

Briefing Pack for Candidates Teacher of Engineering



Chapelton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Teacher of Engineering - (KS5) including Level 3 BTEC and AAQ's
Location: Chapelton Academy
Pay scale: Teacher Pay Range MPR/UPR
Contract: Permanent, full time
Start date: 01 September 2025

Suitable for NQTs: Yes

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our Academy. The Trust is passionate that all students should see their time at Chapelton Academy as happy and fulfilling with their potential developed to the utmost. Chapelton Academy joined the Trust in September 2020.

The post is a full-time position, 5 days per week working Monday - Friday, equating to 1.0 of a full time equivalent. The successful post holder will join a team of staff who are committed and enthusiastic in realising the vision of the academy and ensuring the best possible outcomes for our students.

Candidates are encouraged to have an informal discussion about the role with Dominic Pinto, Principal. Arrangements for this can be made by contacting Hayley Kay, PA to the Principal.

hkay@chapelton-mlt.co.uk

The closing date is at 9am on Tuesday 06 May 2025 and interviews will take place on Wednesday 14 May 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school www.chapeltonacademy.com. **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Principal – Dominic Pinto

Dear Candidate,

Thank you for your interest in this role. Chapeltown Academy is a purpose-built post-16 academy based at Hydra Business Park in the heart of the community between Ecclesfield and Chapeltown.

The college provides A-level and Level 3 BTEC education with a personalised and caring ethos. We are a high performing post-16 provider with a strong reputation for academic success and we are immensely proud of our students and their academic and personal achievements. This success is validated by our recent Ofsted inspection in October 2024 where Chapeltown Academy is judged as a 'Good' provider with significant strengths in a number of key areas. The report can be found here: [Chapeltown-Academy-OFSTED-2024.pdf](#)

I am excited by the next phase of our journey, and our role as part of a wider Trust. Whilst we have a strong reputation for supporting academic excellence, we are much more than that and in recent years our numbers have grown steadily as we have developed our broad and balanced curriculum. The introduction of key vocational courses has enabled us to provide greater options for our prospective students and we are looking to grow this in the future, making sure we provide students with the opportunity to flourish locally, regionally, and nationally.

Following our successful bid last year to increase the numbers of students at the college, we are delighted that this year, we have received our highest number of applications ever for September 2025. However, our ambition extends further than that and we want to be the provider of choice for the young people in the north of the city and will continue to innovate and engage to ensure that we offer a curriculum and educational experience that is second to none.

We continue to develop our non-academic programmes and last September launched a new co-curricular programme so that students have as positive experience as possible. This is in addition to a new pastoral structure of Progress Tutors and our new 'Aspire to Achieve' Programme and Subject Societies. We appreciate that grades are only one piece of the jigsaw for a well-rounded education. We will never compromise on standards and have high expectations – part of our values is represented by compassion and academic rigour – we will challenge our students to be the best version of themselves, whilst walking alongside them to help achieve their goals.

Support and care are equally important for all members of staff. We are developing a new Continuing Professional Development Programme at Chapeltown Academy that is supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in college and an annual action plan supported by staff and wider stakeholders.

This is an exciting time to be joining Chapeltown Academy and Minerva Learning Trust. We care about working with the right people, with the right values and educational philosophy. If you feel you would fit our culture and will make a positive difference to the lives of our young people, then I encourage you to apply and I look forward to reading your application.



Dominic Pinto
Principal

Section 4: About Chapeltown Academy

OUR MISSION

To provide a community that empowers, nurtures and inspires all individuals to achieve academic and personal success, improve everyone's life chances and impact positively on society.

OUR VISION

Our mission is underpinned by our vision and is based upon the principles of;
Academic Rigour, Personalisation, Community:

Academic Rigour - Our students will:

- Develop life long learning skills
- Achieve excellent outcomes
- Experience a robust curriculum
- Receive outstanding teaching

Personalisation – Our staff will:

- Promote and model resilience
- Provide outstanding pastoral support
- Develop students' wider key skills
- Show empathy and compassion

Community – Our community will:

- Celebrate diversity
- Respect equality and inclusion
- Collaborate with our neighbours
- Connect with individuals and the wider world

OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make. We are:

Compassionate

e.g. We care for each other, we support each other and contribute towards the wider good of society.

Respectful

e.g. We respect ourselves and each other, even when we might have a difference of opinion.

Independent

E.g. We take responsibility for our own learning, work well in groups and show great leadership.

Resilient

We work hard, we aim high and we never give up; even when things become challenging

We are Chapeltown

OUR BELIEFS

- We are driven to improve the lives of all our staff and students.
- We are passionate about our subjects and teaching them.
- We are dedicated to supporting all individuals.
- We are compassionate with every individual.
- We are dedicated to ensuring all students achieve their potential.
- We are focussed and committed to preparing students for life.
- We are resilient and determined.

ABOUT US

Chapeltown Academy is situated between Chapeltown and Ecclesfield in the north of Sheffield. The academy was established in 2014 to provide academic study programmes for young people aged 16 to 19 and to foster progression to higher education and apprenticeships. The academy enrolls students from a wide geographical area, with the vast majority coming from Chapeltown, Ecclesfield, Sheffield, Barnsley, Rotherham, and surrounding villages.

