



**Teacher of Design & Technology**  
**Temple Learning Academy**



# Temple Learning Academy

## Teacher of Design and Technology

Start date: 1<sup>st</sup> September 2021



Temple Learning Academy is an all-through free school Academy in East Leeds. We opened our doors to Reception pupils in 2015 and we welcomed our first Year 7 cohort in September 2017. From September 2020, we will be an Academy with approximately 800 pupils in total across Reception and Years 1,2,3,4,5,7,8,9 and 10. We are ambitious for change, and our vision is to build a world-class all-through school that serves its local community.

### Our Vision

Our vision is for Temple Learning Academy to be an exceptional, innovative community offering memorable lifelong learning experiences to enable all to achieve their full potential. Everyone will develop the moral values, confidence, skills, resilience and ambition to change the future for the better within their local and global communities.

### Our Core Values

These are:

- Creativity: We value everyone's ideas, contributions and interests. Embracing the new prepares us for the future.
- Resilience: We always learn from our mistakes and keep trying until we achieve our goals.
- Ambition: We aim high to be the best we can be; we are confident in the pursuit of this goal and proud of our successes.
- Inclusivity: We value the gifts each individual brings and we respect and celebrate our talents, similarities and differences.
- Care: We are responsible for ourselves and have a moral responsibility for those around us locally and globally.

### Our Core Expectations for Pupils

These are that all students:

- Are polite, respectful and kind
- Will arrive on time, ready to learn
- Will meet the uniform standards, at all times
- Will follow staff instructions, the first time of asking
- Will move about the academy calmly and quietly

## Academy Profile

- The Academy was rated “Good” by Ofsted in May 2018.
- The Academy is virtually full in every year group, with waiting lists in some year groups.
- Prior attainment on entry into Reception and Year 7 is mixed, and below age-related expectations for the majority of pupils.
- The Academy serves a community in the lowest deprivation quintile.
- Approximately 66% of Academy pupils are in receipt of Pupil Premium Funding.
- Approximately 25% of Academy pupils are on the SEND Register.
- Overall, Academy attendance is currently low, with an above-average proportion of pupils in Persistent Absence. Attendance is strongest in Years 4 and 5, and weakest in Years 9 and 10.

## Current School Leadership

- Temple Learning Academy joined the Red Kite Learning Trust in September 2018. Mr Richard Sheriff is the CEO of the Trust.
- Temple Learning Academy is formally linked with Temple Moor High School through the Executive Leadership of Mr Matthew West, the Principal of Temple Moor High School.
- The Principal of Temple Learning Academy is Mr Richard Hadfield.
- The Academy Leadership Team includes our Principal, two Deputy Principals, two Assistant Principals, three Achievement Directors, an Inclusion Leader, an Early Years Foundation Stage Leader and an Operations Leader.

## Our Curriculum

Our entire community, led by our Trustees and Governors, has an ambition for change. This demands an exciting, innovative and first-rate curriculum that delivers exceptional progress and transforms children’s lives. Our curriculum is fundamentally inclusive and provides equality of opportunity for everyone: overcoming disadvantage and other barriers to learning to ensure future success for all our pupils as they progress into adult life and into future education and employment.

Temple Learning Academy is a genuine all-through school and our curriculum must deliver continuous progression and successful learning experiences for all pupils as they move through each phase of our school. All Learning Phases are equally important, and this is reflected in our Leadership and Governance and throughout our school. Our mission and our passion are about combining the best “primary” practice and best “secondary” practice, and exploring the wealth of opportunities that come from understanding children’s learning and progress in our school as one continuous journey from ages 4 to 16.

All children follow a challenging curriculum, assessed against high age-related expectations that are standardised with high-performing, local partner schools and the Red Kite Learning Trust and Red Kite Alliance. During learning, children are challenged to demonstrate the “deepest” learning possible. Further stretch and challenge does not mean moving to a new area of learning; further stretch and challenge means demonstrating deeper learning in that area, moving towards “mastery” of a particular area of learning. Typically, this should involve more complex application of learning in new and challenging contexts.

Our vision is for all children to make outstanding progress academically and through the unique richness of the life of the school. All of our pupils will be successful because they will develop enquiring minds and master independent learning skills; they will be responsible, confident,

brave, resilient and emotionally intelligent; they will be highly literate and numerate and fully equipped for work and the world around them; they will have a secure future and they will understand their role and responsibilities as local, national and global citizens. They are the leaders of the future and we understand that their unique potential has no limits.

## **Attitudes to Learning**

At Temple Learning Academy we have the highest expectations for all pupils, staff and stakeholders. We are a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

## **Our Vacancy**

We are seeking a forward thinking and inspirational Teacher of Food Technology

You will have:

- ✓ A proven record of excellent classroom practice
- ✓ A commitment to enhancing student learning and experience and an inspiring passion for education and making a difference to children's lives.
- ✓ A strong and creative subject knowledge, proactive nature and commitment to demonstrating our school's values.
- ✓ An inclusive purpose, raising and supporting the achievements of all to reach their potential with a mindset to always lead by example.
- ✓ Excellent interpersonal skills and qualities that inspire and motivate whole school commitment.

