



BYRCHALL HIGH SCHOOL

NEW SCHOOL
NEW START
NEW YOU!



CANDIDATE INFORMATION PACK
TEACHER OF PRODUCT DESIGN

THINK SMART | LOOK SMART | BE SMART



April 2024

Dear Applicant

Re Teacher of Product Design

Thank you for your interest in this post.

We are seeking to appoint a highly motivated and inspiring, Product Design Teacher, to start in September 2024.

This is an exciting time to be joining Byrchall High School, as we await the exciting delivery of our £32 million new build which will provide state of the art, modern and specialist teaching facilities for our whole community.

The faculty has a strong curriculum and is staffed by a team of creative and dedicated specialists. With Subject Leaders across Product Design and Food this is an ideal opportunity for an ambitious candidate to work collaboratively. Please find enclosed the following documents:

- ◆ Job Description
- ◆ Person Specification
- ◆ Application Form
- ◆ Information about the School
- ◆ Information about the Department

Applications should be returned to the School Office via email to delkin@byrchall.wigan.sch.uk by 9.00am on Tuesday 7th May 2024. Applications will be reviewed upon receipt.

If you have any questions about this post, or wish to visit the school, then please do not hesitate to contact Mr Phil Paul, Deputy Headteacher: ppaul@byrchall.wigan.sch.uk.

Yours sincerely

Mr A R Birchall
Headteacher



GENERAL INFORMATION

Formerly the Ashton Grammar School, Byrchall High School is now an 11-16 co-educational Comprehensive School of 1000 students. The school takes its name from Robert Byrchall, the original founder of the school in 1588.

The school is governed by the Makerfield Academy Trust, which is a charitable company. The members of the Trust agree its visions and values. The Board of Directors set the strategic direction of the organisation, ensure the vision and values are upheld and ensure financial probity. The school has a Local Governing Body who oversees the leadership and management of the school.

The current Byrchall High School is a modern, forward looking establishment. We aim to be at the forefront of teaching and learning developments and are highly committed to CPD. Our emphasis on learning and achievement is allied to a strong moral and ethical dimension that reflects our founding principles. The school was judged as 'Good' in all areas by OFSTED in September 2022. They noted that the school has high expectations of what pupils should achieve, and it has a clear and ambitious strategy for school improvement. It said the pupils behave well around the site and that they have positive attitudes to their education.

Byrchall High School has a truly comprehensive intake, ranging from students who will go on to study at top universities to those who require additional support. All students are valued equally. Byrchall High School has a strong academic record.

Our students participate and achieve in a wide range of academic competitions including Debating and Public Speaking, the UK Maths Challenge, The Big Book Quiz, Engineering and Stem Challenges.

The school is situated on a very pleasant site on the outskirts of the small town of Ashton-in-Makerfield in the Wigan Local Authority. The school is opposite Haydock Park Race Course and very close to the junction of the A580 and the M6 motorway; it is, therefore, easily accessible from any number of directions and within easy reach of Manchester and Liverpool. The school is having a substantial new build programme, which is scheduled to open in September 2024. This includes new sports facilities, drama studios, classrooms, dining facilities, Learning Resource Centre, Administration offices, SEN suite and specialist teaching rooms for Science, ICT, Product Design, Food, Art and Music





Design and Technology Faculty

The Design and Technology Faculty at Byrchall High School encompasses Design Technology, Construction and Food. The faculty aims to provide each student with the opportunity to discover and develop their creative identity and skills with confidence at every key stage. The faculty's vision is to inspire and empower our students to imagine, enquire and communicate, develop rigorous technical and practical skills, and respond creatively.

This is an exciting opportunity for a well-qualified, innovative teacher to join a vibrant team of experienced, creative and forward-thinking specialists. The team currently contains seven specialists and a technician, who are all passionate in developing excellence and quality across the design and technology pathways on offer. The team meet every fortnight during dedicated professional development time which is focused on innovation, partnership working, research and pedagogy.