Our students follow a range of subjects please check our website for details [Subjects - Chapeltown Academy](#)

Our students can access trips and visits which provide the opportunity to explore subjects in depth in different contexts. This includes adventurous residential trips in the UK and abroad.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teacher of Engineering
GRADE/SALARY	Teacher Pay Range MPR/UPR
HOURS/WEEKS	Full time, term time
LOCATION	Chapelton Academy
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	Teaching and supporting Engineering across the Academy and wider Minerva Trust, the associated resources and facilities, the various teaching programmes, the achievement and attainment of students.
PURPOSE OF THE JOB	Your job role would be to collaborate with existing engineering staff, teach a range of units which include Engineering Principals, Calculus for Engineering, 2D & 3D CAD, Microcontroller systems, Additive Manufacturing & Commercial and Quality Principles.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Relevant degree in Engineering or equivalent relevant experience and qualifications• Qualified Teacher Status

SPECIFIC DUTIES AND RESPONSIBILITIES

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

MAIN DUTIES

- Have a clear understanding of the aims and purposes of Engineering, of how it contributes to Academy improvement and the personal development, well-being and achievement of students.
- To help produce a comprehensive L3 Schemes of Work/curriculum intent.
- To keep abreast of local and national developments in Engineering.
- Devise/maintain systems for storing resources in such a way as to enable quick and easy access by all staff and students where appropriate.
- Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students.
- To have an overview of, and make a contribution towards, the planning and delivery of continuous professional development and training related to teaching and learning across the Academy as it relates to knowledge, understanding and skills of Engineering.
- To develop and contribute towards strategies which promote new teaching methods and improve learning throughout the Academy and to monitor effectiveness in raising standards of teaching and learning.
- To contribute to the development of policies and procedures relating to improving standards of L3 Engineering across the Academy.
- To contribute to the development, implementation, monitoring and evaluation of Schemes of Work/curriculum intent for L3 Engineering in line with statutory requirements, the aims of the Academy, local and national priorities and the differentiated needs of students.
- Help create an effective team by promoting collective approaches to problem-solving and curricular/department development.

Deliver a range of units including Engineering Principals, 2D & 3D CAD, Calculus for Engineering, Microcontroller systems, Commercial and Quality Principles and others.

SAFEGUARDING

- To be aware of and work in accordance with the academy's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the academy community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the academy and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and academy policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Principal and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Teacher of Engineering

Minimum Essential Requirements

Method of Assessment

QUALIFICATIONS AND TRAINING

A good honours degree in a relevant subject

AF

Qualified Teacher Status

AF

KNOWLEDGE AND EXPERIENCE

Excellent Subject Knowledge

AF/I/AA

Ability to teach 2D & 3D CAD

AF/I

Ability to teach Microcontroller Systems

AF/I

Ability to teach Engineering Principles

AF/I

Ability to teach Calculus

AF/I

Awareness of strategies available for improving the learning and achievement of all students

AF/I/AA

A good understanding of curriculum developments in the specific subject area

AF/I

Able to use a range of teaching and learning strategies

AF/I

An understanding of how Assessment for Learning can improve student performance

AF/I

PROFESSIONAL DEVELOPMENT

Evidence of a commitment to Continuous Professional Development

AF/I

Willingness to actively participate in professional learning

AF/I

Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape

AF/I

SKILLS

Excellent interpersonal skills

AF/I/AA

Ability to inspire confidence in and establish excellent relationships with students, teachers and parents

AF/I/AA

Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I/AA
Able to work independently and collaboratively as a member of a team	AF/I/AA
Creative in problem solving together with willingness to take on and try new approaches and ideas	AF/I/AA
Able to use student level data to raise standards	AF/I
Excellent written, verbal and IT skills	AF/I
Confidence in the use of ICT and how this can be used to enhance student learning	AF/I/AA
QUALITIES AND ATTRIBUTES	
Is a role model of best practice to young people and the Academy community	AF/I/AA
Ability to relate to students in a pleasant and sympathetic manner	AF/I
Reflective practitioner	AF/I/AA
Able to contribute to the wider life of the Academy, including supporting events at evening and weekends	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

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

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

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA hkay@chapeltown-mlt.co.uk.

8. The Interview

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

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to hkay@chapeltown-mlt.co.uk by the closing date.

Section 8: Visitors to Chapeltown Academy

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapeltown towards Chapeltown. Take the exit onto Cowley Hill/A629 and turn left onto Nether Lane/B6087. At the roundabout take the second exit and stay on Nether Lane. Hydra Business Park is on the left handside and you will see the entrance to the Academy as you drive through the site.

By Train

Chapeltown station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you walk through the site. The Academy is just over a mile from the station.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left-hand side. Continue for approximately 600 meters until reaching the T-junction with Chapeltown Road. Turn right then left at the traffic lights onto Nether Lane. Hydra Business Park is situated on the right-hand side as you travel up Nether Lane and you will see the entrance to the Academy as you drive through site.

By Train

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you walk through the site. The Academy is just over a mile from the station.