In return we can offer:

- An overarching ethos of equality, celebration of diversity and a belief in the individuality and unique potential of each child.
- Highly rewarding teaching and pastoral relationships with pupils and their parents and carers.
- A highly supportive environment within a dedicated team of colleagues.
- A role in developing a brand new school and opportunities to work and train with colleagues in different phases of our all-through provision.
- A role in developing our own innovative curriculum, with opportunities for you to teach a variety of lessons, including project-based learning and your own specialisms and interests.
- Opportunities to develop and grow professionally through work with our partners and within the Red Kite Learning Trust and Red Kite Teaching School Alliance.
- A brand new, multi-million pound school building.

## Staff Benefits: Pay & Reward

As a Trust we have applied the highest level of increase available to our Teaching Staff under the national pay recommendation each year. One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document.

In accordance with the national terms, it is not possible to guarantee portability of pay however, salary levels may still be matched if the Trust believes it is appropriate. Although there will be greater freedom to determine starting salaries, all decisions will be fair to existing and new staff and are likely to be modelled on progression as if worked at a Trust School and against the Trust's current salary scales.

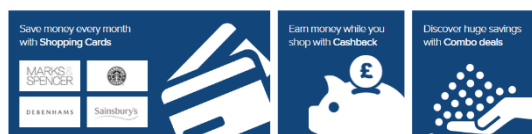
## Reward Package & Additional Benefits

We offer a comprehensive package of reward including: your membership of our outstanding pension provision via the Teachers' Pension Scheme or Local Government Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- Spread the cost over a year and make a significant saving on Income Tax and National Insurance contributions on the total salary sacrifice value
- Choose from over 500 brands from over 2000 partner stores across the UK

Many more staff benefits are available, via an online rewards portal, in areas including: shopping, family, automotive, financial, professional, home & garden, sport, health, beauty and travel.

The Trust provides an 'Employee Assistance Programme' to aid staff and their families. This service provides the additional and independent support which may be needed through times of, for example: bereavement, divorce, separation, significant illness of loved ones, financial issues/difficulties, or parenting issues.



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2020/2021 aligned to the suggestions from our whole staff team.

## Red Kite Learning Trust

Temple Learning Academy is a very open, forward thinking and outward facing school and, as such, joined the Red Kite Learning Trust in 2018. Red Kite Learning Trust have a philosophy deeply rooted in professional generosity and in helping young people excel within their own schools, and beyond. Consequently, we feel confident that we have found the right partner to help us improve standards still further for all our students, and secure our long-term vision of becoming a Centre of Excellence at the heart of our community.

The Red Kite Learning Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In Leeds East: Temple Learning Academy joined with 6 other schools as a collective group in Summer/Autumn 2018. Other schools included: Temple Moor High School, Austhorpe

Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge of all schools. We look forward to our Trust steadily developing further over the years and delivering excellence for all.



### Red Kite Alliance

We are also members of the Red Kite Teaching School Alliance, a partnership of Yorkshire schools (secondary, special and primary schools) collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

Through the Red Kite Teaching School and SCITT (School Centred Initial Teacher Training), we work with other schools and partners to train and develop new teachers. The Teaching School helps us to keep pace with national development and places us at the very forefront of teaching practice. We deliver outstanding training for school staff within the Alliance, at every stage of their careers, including a full range of school leadership development opportunities.

## To Apply

If you would like to have a discussion ahead of applying, please contact Marisol Pena, [PenaM@tla.rklt.co.uk](mailto:PenaM@tla.rklt.co.uk)

**Closing date for applications: 8am 10<sup>th</sup> May 2021**

To access our on-line application form via the Red Kite Learning Trust and a link to our recruitment process guidelines, please click [here](#)

We will advise shortlisted candidates as soon as possible after the closing date.

**If shortlisted, the assessments are planned to take place on w/c 17<sup>th</sup> May 2021 however, this is subject to change.**

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

The job description and person specification on the following pages describe the expectations and requirements for the role.

## **Job Description – Teacher of Design and Technology**

### **Purpose of the Job**

Reporting to a designated member of the Team at Temple Learning Academy, this role will provide highest standards of teaching and learning to maximise the educational outcomes for young people.

