

UTC Leeds

Staff Insight





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“When I was asked to join UTC Leeds, I was quite simply delighted. The core vision, to inspire the next generation of leading engineers, scientists and innovators, is one that is close to my heart both personally and professionally.”

Hannah Wilson
Principal

Principal's Welcome

UTC Leeds is an amazing place to work when you come from a STEM background. When people ask me what it felt like to leave a large comprehensive school to join UTC Leeds, as a biology teacher, I describe it as 'coming home'.

UTC Leeds is dedicated to all things STEM related and it's genuinely inspirational to work with a team of like-minded individuals who love and appreciate engineering, science and maths as the 'norm'. We celebrate our individual and collective geekiness and make no apology for being creative, intelligent, scientific and mathematically minded. If you absolutely love your subject and find that normal people just don't get why you use scientific examples as part of your day to day conversations, then UTC Leeds is probably the place for you.

We've been so overwhelmed by our student recruitment this year, as parents and students in the Leeds City Region have begun to recognise the amazing opportunity for high quality STEM focused education that's on offer to them here at UTC Leeds. As a result, we need to take our small team of dedicated teaching staff and expand, whilst maintaining our high quality, specialist offer. This is a really exciting time to join us on our journey of building a STEM centre of excellence, dedicated to the pursuit of technological and scientific advancement for all our community. Our students are exceptional and we believe they deserve the inspirational teachers that form the back story of so many exceptional leaders of the global STEM industries. When the next world leading engineer is asked where they developed their love of STEM, we want them to name check their inspirational teacher at UTC Leeds – that's what we live for, the difference our students will make as they contribute to the advancement of STEM industries, locally, nationally and globally.

Our curriculum intent is clear and we're fortunate to sit outside performance measures such as progress 8. This gives us the curriculum freedom to specialise in STEM subjects for all our students, without having to compromise on our core purpose of delivering exceptional educational opportunities that develop the whole student into proactive, resilient, successful professionals of the future. Our remit is not just to equip students with the qualifications that will get them into their next

steps but to equip them with the core employability skills that will see them thrive at whatever they do next. 100% of our students enter high quality destinations – that's our most important 'performance measure' because it's what matters to our students and the future of the STEM industries we serve.

UTC Leeds is fortunate to benefit from strong governance which has shaped this core vision through the eyes of business and industry experts. Who better to shape the education of our future STEM innovators than their future educators and employers? With strong business links and a working partnership with the University of Leeds, we aim to meet local demand for highly skilled, ambitious, employable young people and to improve the life chances of our students.

If you are passionate about your subject and want to educate and inspire young people who share your passion, then come and meet the team on 25 February 2021 – see our website to book your place!



Hannah Wilson
Principal

Introducing UTC Leeds

**Preparing young people for high
quality careers**

University Technical Colleges (UTCs) have been designed to meet the needs of employers for up-and-coming young talent with the right skill sets and knowledge to fill the jobs of tomorrow.



UTCs take students as young as 14 and offer a combination of technical qualifications alongside GCSEs and A Levels. This combination of academic and technical learning is unique, equipping students for professional careers through places at top universities, as well as through higher and advanced apprenticeships.

Opened in September 2016, UTC Leeds offers high-tech, cutting-edge facilities and a first class educational experience. The UTC is the first school in the Leeds City Region to provide high-quality academic and vocational training focused specifically on the engineering and advanced technology sectors.

The curriculum is developed with global and regional employers as well as the University of Leeds, and the learning experience includes a broad range of activities with industry professionals and academic experts.

UTC Leeds is supported by over 70 employers, including major industry brands such as Stantec, Siemens and Unilever. Working regularly with employer partners in a professional work environment where expectations are high ensures that students gain the work ethic and attitude that employers are looking for.

Project work is focused on solving real world issues, not just business issues, but also social, medical and environmental challenges. Inspirational events and national competitions form a key part of students' studies. In addition, students are able to experience a range of city-wide business events featuring leading speakers from across the sciences, and industry, supporting their learning while contributing to an enjoyable, varied educational experience.

