



Ermysted's Grammar School

Founded circa 1492



Teacher of Design & Technology

September 2026

Ermysted’s Grammar School is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust child protection policy (see www.ermysteds.uk), and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment. This post is subject to satisfactory references and enhanced Disclosure and Barring Service criminal records check for work with children. An online search may be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.

Ermysted’s Grammar School is committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity.

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May 2025

Dear Candidate,

Teacher of Design and Technology (full time, commencing **September 2026**)

Thank you for your interest in the above position. I hope you will find the enclosed information helpful and that you will be encouraged to apply.

Ermysted's Grammar School is an outstanding, heavily oversubscribed voluntary aided grammar school for boys. The school has a long and proud tradition of academic success and each year our senior pupils leave for the most-competitive courses. Many of our recent leavers are now studying at top universities, commencing an apprenticeship, or starting a new career. Regardless of their destination, however, we are proud of the achievements of all our pupils and of the role the school has played in shaping their character and wider abilities.

We are seeking to appoint an innovative and enthusiastic practitioner who has the passion and ability to promote ambitious standards of teaching and learning across the subject. We require a full time contract. This pack includes the job description and person specification, as well as information about the school and the faculty. Further information can be found on our [website](#). For ECTs we offer a full programme of induction and support.

The closing date for receipt of applications is **9:00 am on Monday, 19 January 2026** with interviews for short-listed candidates to be held in person at the school shortly thereafter. Instructions on how to apply can be found at the end of this document.

I hope that this document gives you a flavour of the role and what the school has to offer, but please feel free to contact me if you wish to discuss the opportunity further.

Michael Evans

Headteacher

mevans@ermysteds.uk





The School

Ermysted's Grammar School is a voluntary aided, selective boys' school for pupils aged between 11 and 18. The school prides itself on getting the best out of its pupils and Ermysted's is regularly ranked among the best schools nationally; however, an Ermysted's education goes far beyond the classroom and the school seeks to develop a much wider range of skills and attributes in its pupils.

Location

The school serves a large surrounding area, including Skipton and the Yorkshire Dales National Park immediately to its north. A wide range of reasonably priced housing is available locally and Skipton is well served by its regular market and wide range of independent shops.

At various times, Skipton has been voted the *happiest town in the UK* (Your Move and ONS surveys); the *best place to live in Britain* (Sunday Times), and the *best high street in the UK* (Academy of Urbanism). North Yorkshire is a lovely location in which to live and work.



With its cobbled streets and 900-year-old castle, Skipton is a historic and enjoyable place to live. The local community is vibrant and active, with several cultural and social events taking place each week. Harrogate, Leeds and Manchester, are easily accessible and other popular attractions such as the Lake District and the North York Moors are relatively close by. There is even a direct train service to London.

History

The school can trace its origins to the fifteenth century. Originally founded as a chantry school some time before 1492, it was re-founded in 1548 by William Ermysted. The school moved to its present location in 1876 and now occupies a green and wooded site about half a mile from the town centre. The original stone buildings have been added to over the years to provide modern facilities with comfortable and effective accommodation for teaching and learning.

Ermysted's enjoys an excellent reputation locally, and competition for places is strong. Selection procedures assess a candidate's aptitude in English and mathematics and their ability in verbal and non-verbal reasoning. There are 128 places available in each year group. Ermysted's prides itself on providing a disciplined, caring environment in which each pupil can develop his talents to the maximum. Competitive and non-competitive sport, music, outdoor pursuits, debating and drama are just a few of the fields in which pupils are encouraged to participate.

Ethos and values

Ermysted's Grammar School seeks to provide an inspiring and enjoyable educational environment in which every pupil has the confidence, motivation and opportunity to fulfil their potential. We have the highest expectations of each pupil's learning, respect for self and others, sense of community, appearance, behaviour and discipline.



Our aims are for every individual to:

- achieve their full academic potential by participating in a rich, stimulating and challenging curriculum;
- be able to contribute to society as active, compassionate and responsible citizens; and
- flourish culturally, intellectually, morally, physically and emotionally through participation in a wide range of opportunities.

