Briefing Pack for Applicants
Teacher of Design & Technology

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.

Minerva
Learning Trust

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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: **Netherthorpe School**
Pay scale: **Teachers Main Pay Range MPR/UPR**
Contract: **Permanent, full time**
Start date: **01 September 2025**

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. Netherthorpe School is a popular 11-18 school in Staveley, Chesterfield. We pride ourselves on being an inclusive school for all. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are an ambitious department looking to appoint a flexible Design & Technology Teacher who could teach Product Design, Engineering and Hospitality and Catering. The successful post holder will join a team of staff who are committed and enthusiastic in realising the vision of the academy and ensuring the best possible outcomes for our students.

Candidates are encouraged to contact the school for an informal discussion about the role. If you would like to discuss the role please contact Lynne Jordan, Headteachers PA via LJordan1@netherthorpe.derbyshire.sch.uk Applications should be made by completing the Minerva Learning Trust Support Staff Application Form found on the Trust Central website.

The closing date is Tuesday 22 April at 9am and interviews will take place Thursday 1st May.

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, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Statutory Information - Minerva Learning Trust. 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.

Please ensure that you do <u>not</u> fill in a Local Authority application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*
Please provide telephone numbers and email addresses for yourself and referees.

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. 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 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.

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 and time to join our 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.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Future Applicants,

I am delighted that you are considering joining our school community. As the Headteacher, I am proud to lead a school that is dedicated to fostering academic excellence, personal growth, and a supportive environment for all students.

Netherthorpe School has a rich history, dating back to 1572 when it was founded by the Sitwell, De Rodes, Cavendish, and Frechville families to serve the Staveley community. Despite its historical significance, the recent Ofsted inspection in January 2025 placed the school in the 'Serious Weaknesses' category.

As the new Headteacher, I am committed to addressing these issues and working with the Minerva Learning Trust to restore the school's excellence. It's a challenging task, but with dedication and collaboration, this is a school community you can certainly make a positive impact.

Our mission statement is that students **Learn, Enjoy, and Succeed**. We aim to foster enjoyment in learning, so that each individual has the opportunity to make good progress and achieve excellence. We ensure we develop confident individuals who are able to live safe, healthy, and fulfilling lives, whilst also being responsible and active citizens who will make a positive contribution to society.

Our Values:
We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so, we promote the following values: **Respect, Responsibility, Resilience, and Aspiration**.

Academic Excellence:
Our curriculum is designed to challenge and inspire students, preparing them for success in higher education and beyond. We offer a wide range of subjects, including a broad range of advanced courses in the 6th Form. Our teachers are passionate about their subjects and committed to helping students achieve their best.

Extracurricular Activities:
We offer a wide range of extracurricular activities, from sports to arts, ensuring that every student has the opportunity to explore their interests and develop new skills. Our sports teams have a strong tradition of excellence, and our arts programs provide opportunities for students to express themselves creatively through music, drama, and visual arts.

State-of-the-Art Facilities:
Netherthorpe is a truly special place. Combining modern facilities with listed buildings. We have well-equipped science labs, a comprehensive library, technology and sports facilities that include a sports hall gymnasium and playing fields. These resources are designed to enhance the learning experience and provide students with the tools they need to succeed.

Supportive Environment:
We understand that each student is unique, and we are committed to providing a supportive

environment that caters to individual needs. Our pastoral care system ensures that students receive the guidance and support they need to thrive both academically and personally. We also offer counselling services and have a dedicated team to assist with any challenges students may face.

Here at Netherthorpe, we are ambitious for both the school and its community and are committed to continued improvement. Our staff are our most valuable asset, and we are committed to attracting the best staff to the school and ensuring their personalised professional development, with our core purpose being the improved quality of teaching and learning for all.
Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organization and help us achieve our mission, then we look forward to receiving your application. We look forward to receiving applications from candidates who would love to join us on our journey to excellence.

Warm regards,



Rachel Sutcliffe
Head of School

Section 4: About Netherthorpe School

OUR ETHOS

Netherthorpe School is an inclusive community school that ensures all students are able to Learn, Enjoy and Succeed. We aim to foster enjoyment in learning, so that each individual has the opportunity to make good progress and achieve excellence. We ensure we develop confident individuals who are able to live safe, healthy and fulfilling lives, whilst also being a responsible and active citizen who will make a positive contribution to society.