For GCSE students, there are a variety of routes available involving different combinations of GCSEs and technical qualifications. After completing their GCSEs students are able to continue their studies at UTC Leeds through to age 18 or leave at 16 to pursue other routes, including apprenticeships.

For sixth-form students, there are a variety of routes to professional careers available involving different combinations of A Levels and/or technical qualifications, dependent on whether an apprenticeship or university route is preferred.



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“The UTC will establish a talent pool of creative, passionate, energised and capable young engineers that will enable Siemens to fill future positions in production, engineering and project roles.”

Hannah Wilson
Principal

A Vision for the Future

It is our vision to develop students who will make a valuable and lifelong contribution to society and the engineering industry - we want you to be part of this.

We will provide a stimulating and relevant curriculum, exposing our students to cutting-edge technologies and employer-led projects that will give them a challenging, well-rounded education. Students leaving UTC Leeds will be recognised as young people with a strong ambition to succeed, who are independent learners and creative problem-solvers with the social and technical skills that employers look for in today's competitive market.

Six Reasons to teach at UTC Leeds

Exciting, real-life projects

You will deliver real-life challenges from the world of work, inspirational workshops and competitions. This will develop the critical thinking, creativity, team working and problem solving skills of our students.

A chance to make a difference

You will inspire our students to find solutions to real-world social, healthcare, medical and environmental problems that will have a positive impact on the local community and industry.

Employer-led learning

You will collaborate with employers to engage our students in a range of roles through masterclasses, mentoring sessions, trips and work experience, giving insights to support their choice of future careers.

Academic excellence

UTC Leeds is sponsored by the University of Leeds, which is among the top 100 in the world for engineering and technology. You will be joining a team of teaching staff who are experts in their field.

State-of-the-art facilities

You will teach in unrivalled hi-tech facilities in our unique building, which combines a state-of the-art educational environment with the city's proud manufacturing heritage.

High standards

All of our students are focused on their futures and here to learn. This is the first stage of their access to business and employment and we expect the highest standards of behaviour, professionalism and a commitment to succeed.



Curriculum at UTC Leeds

Our exciting curriculum offer, including employer-led projects and enrichment activities, is designed to give students a well-rounded education to open up the best possible opportunities for future study and career progression.

It enables students to develop the following key employability skills that are highly sought after by today's leading employers:



Enquiry and analysis



Problem solving and resilience



Self-management and organisation



Teamwork and collaboration



Creativity and ingenuity



Leadership and management



Technical confidence and skills

The seven employability skills are central to the curriculum and the driving force behind all aspects of UTC Leeds. They were devised in conjunction with our employer and university partners, to ensure that students leaving UTC Leeds are highly employable.

Through the unique opportunities that studying at the college provides, students will demonstrate a high level of confidence and skill in these areas, setting them apart from other candidates.

GCSE and Technical qualifications

All our GCSE students follow a STEM based curriculum, focusing on our specialist areas of engineering and advanced technologies.

All students will follow a core GCSE curriculum of:

GCSE Mathematics

GCSE English Language

GCSE English Literature or ELC
Step Up to English (Gold Award)

GCSE Triple/Trilogy Science

OCR Technical Qualification in Engineering Design

OCR Technical Qualification in Engineering
Manufacture

Optional subjects

In addition, students have the option to choose from:

GCSE Computer Science

GCSE Geography

GCSE Product Design

Build knowledge and understanding of engineering through:

Contributing in teams to a series of industry-led major projects

Meeting skilled professionals and understanding roles, pathways and career opportunities

Partnering with the engineering faculty at the University of Leeds

Working with mentors from industry and education

Develop life skills, independence and knowledge through:

A curriculum with embedded opportunities for students to develop employability skills

Leading and taking part in UTC Societies

Taking part in RE, PSHE, Citizenship and sports activities

Receiving the very best in careers education



Level 3 qualifications (GCE, A-Level and Technical award)

At UTC Leeds, we offer the only blended learning option in the city. This means that students can combine pure A Levels with technical qualifications in one timetable. As a STEM college, all students must study one mathematics qualification for either one or two years in the Sixth Form. We offer Level 3 in all of our STEM subjects, which means all of our teaching staff have the opportunity to teach Years 12 and 13.

