



St Cuthbert Mayne

Educating for life in all its fullness

Teacher of D&T ***(Maternity cover)***

Job Information Pack

Teacher of D & T (Maternity Cover)

Thank you for your interest in the advertised post of Teacher of Design & Technology (Maternity cover) at St Cuthbert Mayne School. This is a full time temporary maternity cover for approximately two terms initially from the 19th April 2021 if not sooner. The Governors are looking for someone with experience of teaching up to GCSE Design Technology or 3D Design. The ability to teach Level 2/3 Public Services would be an advantage but it is not a requirement.

The School

St Cuthbert Mayne School is a Joint Roman Catholic & Church of England School that welcomes all students from across Torbay and South Devon regardless of their faith background. Our school community is made up of students and staff from Christian and non-Christian backgrounds who are respectful of our Christian ethos.

There are currently over 900 students on roll, including 125 students in the Sixth Form. The teaching accommodation is of mixed age but well-resourced and maintained. In 2021, an exciting £3.6 million building project will start in the school, which will significantly improve the facilities for students and staff in our school.

It is an exciting time to join the school as we have started the next phase of our journey to provide an outstanding, inspirational and challenging education for all students. We have a relentless focus to ensure that our children get access to the best possible teaching through a vibrant and engaging curriculum, so that they live life to the full both now and in the future. This will be a challenging but very rewarding post. The school is committed to developing all its staff through regular coaching and a wide range of professional development opportunities through the South West Teaching School Alliance. If you are passionate about making a difference to the life chances of our children then we would love to hear from you.

The school was last inspected by Ofsted in November 2016 graded the school to be Good, in all areas. The statutory inspection of Anglican/Catholic Schools also conducted in November, graded the school to be Good in all areas. Both reports can be found on the website www.st-cuthbertmayne.co.uk.

The D & T Department

The Design and Technology Department at St Cuthbert Mayne School is a creative and resourceful area that has four full time and one part time member of staff. It prides itself on giving students lots of opportunities to design and make products using a wide variety of materials, tools, equipment and processes. Students are proactive in class, developing their skills and knowledge in all the different material areas including food, textiles, wood, metal, plastics, card and paper.

The Department has six teaching rooms. There are two workshops which are used for brazing, pewter casting, electronics and designing and making products using wood/metals and plastics. There is one computer room with 27 computers, a printer/photocopier and a high quality Trotec laser cutter with a commercial specification. The computer room is where much of the designing takes place, including CAD/CAM and the use of Adobe illustrator, 2D Design and graphics. There are two Food Technology rooms and one Textiles room. The Design and Technology technician has a preparation room which accommodates the circular saw, band saw and a variety of other specialist equipment. There is also a part-time Food/Textiles technician who is based in the Food/Textiles area.

At Key Stage 3 all students study Design and Technology, following a carousel system. Every group has a combination of double lessons (2 hours) and single lessons (1 hour). The students study 4 different units each year in four different material areas. After completing each 8-week unit the students move to the next material area. The D & T National Curriculum is followed at KS3, using schemes of work written by the Dept. Throughout KS3, the D & T staff promote the subject for progression at KS4 by delivering enjoyable, accessible and challenging lessons for all students. Staff are also encouraged to promote all the possible job opportunities and careers within Design & Technology.

In KS4 the Department teaches AQA GCSE Design and Technology and AQA GCSE Food Preparation and Nutrition, both of which are proving to be popular option choices and are achieving successful results. Dept staff also deliver Cambridge National Level 1/2 in Child Development and in KS5 the Department delivers BTEC Health and Social Care National Diploma. Public Services are also taught.

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Salary: MPS/UPS

May I remind you of the following dates:

Closing Date for Applications	Monday 19th April at 10 am
Proposed Interview dates	w/c Monday 19th April 2021

We look forward to receiving your application for this important appointment.

APPLICATION PROCESS

Full details together with an application form can be found on our website. If you have not heard from us within two weeks of your application, then you have not been successful.

You are asked to complete and include the following:

1. Application Form - This can be found on our website at <https://www.st-cuthbertmayne.co.uk/teaching-staff-vacancies/> together with a Job Information Pack. Please contact Mrs Julie Webb if there are any problems with this.
2. Letter of Application.
3. Should you be selected to come for an interview, this will be conducted online via Google Meet.

Please do not send your CV.

