF/I
Ability to teach at Key stage 3 and 4	AF/I
Relevant teaching experience as a teacher or trainee	AF/I
Experience of working in a secondary education environment	AF/I
Prior experience with online learning environments and associated programmes.	AF/I
Knowledge/Experience/Skills	
Knowledge of the Key Stage 3 and 4 subject requirements	AF/I
Ability to teach Design and Technology and offer engineering or food and hospitality to GCSE or equivalent.	AF/I
A thorough knowledge and understanding of the subject area	AF/I/A
Knowledge of the requirements of the National Curriculum as applied to the subject area	AF/I/A
Understanding of and experience of applying a range of appropriate assessment techniques	AF/I/A
Experience of delivering good classroom management in secondary education.	AF/I
Experience of effectively using ICT in the classroom	AF/I
Knowledge and understanding of the contribution their subject specialism makes to meeting present/future needs of young people	AF/I
Capacity to motivate, inspire and challenge young people	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I
Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Excellent communication, planning and organisational skills	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
Professional Development	
Evidence of a commitment to continuing professional development	AF/I

Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
Qualities/Attributes	
High expectations of self	AF/I
The ability to act on advice and be open to coaching	AF/I
The ability to motivate others.	AF/I
The ability to remain calm and diffuse situations	AF/I
A commitment to support the Trust and the school's aims, vision and ethos.	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students	AF/I
A willingness to contribute to the wider life of the school.	AF/I
Equal Opportunities/Safeguarding	
An understanding of safeguarding issues and promoting the welfare of children and young people	AF/I
A commitment to safeguarding students	AF/I
A commitment to equal opportunities	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, and voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to htaylor@stocksbridge-mit.co.uk by the closing date.