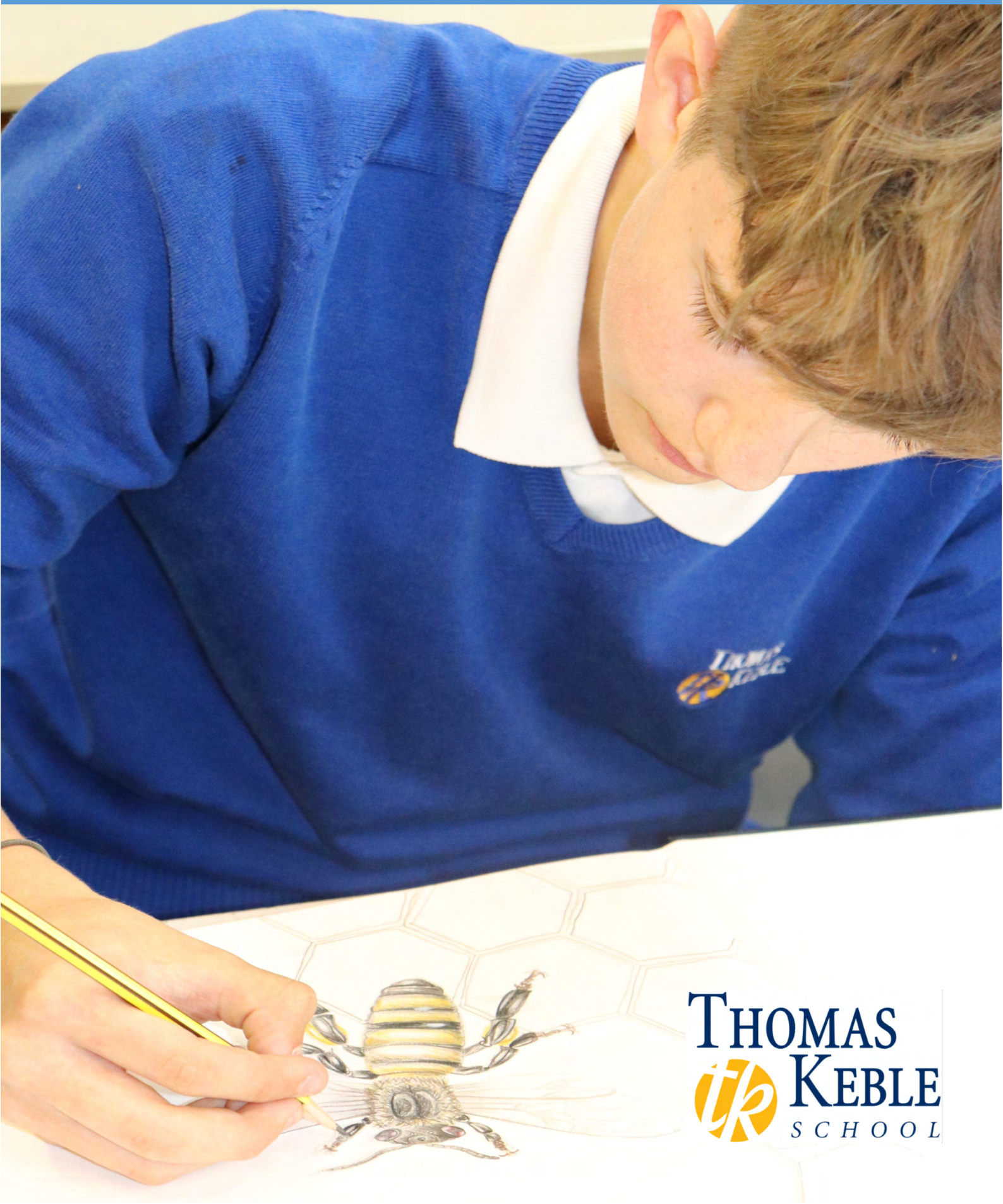


**Design Technology: Food and / or Textiles**  
**0.7 FTE over 4 days**  
*Potential for full time post for the right candidate*  
**Applicant Pack**





## Thank you for your interest in our vacancy for Teacher of DT (Food / Textiles)

I hope this pack, will help you to decide that Thomas Keble is community you want to join, in order to make an invaluable contribution to the life chances of the students within our community. I would encourage you to visit our school website at: [www.thomaskeble.gloucs.sch.uk](http://www.thomaskeble.gloucs.sch.uk) to find out more about what we do and why we do it.