Academic record

Attainment *and* achievement is high and consistently so; the most-recent value-added data are 'well above average' and place the school in the top 16% nationally (see the school website for details).

Nearly all our Year 11 pupils continue into further education, with the large majority remaining at Ermysted's to study for A-Levels. Each year several pupils from other local schools join our Sixth Form.

The school enjoys a strong reputation for supporting pupils through their academic journey and seeks to bring out the very best in them all. Many of our students progress to the competitive institutions in the UK and abroad (see the school website for details).

School routine

The school week is 50 one-hour lessons delivered over a two week timetable. The school day for pupils starts at 8:50 am and finishes at 3:35 pm. Assemblies take place each week.

The Curriculum

Ermysted's offers its pupils an exciting and engaging curriculum including a broad range of subjects. In Years 7 and 8, the curriculum goes far beyond the requirements of the National Curriculum: all pupils study separate sciences and all begin French and German on entry.

The school operates a three-year KS4, with pupils encouraged to take a language and required to take a humanities option. The standard offer is ten GCSEs. The core offer includes mathematics, English language, English literature and the three separate sciences, and four optional subjects are chosen from art and design, French, geography, German, history, music, physical education, computing, design technology and religious studies. In addition to these subjects, several non-examined courses are offered to KS4 pupils including statutory RE, careers, PSHCE, physical education and a weekly enrichment programme that includes for example non-GCSE courses in art, music, computing and much more.

The school operates in broad collaboration with **Skipton Girls' High School** (SGHS) at sixth form, with the majority of classes coeducational and co-taught by staff from both schools. This ensures the widest possible choice of subjects and subject combinations is available to the students. Wherever practicable, opportunities in the wider curriculum are open to students in both centres. Most sixth form pupils choose to study three A-Level subjects (from a choice of twenty-two) with some opting to take four. The sixth form curriculum is supplemented by a lecture programme and other enrichment opportunities including volunteering, physical education and the Extended Project Qualification.



Pastoral

The school places considerable emphasis on the care of its pupils. There is a well-established and effective pastoral care structure with most staff expected to be form tutors. General academic progress and all matters of pastoral care are, in the first instance, the concern of the form tutor who consults with the Head of School, Deputy Headteacher, or Headteacher, as necessary.

Form groups are arranged into the four houses in Years 7 to 9. Year 7 pupils are taught in form groups, but, elsewhere in the school, teaching classes are different to form groups to encourage wider relations among the pupils. Current class sizes average 32 in Years 7 and 8; mid 20s in Years 9 to 11; and low 10s in the Sixth Form. Setting occurs in mathematics in Year 10 and Year 11 but generally all classes are mixed ability in the school.

Extracurricular programme

Physical Education and team games enjoy a high profile within the school and Ermysted's has a proud tradition of success in many competitions. The main school sports are rugby, cross country, and cricket, though as pupils move up through the year groups, the opportunities broaden, and many different sports proliferate. Our pupils have competed internationally in rugby, cross-country, and swimming; nationally in athletics, golf, hockey, fell running, and cycling; and regionally in football, cricket, and many other sports. The school has excellent facilities, including indoor cricket nets and a large climbing and bouldering wall on site; and access to extensive playing fields, additional tennis and squash courts, and a gymnasium off site.



A good range of non-sporting and cultural activities is available to our pupils beyond the school day, and many members of staff volunteer their time and expertise to foster the co-curricular life of the school. Examples include different musical ensembles; large cohorts at each level of the Duke of Edinburgh Award; several Young Enterprise teams; various subject-based enrichment clubs; junior and senior debating; and a celebrated student newspaper – *The Reason* – which has won 22 national awards in the past three years, including repeated recognition as the nation's best student newspaper. Assistance and expertise in these areas from new members of staff is always welcome.

Staff benefits

The school has a very friendly, collegial and sociable staff, with colleagues from a variety of backgrounds, some joining the school straight from university, others after time in industry or after having taught at other establishments. What staff members have in common is enthusiasm for teaching and learning, and a genuine commitment to the school's values and ethos.