We understand the power of education to transform lives, communities and society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Netherthorpe School is a popular and over-subscribed all-ability, 11-18 school. We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn from largely from the surrounding area. Our standard student number per year is 170 and our current roll is 1046. Around 39% of our students are classified as Pupil Premium which is above national average.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with Social, emotional and mental health needs, speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. The school are well resourced to support our young people with a therapeutic Integrated Resource Centre, Hub and Student Services room.

The Senior Leadership Team is currently comprised of seven colleagues – the Headteacher, two Deputy Headteachers and four Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. We also have two colleagues in Director roles on Extended SLT. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 70 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

The school is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body

works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a one-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), PSHE/RE and PE with option subjects available across the curriculum areas. At Key Stage 5, students are able to follow a number of learning pathways including vocational options to prepare them fully for life beyond 18.

We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students.

Netherthorpe has an incredible amount of history and tradition. It is truly a special place. Combining modern facilities with listed buildings, this offers a unique learning environment for the school community.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 40 clubs, lunchtime and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and Arts plus to the school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school including a Mexico conservation visits post 16.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they ECTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

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: Netherthorpe School - Home

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' Main Pay range MPR/UPR
HOURS/WEEKS	Full time, term time
LOCATION	Netherthorpe School
RESPONSIBLE TO	Head of Department
PURPOSE OF THE JOB	To carry out the professional duties of a teacher in accordance with the School Teachers' Pay and Conditions Document and Teacher Standards.
RELEVANT QUALIFICATIONS	Degree Qualified Teacher Status

SPECIFIC DUTIES AND RESPONSIBILITIES

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

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 its 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

Minerva Learning Trust Person Specification

Post title: Teacher of DT

Minimum Essential Requirements	Method of Assessment
QUALIIFICATIONS AND TRAINING	
Degree in relevant field	AF
Qualified Teacher Status	AF
KNOWLEDGE AND EXPERIENCE	
Experience of working in a secondary education setting	AF/I
A thorough knowledge and understanding of the subject area	AF/I
Prior experience with online learning environments and associated programmes	AF/I
Knowledge of the Key Stage 3 and 4 subject requirements	AF/I
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous 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
SKILLS	
Ability to teach Key Stage 3 Product Design	AF/I
Ability to teach Key Stage 3 and 4 Engineering	AF/I
Ability to teach Key Stage 3 and 4 Hospitality and Catering	AF/I
Good knowledge of CAD/CAM	AF/I
Capacity to motivate, inspire and challenge young people	AF/I
Ability and commitment to supporting both literacy and numeracy strategies alongside own 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/AA
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I/AA
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/AA
QUALITIES AND ATTRIBUTES	
High expectations of self and others	AF/I

The ability to remain calm and diffuse situations	AF/I
The ability to motivate others	AF/I
Have a visible and positive presence around school	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students	AF/I
A commitment to support the Trust and the school's aims, vision and ethos	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	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

You must complete the standard Minerva Learning Trust job 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, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

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. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA vacancies@netherthorpe.derbyshire.sch.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

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 vacancies@netherthorpe.derbyshire.sch.uk by the closing date.

Section 8: Visitors to Netherthorpe School

By Car (Via M1)

Visitors should leave the M1 at junction 30 and follow the signs for Chesterfield taking the A616 exit.
At the roundabout take the 4th exit onto Chesterfield Rd/A619. Continue to follow A619
Continue to follow the road straight until you reach Ralph Road
Turn left onto Ralph Road
Turn left into Netherthorpe school

By Car (Via Chesterfield town Centre)

Head South on Spa lane toward Hollis Lane/A632
Turn right onto Hollis Lane/A632
At the roundabout, take the 4th exit and stay on Hollis lane/A632
Slight left to merge onto Rother Way/A61 toward Sheffield/Worksop/A619/Sheepbridge/Chesterfield/Trading Est
At Brimington Roundabout, take the 4th exit onto Chesterfield Road/A619. Continue to follow A619
Turn left onto High Street/A619. Continue to follow A619
At the roundabout take the 2nd exit onto Market Street/A619. Go through 1 roundabout
At the roundabout, take the 3rd exit onto Lowgates/A619
Turn right onto Ralph Road, then straight left

By Bus

The 77a, 77, 74a, 74 services run near Netherthorpe school

By Train

Trains arrive regularly into Chesterfield station and then Netherthorpe school can be accessed by bus as above or taxi.