Choosing the school for the next stage of your career is a really important one and, to that end, we welcome prospective applicants to come and have a look around before making the decision to apply. If this would be helpful, my PA, Amanda Oxberry can be contacted via [recruitment@thomaskeble.gloucs.sch.uk](mailto:recruitment@thomaskeble.gloucs.sch.uk). She will be happy to assist. **We are hosting visits to the school WB 9th May 2022**

As a school, we are fortunate to attract staff who are fully committed to delivering our inclusive ethos. We work hard and go the extra mile to ensure our students achieve the very highest outcomes, regardless of ability. In return, our staff are empowered to work within their area of specialism in a way that best supports learning within that subject. We aim to ensure that energy is directed in the best possible way, to promote effective learning. Our approach is personalised to each student and we recognise that this personalisation must be extended to individual subject areas to allow staff the flexibility to instill their passion for their subjects to our students. This post is suitable for Early Career Teachers.

As a staff, we are consistent in our approaches and expectations through reference to our behaviour and discipline codes, with the aim of freeing up staff to focus on their craft. As a result, our student behaviour is recognised as extremely positive with children who are keen to learn.

***“ Staff know pupils well and provide them with support that is appropriate to their individual learning and emotional needs. Relationships between teachers and pupils are characterized by trust and respect.” (OFSTED January 2018.)***

In this pack, you will find a job description and a copy of the person specification for the post.

If you feel Thomas Keble is the right school for you for that next career step, please complete the following by the **deadline of 12 noon on Friday 20th May 2022**

- The Thomas Keble Application form (available from the links within the advert).
- A statements of support (contained within the application form) outlining your suitability for the post and how your experience to date has prepared you for the requirements of the person specification.

I look forward to reading your application.

**Julia Maunder: Headteacher - Thomas Keble School**



## Thomas Keble School's Purpose is...

To inspire learners to achieve more than they think is possible

## Thomas Keble School's Principles

"At Thomas Keble, we believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year on year, by combining quality first teaching with a robust pastoral support programme and comprehensive extra-curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults."

## Thomas Keble School's Values

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

Respect  
Excellence  
Ambition  
Compassion  
Honesty

## Thomas Keble students will:

- Experience a rich and broad curriculum and be encouraged to be lifelong learners
- Achieve the highest possible standards
- Become responsible members of the 21st century world community
- Care for and respect themselves, others and the environment, with a strong foundation of moral and spiritual values
- Develop the technological skills needed for the 21st century

## Strategic Success Measures 2021 -2026

- Our headline Key Stage 4 national success measures will place us in the top 10% of comparable schools based on student outcomes.
- Our Key Stage 3 students will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed as they move into Key Stage 4.
- Our Key Stage 3 students will benefit from high quality feedback and assessment that will support them to make progress above the level one might expect and our assessment processes will enable us to intervene in a timely way, to support where needed.
- Our teaching & learning strategies will be developed by high quality, research and evidence-based CPD and this will enhance the quality first teaching that underpins our approach.
- We will have a school where our values of respect, excellence, ambitions, compassion and honesty permeate everything we do.



## Thomas Keble Curriculum Statement

This statement deliberately does not seek to identify the skills required by a '21<sup>st</sup> century learner' or to second-guess the qualities that employers of the future will be seeking in our young people. Our aims are no less ambitious but, we hope, more realistic: to ensure all students gain the skills and confidence to become effective and resilient learners within a mutually respectful community that is caring and supportive of its members and considerate of the diversities of society more widely. Through such an approach, we aspire to encourage our learners to be adaptable to the evolving challenges of the 21<sup>st</sup> Century.