Subject	Type of qualification	GCSE entry requirements
Single Engineering	Technical	Grade 5 or above in English & Maths
Double Engineering	Technical	Grade 5 or above in English & Maths
Triple Engineering	Technical	Grade 5 or above in English & Maths
Product Design	A-Level	Grade 6 in English & Maths
Mathematics	A-Level	Grade 6 in Maths
Mathematics (in 1 year)	AS-Level	Grade 6 in Maths
Further Maths	A-Level	Grade 7 in Maths (and must be taken in addition to A-Level Maths)
Further Maths	AS-Level	Grade 7 in Maths (and must be taken in addition to A-Level Maths)
Core Maths	A-Level equivalent	Grade 5 in Maths
Biology	A-Level	Grade 6 in Science or GCSE Biology
Chemistry	A-Level	Grade 6 in Science or GCSE Chemistry
Physics	A-Level	Grade 6 in Science or GCSE Physics
Applied Science	BTEC	Grade 5 in Science
Computer Science	A-Level	Grade 6 in Computer Science or Maths
Geography	A-Level	Grade 6 in Geography
EPQ	Extended Project Qualification	Grade 5 in English

State of the Art Facilities

A unique setting

UTC Leeds is based in a unique setting in the growing educational hub at Leeds South Bank, which is fast becoming known as a vibrant, attractive neighbourhood.

An £11 million pound investment in the UTC has created a modern, cutting-edge college environment with capacity to accommodate 600 students. The college building is adjacent to BRAIME Pressings, a long-established company with a proud history of engineering excellence and now a key employer partner of the UTC.

The state-of-the-art building has been designed with areas designated for scientific research, advanced design and CAD, manufacturing and robotics, as well as bespoke project spaces, classrooms and a lecture theatre.

The surrounding area is attracting significant ongoing investment to make it an outstanding destination for learning, creativity, leisure, residential and commercial development, already providing a source of industry connections for the UTC.

World-class facilities

Students at UTC Leeds have access to world-class facilities and cutting-edge new technologies.

Funding from the government and sponsorship from our employer partners has enabled specialist equipment and training to be available for all UTC students to support student learning, research and development in science, engineering, computing, design, graphics and robotics – the kind of facilities and training that are beyond the scope of regular schools and academies.

Students are also encouraged and supported to visit our employer partners and the Faculty of Engineering at the University of Leeds to use industry-specific equipment not available in other educational settings.

Overall, the UTC offers an excellent environment for teaching and learning with a large lecture theatre to support formal university or industry-style presentations in the timetabled curriculum, as well as classrooms and a cafeteria where students can meet outside of lesson time to socialise with friends.

Take a virtual tour via this link:
<https://bit.ly/2Z7Ws3W>



You'll find us at Leeds South Bank – a growing educational hub.



We boast a state-of-the-art building.



An £11m investment has created a modern, cutting-edge learning environment.



Students can meet with friends and relax in our café.



We offer bespoke project spaces, classrooms and lecture-style theatres.



Our facilities and training that are beyond the scope of regular schools and academies.

Working with Employers

What makes the UTC special is the close association and partnerships with employers and universities.

The employer-led curriculum and the whole approach of the UTC enables students to develop their employability skills such as problem-solving, time management, organisation, team working, leadership and communication.

Problem-solving projects, major competitions and mentoring

The student experience at the UTC is dominated by employer-led projects. These projects drive not only the specialist, technical elements of the curriculum but also the academic and employability elements too.

Students work in project teams to identify, explore and evaluate possible solutions to real-life engineering problems, enriching their learning from across the curriculum while building crucial professional skills. All students have the opportunity to undertake a number of roles within a team and also to participate in national competitions. Support and guidance is provided throughout, with employer partners offering mentoring and financial support to help complete the project.

