MYTON SCHOOL

December 2022

Dear Colleague

Thank you for your interest in joining us at Myton School.

I am delighted that you have requested further information about this vacancy and hope that you will be sufficiently inspired to submit an application.

We warmly welcome informal enquiries to the Head of Department, or via our HR Team. The Deputy Heads, Simon Jones and Liz Curtis, would also be very happy to talk to you about the culture and ethos at Myton and our plans and aspirations for the future.

We are immensely proud of our school and our place in the local community and can assure you of a warm welcome if you do come to join our staff in the near future.

Yours sincerely

Andy Perry
Head Teacher

T:01926 493 805 F:01926 490 380
WWW.MYTONSCHOOL.CO.UK

MYTON SCHOOL IS THE TRADING NAME FOR MYTON SCHOOL TRUST
A COMPANY LIMITED BY GUARANTEE IN ENGLAND AND WALES UNDER COMPANY NUMBER 7669416 WHOSE REGISTERED OFFICE IS MYTON SCHOOL, MYTON ROAD WARWICK CV34 6PJ

MYTON SCHOOL

INFORMATION FOR APPLICANTS

Teacher of Design Technology (1.00FTE)

Closing date: 9.00am on 3 January 2023

The following guidance is to help you to provide the necessary information we need to give your application appropriate consideration and also give you an insight into how your application will be handled.

Covering Letter

Please attach a covering letter to explain the reason for your application and outlining your suitability for the role. This will assist those who are short-listing the applications and enable them to assess quite quickly how closely your application meets the criteria for the post (i.e. the person specification).

Application Form

A Myton School Application Form must be completed for you to be considered for the role. Please complete the online application form which you can access from our website. Alternatively you can request an application in Word format, or paper copy by emailing vacancies@myton.co.uk and making this request. You can include a CV as additional information if you wish. If you need to include more information on any section please attach a continuation sheet to your application form.

Please note that, if your application for employment is unsuccessful, Myton School will hold your data for 6 months after the end of the relevant recruitment process. For further information on this, please refer to our Privacy Notice for Applicants on our school website.

Employment History

Please provide a FULL history of your current and previous employment and record any gaps in employment with details of your activities during these periods.

Returning Your Application

Completed applications and any supporting information should be received by the advertised closing date. NB: This is usually by 9.00am unless stated otherwise.

Online applications via the school website (www.mytonschool.co.uk) are preferred and should be submitted by the closing date.

- **E-mailed applications** should be sent to vacancies@myton.co.uk
- **Postal applications** please address as ***"Job Application for the post of …"*** to identify it more easily from the general post. *Please ensure correct postage (e.g. Large Letter) is used as Royal Mail will withhold all insufficiently stamped mail until a fee is paid by the school which could mean missing the closing date.*

References

Please contact your referees in advance and give them permission to provide a reference to us should we need to do so to abide by current Data Protection regulations.

Please provide details of two appropriate referees including your most recent employer and, if applicable, a reference from any previous educational employment you have had. We do not normally accept references from relatives, friends, work colleagues etc. or open references i.e. not written in relation to the specific post for which you are applying.

If your application is short-listed, references will be taken up before interview. This is to enable the panel to be aware of any information they may need to discuss with you at interview. If you don't want your referees to be contacted before interview, if your application is short-listed, please indicate this clearly on the application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions, bind-overs, and warnings, including those otherwise regarded as "spent", must be declared. However, certain convictions and cautions are considered 'protected' meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974.

Should you have any record to declare please provide details on the Declaration form, that will be sent to short listed candidates, and bring this with you to interview in an envelope marked *Confidential FAO HR Manager*.

Short-listing

Short-listing normally takes place immediately after the closing date. The information you provide on the application form will be scrutinised and assessed against the criteria in the person specification, and the stated job requirements. This process will be carried out by more than one person to ensure objectivity.

Contacting You

We do endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive a communication from us within two weeks of the closing date, although on occasions it may take longer than this (for example, if we need to involve a number of people in the short-listing process or over school holiday periods).

Attending Interview

If you are invited for interview you will be asked to bring certain documents with you including proof of identity (preferably photo-ID), a DBS Disclosure if you have one, the Criminal Record Declaration Form (in a confidential envelope) and any relevant qualifications. We may also conduct remote interviews via a video link where appropriate.