At Thomas Keble, we recognise that embedding effective curricular development takes time. We are therefore determined not to be distracted by external accountability pressures and attempts to 'play the system'. Instead, we are committed to retaining a broad and balanced curriculum with equality of access for all; and to reviewing research into effective learning and its pedagogical implications. From this, we adjust our approaches in order to maximise their effectiveness. Our approach is to tweak what we know works, rather than embark on a series of fragmented initiatives.

We recognise that each subject is unique. For this reason, Heads of Department, as the experts in their areas, are empowered to develop and structure their curriculums with their department colleagues. Our Trustees supported us in creating significantly more time for CPD. Our resulting subject Teaching and Learning Community (TLC) time is intended to enable departments to discuss and decide:

- **INTENT:** What elements of curriculum content they are teaching so that students can access each academic discipline and tradition.
- **IMPLEMENTATION:** When they are teaching each element so students can appreciate the relationships between them; how they are teaching each element effectively so all students can access and be engaged by the curriculum.
- **IMPACT:** How and when to assess what students know, understand and can do.

### Sequences of learning across all five years should be underpinned by:

- Consistent challenge for all;
- The embedding of subject-specific skills alongside the coherent layering and spiralling of subject-specific knowledge;
- Explicit teaching of each aspect of the TK Learning Process:

## Understanding – Transforming – Reviewing – Applying.



## **Job Description – Teacher of DT**

**Line Manager: Head of Design Technology**

**Salary: Mainscale (0.7 over 4 days) - There is an opportunity of full time for the right candidate, particularly if a 2nd subject at KS3 can be offered**

**Teaching Allocation: 44 hours per fortnight (out of 50 hours timetable) ECTs will be allocated additional non-contact time for mentoring to take place.**

### **Main purpose of the role:**

This position is open to dynamic and inspiring teachers who have a passion for delivering excellent attainment and achievement in Design Technology and supporting a dynamic extra-curricular programme.

### **The successful candidate will:**

- Demonstrate a passion for education and a desire to improve the life chances of all students;
- Have the ability to empower and motivate students to engage with a broad offer of extra-curricular opportunity
- Maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity

### **Core Purpose: The postholder will**

- Assist the Head of Faculty in ensuring the highest possible standards of education through the promotion of effective teaching and learning; calling on the best research based evidence to inform pedagogical practice in the teaching of DT
- Support the development of a comprehensive programme of extra-curricular opportunities, to foster a love of design.

### **Operational Responsibilities: The postholder will**

- Play a key role in promoting the aims, values and ethos of Thomas Keble
- Serve as a tutor for a group of students and contribute to the delivery of our tutorial programme.



## Person specification – Teacher of DT: Food and / or Textiles

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable	Evidence
<b>Training &amp; Qualifications</b>	Degree. Teaching Qualification. Commitment to CPD.	<b>Experience of:</b>	Application form. Certification.
<b>Educational Experience</b>	Teaching DT across KS3 and KS4 Developing & implementing strategies for raising achievement for students Using evidence-based information to inform planning and teaching.	<b>Experience of:</b> Successful record of impact	Letter of application. Selection process. References.
<b>Personal &amp; Professional Qualities &amp; Attributes</b>	<b>Ability to:</b> Work in partnership with a team to achieve successful outcomes for students. Motivate, influence and empower students. Set priorities to achieve ambitious goals. Seek, and act on, feedback from others. Build & maintain effective relationships	<b>Experience of:</b> Working with other agencies to promote design and develop extra-curricular opportunity	Letter of application. Selection process. References.
<b>Professional Knowledge &amp; Understanding</b>	Effective strategies for maintaining high standards of attainment, behaviour and attendance. Principles and practice of educational inclusion, diversity and access. Developing choice and flexibility to meet the learning needs of every student.	<b>Experience of:</b> Working with other staff to secure Continuous school Improvement. Working with technology to promote effective learning in DT	Letter of application. Selection process. References.
<b>Personal Qualities</b>	Flexibility. Team centred approach. Ability to work well under pressure. A passion for all things design related	The ability to teach a second subject to KS3 may offer the opportunity to increase the hours in the role but this is not compulsory.	Selection process. References.