### **Main Duties and Responsibilities**

<b>1</b>	<b>Duties as Main Scale Teacher</b>
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS as set out by the Secretary of State.
<b>2</b>	<b>Teaching and Learning</b>
2.1	To manage student learning through effective teaching in accordance with the schemes of work and policies in place.
2.2	To develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving. In particular, to help students become confident and independent learners
2.3	To inspire in students a love for learning by acting as a role model and showing enthusiasm for the subject
2.4	To ensure continuity, progression and cohesiveness in all teaching
2.5	To use a variety of methods and approaches to match curricular objectives and the range of individual student needs, and ensure equal opportunity for all students
2.6	To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning
2.7	To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons
2.8	To develop and maintain excellent relationships with students and colleagues, based on respect and in support of all school policies and procedures.
2.9	To work effectively as a member of the Faculty team to improve the quality of teaching and learning
2.10	To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement
2.11	To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem
2.12	To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching.
2.13	To ensure that the Academy's behaviour and attitude to learning system is used consistently and effectively.
<b>3</b>	<b>Monitoring, Assessment, Recording, Reporting and Accountability</b>
3.1	To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge
3.2	To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets
3.3	To assess students' work systematically to use the results to inform future planning, teaching and curricular development
3.4	To be familiar and comply with school and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend parental consultation evenings
3.5	Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

<b>4</b>	<b>Subject Knowledge and Understanding</b>
4.1	To have a thorough and up to date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses
4.2	To keep up to date with research and developments in pedagogy and the subject area and to constantly seek to improve the quality of their teaching.
<b>5</b>	<b>Professional Standards &amp; Development</b>
5.1	To be a role model to students through personal presentation and professional conduct
5.2	To arrive in class, on or before the start of the lesson and to begin and end lessons on time
5.3	To cover for absent colleagues according to the national workload agreement
5.4	To cooperate with the employer in all matters concerning Health & Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work
5.5	To be familiar with the School's Organisational Policy & Procedures document and the Department handbooks
5.6	To support and implement all the School's policies, e.g. those on Equal Opportunities, Health & Safety, Citizenship, Literacy, Numeracy and ICT
5.7	To establish effective working relationships with professional colleagues and associate staff
5.8	To strive for personal and professional development through active involvement in the School's performance management procedures
5.9	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs and visits
5.10	To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
5.11	To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare
5.12	To undertake any reasonable task as directed by the Programme Leader
5.13	To be aware of the role of the Governing Body of the School and to support it in performing its duties
5.14	To be familiar with and implement the relevant requirements of the current SEN Code of Practice
5.15	To consider the needs of all students within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> <li>• Have SEN</li> <li>• Are gifted and talented</li> <li>• Are not yet fluent in English.</li> </ul>
<b>6</b>	<b>Pastoral</b>
6.1	Every subject teacher will be expected to have pastoral responsibilities.
<b>7</b>	<b>Health &amp; Safety</b>
7.1	To maintain an up-to-date knowledge of all Health and Safety matters

## Person Specification – Teacher of Design and Technology

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' (E) indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' (D) are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between candidates.

<b>9 Experience</b>		
9.1	Demonstrate excellent teaching skills	E
9.2	Ability to teach GCSE and Key Stage 4 food technology/product design and make a contribution to the Key Stage 3 & 4 curriculum	E
9.3	Aptitude and ability to teach subject specific ICT skills	E
9.4	Ability to teach all age and ability levels	D
9.5	Bring subject specific expertise in technology	D
9.6	Experience of more than one school.	D
<b>10 Qualifications/Training</b>		
10.1	Degree level qualification in related subject	E
10.2	PGCE or relevant experience.	E
<b>11 Knowledge</b>		
11.1	Up-to-date knowledge of curriculum related issues	E
11.2	Detailed knowledge of pedagogical practice in relation to Teaching and Learning.	E
11.3	Thorough understanding of best practice in raising student attainment.	E
11.4	Thorough understanding of best practice in relation to assessment.	E
11.5	Thorough understanding of best practice in an all-through setting.	D
<b>12 Aptitudes</b>		
12.1	Skilled classroom practitioner.	E
12.2	Highly effective communication skills.	E
12.3	Ability to form good working relationships & influence others.	E
12.4	Ability to work within and contribute to an effective team.	E
12.5	Capacity to evaluate and improve.	E
12.6	Competent in ICT including knowledge & application of Management Info. Systems.	E
12.7	High level of skill in dealing with issues relating to student behaviour.	E
12.8	Ability to be able to forge and maintain educational partnerships.	E
12.9	Ability to analyse performance data.	E

12.10	Ability to contribute to wider school life.	E
<b>13</b>	<b>Characteristics</b>	
13.1	Passionate belief in the ability of every student to achieve.	E
13.2	The ability to build and maintain positive, respectful relationships with both colleagues and students	E
13.3	A clear educational vision and sense of direction.	E
13.4	Good organisational skills and high levels of self-motivation.	E
13.5	Energy, self-confidence and the ability to 'give more' when the occasion demands it.	E
13.6	Ability to work under pressure and to meet deadlines.	E
13.7	Good sense of humour & ability to maintain a sense of perspective in all working conditions.	E
13.8	Record of good attendance and punctuality.	E
13.9	A desire for further promotion.	D
<b>14</b>	<b>Safeguarding and Promoting the Welfare of Students</b>	
14.1	Appropriate motivation to work with Students.	E
14.2	Ability to maintain appropriate relationships and personal boundaries with Students.	E
14.3	Emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E