Enquiries

If you have any queries regarding your application or the information sent to you, or to confirm that your application has been received, please contact **vacancies@myton.co.uk** or 01926 493805 ext 209/237. Please use email only during school holiday periods.

Thank you for your interest, we look forward to receiving your completed application.

Lisa Taylor
HR Manager

MYTON SCHOOL

DEPARTMENTAL INFORMATION

Design and Technology

The Department

Our Design and Technology department is a fast-paced, creative and extremely popular area with our students. Students are encouraged to challenge and stretch their capability while building confidence for them to work independently. We have a fantastic team of four full time teaching staff and two technicians. Both staff and students work hard to produce above national average results.

Facilities and Resources

The department is extremely well resourced and is located within two buildings; one housing two food rooms and the other consisting of two resistant materials workshops, a textiles studio, a graphics room, an ICT suite and a materials preparation area.

Our Philosophy

To develop creative and experimental technologists that learn through challenge and resilience.

Our lessons challenge students, so they are happy to take risks in order to find solutions. Students are engaged and immersed in their learning. They thrive on asking questions and challenging our knowledge. Students can see the transition from their starting point in year 7 leading on to employment and further education. Students can use their skills across the curriculum, apply these to real life situations and other areas of study at Myton.

Students want to be part of the team and will contribute in workshops and take opportunities to complete their work out with the lesson times. Students at KS3 will become confident using specialised techniques and skills, at KS4 our technologists will have a wealth of knowledge of the equipment and procedures that are used to create high quality products and design for a target market. By the time our students are at KS5 and beyond they will think and overcome problems as any designer would in industry, they will be resilient and inquisitive on how to better improve products for the future.

Our Achievements

Students taking Product Design, Textiles and Fashion as well as our Food Preparation classes have increased significantly. All students are given the opportunity to select one of our subjects in year 9 after this they can opt to continue these courses in to year 10, this is where our numbers have significantly increased. We have also had success in the recruitment of A Level students opting for Product Design which has also remained extremely popular.

The Curriculum

We deliver the National Curriculum for Design and Technology and Post-16 Product Design. We are currently delivering the new GCSEs and reviewing our KS3 provision with these in mind.

KS3 – Food Preparation and Nutrition, Product Design with Graphics, Materials and Fashion/Textiles.

KS4 – Product Design with Graphics, Product Design with Materials, Art Fashion/Textiles, (WJEC)
Food Preparation and Nutrition (AQA)

KS5 – Product Design (AQA)

Why Join Us?

The atmosphere in the department is one of, respect and mutual support. This positive approach to learning is also fostered in our students who really enjoy learning within our department. We pride ourselves on ensuring that the environment for learning within our areas provides an opportunity for success. The training that is provided to staff is equal to the support and facilities that we can offer a new member of the team.

Continuous development is at the heart of the department and the school to allow every teacher to strive to be their best.

As a result of the growing popularity of the department we are seeking to appoint someone who will engage and challenge our students.

MYTON SCHOOL

PERSON SPECIFICATION

Teacher of Design Technology

*A = Application I = Interview

	Essential	Desirable	How Assessed *
Knowledge and Experience			
Qualified Teacher status (by employment start date)	E		A
Specialism in Design Technology	E		A/I
Knowledge and experience to teach DT to GCSE level	E		I
Knowledge and understanding of the requirements of the National Curriculum	E		I
Knowledge and understanding of the learning process	E		I
Experience of delivering the KS3 and KS4 curriculum	E		A/I
Knowledge of current whole school developments in education		D	I
Evidence of recent In-Service Training relevant to post		D	A/I
Skills and Abilities			
Evidence of creative and imaginative approaches to teaching and learning	E		A/I
Excellent classroom practitioner	E		A/I
Ability to use ICT in the classroom to raise achievement	E		A/I
Ability to meet tight deadlines and pay attention to detail	E		A/I
High level of interpersonal skills	E		I
Able to manage students effectively	E		A/I
Ability to see tasks through to a successful conclusion	E		A/I
Good organisational and administrative skills	E		A/I
Ability to work under pressure	E		A/I
Ability to teach across a range of DT subjects		D	A/I
Personal Attributes			
High level of enthusiasm for the subject	E		A/I
Suitable to work with children and safeguard their welfare	E		A/I
Motivational, approachable, enthusiastic, sympathetic understanding of the needs of students	E		A/I
Commitment to promote positive behaviour strategies	E		A/I
Willingness to demonstrate flexibility in the role	E		A/I
Willingness to be part of extra-curricular activities	E		A/I
Demonstrate professionalism, loyalty and integrity	E		A/I