## Design Technology Faculty Overview

**“I hear and I forget; I see and I remember; I do and I understand”**

Learning through practical engagement, to make Design and Technology accessible for all and relevant to our students, is our objective at Thomas Keble School. This seems to resonate with the students and we always have at least 3 groups at GCSE, with Food being an especially popular

option. We offer courses in Art and Design: Textiles, Resistant Materials; and Food and Nutrition. All students experience each of the material areas in Years 7 and 8, whilst Y9 students are given the option to continue studying either 2 or 4 material areas depending on their interests, allowing them to develop a greater depth of understanding in their preferred choices.

### **Staffing within the department:**

The Design and Technology team consists of 4 experienced teachers: the Head of Faculty is supported by a range of specialists. In addition, we have 2 DT technicians who provide all practical resources for lessons across the department. Timetabling is organised so that all teachers teach all four disciplines at KS3 in a carousel system with an emphasis on delivering within specialism at KS4 wherever possible.

### **Resourcing & Facilities:**

The faculty is housed in a specialist block of 2 good-sized workshop spaces with dedicated IT resources. In addition, separate resource storage and prep rooms enable us to deliver high quality practical activities to engage students. We also benefit from a spacious Food room and a well equipped Textiles classroom. All colleagues have their own teaching base within the department with facilities ranging from a full room of sewing machines to a laser cutter and a new 3D printer. Our technicians are pivotal in supporting us as teachers to deliver our subject in a practical a way as possible.

### **Design and Technology priorities for 2022:**

We are a forward-thinking department ensuring the highest quality education is delivered to all, making sure that students are studying pathways best suited to their interests and abilities. This year, we are keen to further strengthen KS3 assessments; continue exploring ways of challenging students of all abilities; explore a range of differentiated KS4 qualifications.

We are also excited by the prospect for planning our move into our new, purpose built suite of rooms, that will come on line in 2023 / 2024. This will provide a really wonderful resource to continue our work in inspiring the next generation of designers.

### **Design and Technology Extra-Curricular Opportunities:**

We are keen to develop the DT extra-curricular provision as well as exploring collaboration with local schools and companies to develop practical skills to enable our students to increase their technical expertise in each of the subject areas.





## Applications

Applications should be submitted via Eteach. The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application. Applications must be received no later than midday on **Friday 20th May 2022**. Applications received after this date and time will not be considered.

## Shortlisting

Shortlisting will be finalised on **Friday 20th May 2022**. Applicants will be advised whether they have been shortlisted by **Monday 23rd May 2022**.

## Interviews

The selection process will consist of lesson delivery, discussions with relevant stakeholders and a panel interview. Candidates may be asked to undertake a practical task related to the knowledge and abilities in the Person Specification. We are intending to interview for the post during week beginning **Monday 23rd May 2022**.

## Notification of outcome

Shortlisted candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have given day and evening telephone numbers on which you can be reached.

## Feedback

Unsuccessful shortlisted candidates will have the opportunity for professional feedback during the week following the interviews.

## Taking up post

The successful candidate will take up post on **1st September 2022**

Should you require any additional information, please contact Amanda Oxberry, PA to the Headteacher, via email [recruitment@thomaskeble.gloucs.sch.uk](mailto:recruitment@thomaskeble.gloucs.sch.uk)

## Safeguarding Statement:

Thomas Keble is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.

**Thomas Keble School**

**Eastcombe**

**Stroud**

**GL6 7DY**

***[www.thomaskeble.gloucs.sch.uk](http://www.thomaskeble.gloucs.sch.uk)***

**Tel: 01452 770301**