Staff well-being is an important consideration at the school. Staff enjoy at least six hours of non-contact time per fortnight and administrative and data entry tasks are kept to a minimum. It is a long-standing policy at the school that email is restricted to working hours and staff are actively encouraged to maintain an appropriate work-life balance.



Nearly all staff have their own teaching room and access to dedicated Faculty or Departmental offices. The school invests heavily in technology, with each member of the teaching staff issued with a tablet computer, and interactive whiteboards or UHD televisions installed in every classroom. Staff workload is managed via the judicious use of IT software, simplifying core teaching activities and streamlining communications within and without the school.

Continuing professional development is enthusiastically supported at the school with a year-round programme of training. Staff are encouraged to pursue additional qualifications, including the suite of National Professional Qualifications (NPQ), and participate in regular subject conferences within local and national networks of similar schools.

New staff are supported to settle quickly into life at the school through a carefully designed induction programme. This includes informal breakfast 'meetings' with other recent arrivals on the staff to make contacts and learn of their experiences. Regular staff socials and an annual family BBQ take place each year to thank staff for their hard work and ensure strong relationships within the school community.

All staff have access to an employee welfare [programme](#), which includes subsidised gym membership, employee discounts and salary sacrifice schemes.

Staff parking is provided free-of-charge on site.

[The Foundation](#)

The initial Foundation for the school has been maintained through the centuries and is now managed as a registered charity by the Foundation Trustees. The Foundation own the grounds and school buildings and supports the school's activities financially through donations from pupils' families.

[The Old Boys' Society](#)

The Ermysted's Old Boys' Society is an extremely active group, bringing together alumni from the school's long history. The Old Boys take a keen interest in the progress of the school and contribute financially through fundraising to support the school's development. A calendar of events can be found on www.ermystedsoldboys.co.uk

[The Ermysted's Friends' Association](#)

The relationship between the school and its parent body is excellent. The Friends' Association exists to support the school in its many distinct functions, and it organises a full and varied programme of activities throughout the year.

[Further information](#)

Further information can be found on www.ermysteds.uk

The Faculty

This vacancy is for a teacher of design and technology. This is an established position. The ability to teach up to and including A-Level would be an advantage, as would the ability to teach a second subject, such as food and nutrition.

The Creative Arts faculty encompasses a diverse range of subjects, including art, design and technology, food and nutrition, music, psychology and physical education. Teaching across the faculty is delivered by specialist staff in spacious, well-resourced facilities. Within design and technology, the department comprises three full time teachers, supported by highly skilled technicians in both design and technology, and food and nutrition. Facilities include three fully equipped workshops featuring industry-standard equipment such as laser cutters, 3D printers, CNC routers, a brazing hearth and chip forge, aluminium casting equipment, PCB etching facilities, and a suite of computer workstations and laptops with design software including 2D Design, Autodesk Inventor and Circuit Wizard. There is also a dedicated food and nutrition classroom.

Organisation of the Curriculum

At Key Stage 3, all pupils follow a design and technology carousel comprising design engineering, product design, and food and nutrition. Each rotation runs for 10 weeks, during which pupils develop core practical and digital skills across a range of materials and processes. Areas of focus include hand manufacturing and CAD/CAM using polymers and wood, PIC programming, iterative design, pewter casting and vacuum forming.

At Key Stage 4, pupils follow the AQA Design Technology specification, building on skills developed through design engineering and product design. They work with increasing independence, applying iterative design processes, exploring materials and manufacturing techniques in greater depth, and communicating ideas through methods such as CAD, sketching and modelling. Careers education is embedded throughout the course, helping pupils understand pathways into product design, architecture, engineering, materials science and other creative and technical industries.

Results in design technology have historically been excellent at both GCSE and A-Level, with outcomes consistently exceeding those of comparable schools. As a result, uptake at Key Stage 4 remains strong, with four classes in each year group, averaging between 15 and 20 pupils per class.

At Key Stage 5, students follow the OCR Design and Technology specification, receiving five hours of specialist contact time per week. Sixth form teaching is delivered collaboratively, with Ermysted's students studying alongside their counterparts from Skipton Girls' High School, creating a dynamic learning environment that encourages shared expertise, creativity and peer collaboration.