MYTON SCHOOL

JOB DESCRIPTION

Post:	**Teacher of Design Technology**
Reporting to:	**Head Teacher**
Staff responsible for:	**N/A**
Date of Issue:	**December 2022**

This job description consists of a maximum of four parts. Parts 1, 2, and 3 apply to all teachers.

Part 1	:	General
Part 2	:	Responsibilities of all Teachers
Part 3	:	Responsibilities of Form Tutors
Part 4	:	Additional Responsibilities

(TLR Holders) The parts which apply to this post are as follows:

1, 2, 3

PART ONE : GENERAL

You are required to carry out the duties of a Schoolteacher as set out in the School Teachers' Pay and Conditions Document and policies of the Academy Trust as amended from time to time.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's published Directed Time allocation and have regard to the School Teachers' Pay and Conditions Document on the Conditions of Employment of Teachers other than Head Teachers.

This job description is not necessarily a comprehensive definition of the post. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed approximately once every two years and may be subject to modification or amendment at any time after consultation with the post-holder and agreement of the Head Teacher.

All employees are expected to:

- safeguard and promote the welfare of children
- comply with legislation
- be courteous to colleagues
- provide a welcoming environment to visitors and telephone callers.

(End of Part 1)

PART TWO : RESPONSIBILITIES OF ALL TEACHERS

All teachers are responsible to the Subject Leader/Head of Department in which their teaching takes place, and to the Head of Year in which the students are placed.

The general responsibilities are as follows:

1. Promote and safeguard the welfare of children and young persons that s/he is responsible for and those that s/he comes into contact with both within the school and outside the school in an educational setting.
2. Prepare, deliver, review and evaluate the aspects of the curriculum for which responsibility as a class teacher has been agreed in accordance with the scheme of work and other curriculum documentation and as required by the appropriate senior members of the subject or department in which that teaching takes place.
3. Collaborate with colleagues to develop appropriate syllabuses, teaching materials and schemes of work.
4. Maintain records of the progress, attendance and achievement of assigned students in accordance with the agreed assessment policies.
5. Provide reports on individual students as required.
6. Attend departmental and other staff meetings as may reasonably be required by school policies and within directed time.
7. Maintain good order and an attractive environment in teaching spaces used, and to report any defects or problems concerning buildings, fittings and equipment, or Health and Safety matters.
8. Undertake organisational and administrative functions in the subject departments in which classes have been allocated as agreed with the head of department after consultation.
9. Act as a form tutor when required, and to undertake the tasks assigned to that role or such equivalent tasks as may be required.
10. Participate in meetings with parents related to the responsibilities of a teacher as may reasonably be required within directed time.
11. Take a reasonable part in the cover system of the school in line with the National Workload Agreement.
12. As an aid to good discipline and a gesture of good will, teaching staff are requested to carry out duties which require the skills and professional judgement of a teacher, including break-time duties, after-school duties, bus duty, detentions and registration.
13. Carry out an equitable share of supervisory duties in accordance with published rosters under the direction of the duty team leaders.
14. Take part in staff development and in-service training programmes.
15. Participate in the agreed process for appraisal and performance management
16. Be a member of a School House and to carry out related duties.

(End of Part 2)

PART THREE : RESPONSIBILITIES OF FORM TUTORS

Most staff will be Form Tutors or will be required to cover for absent Form Tutors. The role is a most responsible one and vital both to the efficient running of the school and successful pastoral care. For this aspect of work, a teacher is accountable to the Head of Year.

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Head of Year, the Asst Head (Care, Guidance and Support), a Deputy Head or, through them, even to an outside agency. It is through daily contact that unobtrusive care is exercised.

The main functions and responsibilities of the Form Tutor are:

1. **Registration and routine business**

   Responsible for the accurate daily completion of the Register (an important legal document) and for seeing that all information kept in the Register is maintained up to date. Other returns of a routine nature should be dealt with as required, as well as the distribution of information to parents. All absence must be accounted for by notes and any not so covered should be reported to the Head of Year, in accordance with the Attendance Policy.