Completed applications should be returned to Mrs Webb, HR and Personnel Officer via email on julie.webb@stcm.torbay.sch.uk; **Monday 19th April at 10 am.**

Electronic/e-mailed applications will be accepted. However, should you be invited to interview please be aware that you will be asked to confirm the details on your application by hand signing it. Please email Form to 'julie.webb@stcm.torbay.sch.uk.'

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. A DBS disclosure is required for this post.

MISSION STATEMENT

“Christ is our Cornerstone”

To be a learning Community, rooted in the teaching of Christ. To reflect and share the love of God in our Service and Worship.

“Learning is our focus”

Our educational vision is to provide an inspirational Christian education which engages, challenges and nurtures our students so that they may live life to the full, now and in the future.

Core Values:

To have **integrity** and be **courageous, compassionate** and **creative**.

These core values underpin how we work as a School Community and the values we look to develop in all members of the Community.

Courageous: Being confident, embracing challenges.

Compassionate: Reflect the love of God. A care for others, to be peacemakers who understand the importance of forgiveness and reconciliation.

Creative: To be inventive, resourceful and visionary.



St Cuthbert Mayne School

Job Description

The Subject Teacher Teacher of D & T (Maternity cover)

Responsible to: Head of Design and Technology, SLT link, the Headteacher and the Governors

Salary: MPS/UPS

PART ONE: Teaching

All Teaching Staff are expected to meet and demonstrate the relevant National Standards for Teachers available at:

<https://www.gov.uk/government/publications/teachers-standards>

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

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

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

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

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4 Plan and teach well-structured lessons

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

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

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

6 Make accurate and productive use of assessment

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

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

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

8 Fulfil wider professional responsibilities

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

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PART TWO: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

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

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Cooperate with the employer on all issues to do with Health, Safety & Welfare including this as a standing item on departmental agendas.
- Ensure regular risk assessments are carried out as per school policy and refer to relevant parties.

School Ethos and Values

- To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the School.
- Promote the health, welfare and emotional well-being of all students.
- Promote equality of opportunity for all students and staff.

Roles and job descriptions are subject to an annual review.

Person Specification: Subject Teacher

	Essential	Desirable	Evidence based
Qualifications			
Qualified Teacher Status	Essential		Application Certificates
Honours Degree or equivalent	Essential		Application Certificate
Recent participation in a range of relevant in-service training/initial training programmes		Desirable	Application Certificate
Professional Experience and Knowledge			
Successful teaching and curriculum experience	Essential		Application
Understanding of quality in learning and teaching and how to achieve excellence	Essential		Application Interview
Effective behaviour management strategies	Essential		Application interview
Experience of teaching at Key Stage 3	Essential		Application Interview
Experience of teaching at Key Stage 4	Essential		Application Interview
Experience in a comprehensive school		Desirable	Application Interview
Experience of teaching in a church school		Desirable	Application Interview
Experience of teaching Key Stage 5		Desirable	Application Interview
In-depth knowledge and experience of Child Protection and Safeguarding procedures	Essential		Application Interview
Experience of working in collaboration with other educational bodies and the wider community to develop positive relationships	Essential		Application Interview
Professional skills			
Ability to communicate effectively orally and in writing to a range of audiences	Essential		Application Interview
Well-developed interpersonal skills	Essential		Application

			Interview
Strong commitment to team working and partnership	Essential		Application Interview
Ability to use new and emerging technologies to support improvement	Essential		Application Interview
Personal Qualities			
Committed to the development and maintenance of good relationships with staff, parents, students, governors, and the community	Essential		Interview
Positive, enthusiastic outlook, embracing risk and innovation	Essential		Interview
Good organisation skills	Essential		Interview
A sense of humour	Essential		Interview
Demonstrate respect and empathy towards others	Essential		Interview
Resilience, perseverance and optimism in the face of difficulties and challenges	Essential		Interview
Ability to be consistently decisive and focused on solutions	Essential		Interview
Commitment and dedication to social justice, equality and excellence	Essential		Interview
Capacity to be flexible, adaptable and creative	Essential		Interview
Committed to the CPD of self and others in the school	Essential		Application Interview
Committed to a collaborative school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it	Essential		Interview
Willingness to develop/be sensitive towards the Christian ethos of the school	Essential		Interview
The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the safeguarding and child protection policy and staff code of conduct	Essential		Interview
Equal opportunities			
Candidates must demonstrate an awareness and understanding of equal opportunities	Essential		Application Interview