Ermysted's Grammar School has a strong record of success in securing prestigious Arkwright Engineering Scholarships, with several students recognised each year. Co-curricular provision is a significant strength, offering pupils opportunities to broaden their skills through activities such as robotics club and local Rotary engineering competitions. The department contributes fully to Year 6 taster days and Enrichment Week, helping to inspire younger pupils and promote design technology across the school. Links with industry further enhance the curriculum, with regular visits and partnerships involving companies such as Hope Technology, Rolls-Royce and Airedale International Air Conditioning.

Please refer to our website for a detailed [curriculum map](#).

If you have any questions, please feel free to contact the Head of Faculty, **Samuel Stewart**, via email on sstewart@ermysteds.uk.

Career development

Turnover at the school is low, yet despite this there are plenty of opportunities for ambitious staff. Two of the existing SLT are internal promotions; as are eleven members of the faculty middle leadership team; and all seven members of the pastoral middle leadership.

Here are some case studies of our existing colleagues and their experiences of the school:



I entered teaching via the Teach First Programme and spent the early years of my teaching career in inner-city Bradford. It was a great experience and I learnt a lot, but eventually I fancied a change and joined Ermysted's. When I moved, a colleague from my old school said to me "Ermysted's will be a great place to teach, but it takes years to get promoted in those kinds of schools." Nothing could be further from the truth.

In my time here I have held a range of roles: Head of Year, Head of History/Politics, Head of Sixth Form and Co-Opted Member of the SLT, and now I am an Assistant Headteacher. I have never regretted my decision to move. Stretching highly intelligent pupils from diverse socio-economic backgrounds is immensely rewarding and I work with some exceptional colleagues who have helped me develop and grow

whilst giving me the freedom and autonomy to bring my own ideas to the fore. **George Barrett**

Initially, I came to Ermysted's on a part time contract and thought that there would not be a chance for career progression. Happily, I was wrong! I was encouraged to apply for a Head of Faculty role that was advertised internally and was successful. I am happy in my role and looking forward to the year ahead. I would definitely encourage anyone to accept a place at a school that you are drawn to; I knew right away that I liked the 'vibe' at Ermysted's and I have seen that there is the possibility of career progression if you want it.

Do not be put off by thinking that there is no chance at a school like Ermysted's - I think that applicants imagine such lovely schools are full of teachers who have been there forever because once in, you stay in and there is no chance of any newcomer gaining a promotion as it is chock full of fusty old teachers who have bagged all the best jobs. Have a growth mindset and change your preconceptions! I have found it to be the opposite of what many imagine and would encourage anyone thinking of applying and wanting to progress in their career to simply do it. **Siobhan Woodruff**



I joined Ermysted's as an ECT. A Faculty reshuffle in the second year opened an Assistant Head of Faculty position as I was nearing the end of my induction. Initially, I assumed an ECT would not have had the experience to be considered for the role; however, encouragement from colleagues, family and friends convinced me that visible potential can be as favourable a quality as time in the profession and that, at the very least, I could gain valuable interview experience and demonstrate a desire to progress in my career.

I am now well embedded in my role, having taken on additional responsibilities such as mentoring new ECTs, while maintaining existing pastoral commitments as a Lower School form tutor, and am relishing the opportunities to contribute directly to the development of my Faculty. I am particularly grateful that I was encouraged not to count myself out! **Harry Blades**

The Role

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade.

Position	Classroom teacher
Salary	Main Scale
Tenure	Established
Time	Full time
Responsible to	Member of the Faculty Leadership Team
Responsible for	Deployment of support staff (where relevant)

The post holder will teach pupils within the school and perform such other associated duties as are reasonably assigned by the Headteacher.

It is expected that the post holder will be a form tutor in addition to their teaching role. The post holder is responsible to the Headteacher in all matters; the Head of Faculty in respect of curricular matters; and the relevant Head of Year or Key Stage in pastoral matters.