2. **Reports and records**

   Referring any information of a confidential nature to the Head of Year, Asst Head (Care, Guidance and Support) or Deputy Heads. Commenting on Reports and Tutor trackers and covering aspects of achievement and personality which are not covered by academic reports. Participate in arrangements for completing Progress Files for students in your group.

3. **References and special reports**

   Prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.

4. **Personal appearance, uniform and conduct**

   Monitor the personal appearance, uniform and behaviour of your students and ensure that high standards are maintained.

5. **Student planners/diaries**

   Check and initial Student Planners/Diaries regularly and discuss their contents with students.

6. **Tutor group time**

   This time should be used purposefully and profitably. The periods may be used for a variety of purposes including the above points and in addition: individual discussions, target-setting, appropriate activities as per flow of the year, group discussions around the suggested themes, appropriate advice and guidance.

7. **Assemblies**

   Attend assemblies with your Form, sit with your Form and supervise their movement from base to the place of assembly.

8. **Pastoral team meetings**

   In accordance with the calendar, attend meetings chaired by the Head of Year.

9. **Relations with parents/carers**

   It is hoped that parents/carers would see Form Tutors at Parents' Evenings, Target Setting Day, and, whenever possible, Form Tutors will be involved when parents/carers visit the school at other times. Form Tutors are encouraged to foster good home-school relationships but are advised not to contact parents/carers without prior reference to the Head of Year.

(End of Part 3)

MYTON SCHOOL

SUPPORT PROGRAMME FOR NEW STAFF

Staff Welfare

Promoting staff wellbeing is considered highly important at Myton; the school has a very proactive Wellbeing group that is involved in ensuring the welfare of staff through activities such as Well Being events, providing "breads and spreads" in the Staff Room, offering Flu- vaccinations on site and liaising with the senior leadership team on matters such as the school calendar to ensure workload is managed.

There is also a team of trained staff listeners, who can be available at a mutually convenient time, to have non-judgmental and supportive conversations on a one to one basis to support colleagues.

We also subscribe to Westfield Health providing staff with free information, support and advice, including telephone or face to face counselling.

Mentors and Buddies

All new staff will be 'buddied' with a friendly face in school. This person will be a carefully selected volunteer who will have your interests at heart. They will be a point of contact within your department or area in school and will be able to take you through some of the school systems and procedures on a one-to-one basis. They will also ensure that you are able to access the right training and people to ensure your induction is completed.

Early Career Teachers (ECTs):

You will have access to professional dedicated support throughout your first two years of teaching through the ECF. The school and our approving body (Warwickshire LA) have drawn up a detailed policy outlining your entitlement and have ensured that procedures exist at all levels to provide appropriate and effective support where and when needed.

ECTs will have an ECT Mentor to guide them through the programme of professional development through the two years and department buddies and subject specialists will provide subject support in their areas of specialism. Our Induction Tutor will also work closely with your Subject Mentor to ensure you are receiving the support you require.

They will discuss your training needs with you regularly with dedicated weekly support with regular drop-in/surgery slots for discussion and support with aspects of teaching and learning, for example marking and feedback. Additional peer support sessions in school will aim to provide additional guidance/support to complete your weekly training activities as part of the ECF as you progress through the ECT programme. You will receive regular feedback through observations of your classroom teaching and learning walks to facilitate development of your pedagogy and professional practices, both through department and mentor guidance. As part of the assessment process, required by the Warwickshire LA, a statutory online report to the Local Authority is managed by the work of the Induction Tutor at the end of each term.

Training, support and assessment

Your Induction training will include the important basics including Safeguarding and Child Protection, Health and Safety, Data Protection and if appropriate, relevant software. In addition, there is a comprehensive annual programme of Twilight training sessions and all staff are invited to participate in any whole school training activities that they feel are appropriate to their needs.

All staff participate in an annual review process which provides an opportunity for an in-depth discussion with the line manager to agree work objectives and areas for future support as well as appropriate training and development.

The school is committed to providing the best possible professional support for ***all newly appointed colleagues*** Including regular monitoring, feedback and support.