In Year 10, students work on major projects to identify, explore and evaluate possible solutions to engineering problems, with many projects addressing real life issues affecting the local community and environment.

Making a difference

Through project work, students have the opportunity to find solutions to problems that will have a positive social, medical or environmental impact. For example, students are tasked with finding creative solutions to utilising wasted heat from within a factory and reducing carbon emissions, or with making life-changing artificial limbs using 3D printing to help people who have lost limbs.

Developing commercial acumen

Students are challenged to create products for business that not only function and stand out technically but that would be commercially viable and succeed in the marketplace, helping to develop highly transferable business and entrepreneurial skills.

Work experience and visits

From short, week-long work placements on site through to longer summer placements, the opportunity to learn from skilled professionals in a range of roles and develop technical skills is a key focus of the educational experience at UTC Leeds, including regular trips to a wide variety of workplaces.

Just some of our 70 employer partners:



Job Description

Teacher of Mathematics

Job Purpose

As a Teacher of Mathematics you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment across all key stages and acutely aware of the strategies required to achieve the highest standards within your subject area.

Duties and Responsibilities

The Teacher of Mathematics, working with other members of the UTC Leeds teaching team, will be responsible for the delivery of the following key priorities:

1. Teaching and learning

- Deliver outstanding learning experiences, which engage and excite our students.
- Plan and teach well-structured lessons that engage students to learn for themselves.
- Ensure lessons are taught within an effective sequence of learning and seek to develop students' knowledge and skills non-negotiables.
- Bring the curriculum to life through practical application relevant to the world of work.
- Adapt teaching to meet the needs of groups and individual students.
- Implement the high expectations agenda, including having clear and high expectations of student attitudes.
- Use the employability skills to ensure that students are clear about how they should behave.
- Give students regular feedback and clear targets in order to help them improve; know your students' individual needs to ensure this feedback is incisive.
- Encourage students to reflect on their progress and support them to become successful independent learners.
- Reflect on student learning and own teaching

practice to improve future effectiveness.

- Work with colleagues to evaluate teaching, giving and receiving feedback to help improvement.
- Gather feedback from students and respond positively to suggestions for improvement.
- Develop an inclusive and supportive approach so that all young people feel welcome and supported in their learning.
- Set work for classes for planned absence and, where possible, for unplanned absence.

2. Raising aspiration, achievement and attainment

- Be accountable for students' progress and attainment in all classes taught.
- Have high expectations of students in achieving their academic targets, irrespective of background.
- Work with the Subject Leader to use assessment data to set challenging targets for students and to accurately track their progress, with a focus on groups and gaps.
- Use accurate assessment methods to understand and track the progress of every student and design appropriate strategies to support their learning.
- Address the needs and aspirations of each student through personalised learning.

3. Curriculum expertise

- Maintain subject expertise across KS4 and KS5 qualifications, including Mathematics A Level/Level 3.
- Develop subject expertise, especially in areas with lack of experience or with new qualifications.

- Implement a curriculum in specified subject areas which meets the needs of all students, is consistent with the UTC's vision and values and fulfils statutory requirements.
- Ensure that opportunities are taken to develop the curriculum to reflect the specialist ethos of the UTC and which prepares young people for their range of future possibilities.
- Ensure that students understand how the curriculum is relevant to the world of work and develops their employability skills.
- Support student development of literacy and numeracy skills throughout their experience.
- Contribute to a flourishing enrichment programme, which provides a broad and stimulating experience for all students.

4. Developing the organisation

- Promote the UTC's values across staff and students and with business partners.
- Contribute significantly to student recruitment through attending events in the UTC and elsewhere, and promoting the UTC.
- Treat students as young adults, show them respect and earn theirs.
- Promote the employability skills through discussion with students and by demonstrating them in your professional approach.
- Contribute to the CPD of other staff using own expertise and seek opportunities to develop personal knowledge and skills.
- Be efficient with resources and mindful of waste to ensure value for money.
- Ensure effective use of all technological and pedagogical resources.
- Work in partnership with parents/carers ensuring that they have full information about the progress of their children and contribute to their learning.