The post holder will:

Principle responsibilities

- Have proper and professional regard for the ethos, policies and practices of the school and maintain high standards of personal and professional conduct
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment

Wider responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents about pupils' achievements and well-being
- Ensure the school's safeguarding procedures are adhered to
- Ensure health and safety policies and child protection practices are followed

Please note that these responsibilities will be reviewed from time to time and may be amended as is reasonable by the Headteacher. This job description is not necessarily a comprehensive definition of the post.

The Person

The following are essential or desirable characteristics associated with the post of a classroom teacher at Ermysted's Grammar School. Evidence will be drawn from the application form and lesson observation or assessed at interview.

	Essential	Desirable
Qualifications		
Good honours degree in the specified subject or in a closely-related area	✓	
UK Qualified Teacher Status	✓	
Evidence of further relevant qualifications or training		✓
Evidence of recent professional development		✓
Experience		
Evidence of successful teaching at KS3 and KS4 in the specified subject	✓	
Evidence of successful teaching at KS5 in the specified subject		✓
Experience of teaching in a selective school		✓
Experience of pastoral work in a school setting		✓
Experience in more than one school		✓
Knowledge		
Up to date knowledge of the curriculum and current trends or developments	✓	
Familiarity with the requirements of public examinations in the subject		✓
Skills		
A confident and competent classroom practitioner	✓	
Ability to teach another subject		✓
A proven record of securing good progress for pupils		✓
Ability to differentiate teaching to meet the needs of all pupils	✓	
Effective communication, organisational and interpersonal skills	✓	
Ability to converse fluently in English	✓	
A willingness to share good practice and promote the development of the subject	✓	
Ability to use and promote the effective use of ICT	✓	
An ability to build positive working relationships with colleagues	✓	
An ability to work effectively as part of a team and to work independently	✓	
Other		
Enthusiasm for learning and a passion for teaching	✓	
High expectations of pupils and their behaviour	✓	
Ability to work hard, prioritise deadlines and maintain good humour	✓	
A willingness to engage fully with continuing professional development	✓	
A recognition of the importance of personal responsibility for Health and Safety	✓	
A demonstrable commitment to equal opportunities	✓	
Commitment to safeguarding and promoting the welfare of pupils	✓	
A commitment to the School ethos and selective education in general	✓	
Ability and willingness to contribute to the wider life of the School	✓	

To deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work commensurate with the level of responsibility of the role not specifically referred to above.

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How to apply

Please read these notes before completing the application form.

1. Only applications submitted on the school's application form (click [here](#)) will be considered.
2. We would prefer you to fill in your application electronically and submit by email. (You will be asked to sign a hard copy if appointed.)
3. Complete the application form **as fully as possible**. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel; therefore, clarity is essential.
4. Please give the full name and title of both of your referees and ensure that the full address, telephone numbers and email addresses are included. Your referees will be contacted directly by the school if you are short-listed. It is our practice to take up references before interview, whenever possible.
5. Please submit your completed application form as soon as possible and no later than **12:00 pm** (noon) on the closing date to recruitment@ermysteds.uk. The school reserves the right to appoint before the published deadline in exceptional circumstances.
6. If short-listed, you will receive either a phone call and/or email inviting you to attend for interview in person at the school. It is important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you. If you require any assistance in attending for interview, please let us know in good time so that we may make appropriate arrangements. Please note that online searches for shortlisted candidates may be done as part of due diligence checks.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

7. We are fully committed to equality of opportunity and aim for our staff to reflect the school community. It will help us to monitor the success of our recruitment strategies if you complete the equal opportunities monitoring page of the application form. The information you provide will be treated as confidential and will not be made available to the short-listing panel.

Pre-employment checks

Please note that any offer of employment will be conditional on the pre-employment checks being completed successfully. The successful applicant will be required to:

- Provide details of two referees who know you in a professional capacity, one of whom must be your current Headteacher or employer. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Undertake an enhanced DBS check and receive appropriate clearance. Please note that an enhanced check will include details of all convictions on record, whether spent or unspent under the Rehabilitation of Offenders Act 1974 (ROA).
- Complete a medical questionnaire and, if deemed necessary, undergo an assessment of their fitness to complete the duties as described in the job description.



Circa 1492

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