5. Additional duties

- Act with integrity and ensure a high standard of care and safeguarding for all our students.
- Comply with health and safety rules and legislation, ensuring the safety of students and staff at all times.
- Provide a highly visible presence to students and colleagues through the day.
- Attend open evenings, parental events, progress review meetings and other dedicated activities, as required.
- Act in compliance with data protection legislation in respecting the privacy of personal information.
- Comply with the principles of the Freedom of Information Act 2000 in relation to the management of UTC records and information.
- Undertake additional duties as may be reasonably directed by the Principal or line manager where they meet the priorities of the UTC.



Person Specification

Category	Essential	Desirable	How identified
Qualifications	- Honours degree in Mathematics or equivalent - QTS or QLTS - STEM subject specialism		Application
Experience	- Relevant teaching experience in delivering subject(s) relevant to the UTC curriculum - Track record of high quality teaching leading to outstanding learning - Able to demonstrate impact of teaching through student progress and attainment	Experience of working outside education	Application Interview References
Knowledge and Understanding	- Outstanding classroom teacher with detailed understanding of pedagogy - Effective assessment for learning strategies - An understanding of how children learn with evidence to show how this can be effectively translated into classroom practice and have an impact upon the levels of student achievement. - Experience of curriculum developments which personalise learning for students and so maximise achievement - Experience of how ICT and technology more widely can be used to improve teaching and learning - Understanding of national curriculum change and the impact on your subject - Ability to design and implement successful sequences of learning - Ability to set robust targets, analyse performance and report accurately	In-depth knowledge of subject curriculum at Level 2 and Level 3	Application Interview References
Other skills and abilities	- The ability to relate subject to the world of work - Excellent interpersonal skills and builds positive relationships with students, staff, parents and industry partners - Ability to organise, prioritise and meet deadlines - Communicate well orally and in writing - Possess the energy and drive to motivate students and inspire learning - Able to work as part of a wider team with a flexible approach to the role - Able to respond calmly to challenging situations and demonstrate stamina and resilience - Willingness to take on responsibilities beyond previous experience (eg new subject areas) with suitable support - Absolute commitment to the UTC ethos and attitude towards students as young adults		Application Interview References
Personal qualities	- Honesty, integrity, ability to build trust - Resilience - Energy, enthusiasm and the ability to keep things in perspective - A sense of humour		Application Interview References

Safeguarding Children and Vulnerable Adults

UTC Leeds has a statutory and moral duty to ensure that the schools functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post holder will be required to commit to the school child protection policy and promote a safe environment for children and young people learning within the school. All posts are subject to enhanced Disclosure and Barring Service check. However, having a criminal record will not necessarily bar you from working with us this will depend on the nature of the position and the circumstances and background of your offences.

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff, visitors and volunteers to share this commitment

Equality and Diversity

All employees of UTC Leeds are required to promote equality and diversity in all aspects of the job. Specifically, the jobholder will be required to support the School to meet the General Equality Duty under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are; Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy/Maternity Leave, Race, Religion or Belief, Sex, Sexual Orientation.

Health and Safety

It is the responsibility of all employees to co-operate with the school management in meeting the objectives of providing a healthy and safe place of work. Therefore, all staff must carry out their work with reasonable care for the health and safety of themselves and other people. Accidents or near misses must be reported and safe working procedures must always be followed.

1. Duties will inevitably develop and change as the work of the school changes to meet the needs of our service. Employees should therefore expect periodic variations to job descriptions, UTC Leeds reserves this right. This job description will be supplemented on a regular basis by individual objectives derived from school strategies.
2. Where an applicant or existing employee is, or becomes, disabled (as defined by the DDA) and informs the College fully of their requirements, reasonable adjustments will be made to the job description wherever possible.





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