The faculty will benefit from state-of-the-art facilities with an extensive suite of specialist design and technology classrooms. These include modern specialist resistant materials, graphics, textiles and food rooms inclusive of the latest equipment, machinery and portable technology. The additional facilities have allowed the faculty to diversify its academic offer and a partnership with Wigan & Leigh College who will deliver the Level 2 Construction award on site. Staff work collaboratively to develop high quality curricular and extra-curricular opportunities that seek to expose students to a broad and innovative curriculum using various mediums across the faculty. Our extensive facilities will provide the faculty and our wider community with fantastic partnership opportunities as we strengthen our ambition to be a beacon across the STEM subjects.

In joining the team, you will be given the opportunity to contribute to the wider development and enrichment of the faculty. Our students embrace a wide variety of Design and STEM activities, clubs and workshops with industrial and college partners.

If you are an ambitious, enthusiastic, skilled classroom practitioner who is innovative, creative and can demonstrate a real passion for Design and Technology, with a commitment to make a difference to the lives of our students, by raising standards, achievements and outcomes, then we would welcome your application.

To support the successful candidate, we have a personalised and bespoke CPD programme tailored to individual aspirations and needs.

Their students learn a wide variety of transferable skills including critical thinking skills and creative problem solving, practical and technical skills across a wide range of materials and processes, communication skills both verbal and written to analyze, interpret, express, apply, explain and evaluate, independence, organization, resilience, and responsibility, and respect and understanding of different cultures, engineers, artists, craftspeople and designers."



TEACHER OF PRODUCT DESIGN

1. INTRODUCTION

MAIN PURPOSE

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of student attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Line Management

Reporting to - Head of Department

Responsible for - No line manager responsibility

Liaising With

Headteacher, Senior Leadership Team, teachers and support staff, external agencies and parents.

Salary Scale

Classroom Teachers' Pay Scale

Working Time

Full time as specified within the STPCD

DBS Disclosure Level

Enhanced



2. TEACHING

- 2.1 Teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.2 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

4. CURRICULUM PROVISION

- 4.1 Assist the Head of Department, the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.



5. CURRICULUM DEVELOPMENT

- 5.1 Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.



9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3** Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents evenings, review days and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1** Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2** Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy
- 11.10 Apply the behaviour management systems so that effective learning can take place.



12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.



PERSON SPECIFICATION

TEACHER OF PRODUCT DESIGN

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Essential	Desirable
Qualified Teacher Status	✓	
An Honours Degree		✓

KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
Understanding of curriculum requirements for Design Technology and requirements for assessment, recording and reporting of pupils' attainment and progress.	✓	
Cope securely with subject related questions pupils raise.	✓	
Understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development. Developments in the National Curriculum / GCSE	✓	
Ability to use ICT effectively		✓
An understanding of Health & Safety requirements as they apply to the practical elements of teaching.	✓	

PLANNING; the ability to:	Essential	Desirable
Identify clear teaching objectives and content and specify how these will be taught and assessed.	✓	
Set tasks which challenge pupils and ensure high levels of pupil interest.	✓	
Set clear targets for pupils' learning.	✓	
Provide clear structures for lessons and for sequences of lessons, in the short, medium and longer term which maintain pace, motivation and challenge for pupils.	✓	
Make effective use of assessment information when planning.	✓	
Ensure effective coverage of examination syllabuses and NC programmes of study.	✓	

TEACHING AND CLASS MANAGEMENT; the ability to:	Essential	Desirable
Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged.	✓	
Monitor and intervene when teaching to ensure sound learning and discipline.	✓	
Set high standards of behaviour through well focused teaching and positive relationships.	✓	



MONITORING, ASSESSMENT, RECORDING, REPORTING; the ability to:	Essential	Desirable
Mark and/or monitor pupils' assigned classwork and homework providing constructive feedback and setting targets for pupil progress.	✓	
Assess and record each pupil's progress systematically.	✓	
Prepare and present information reports to parents.	✓	
Assess pupils against attainment targets.	✓	

OTHER PROFESSIONAL REQUIREMENTS	Essential	Desirable
Undertake duties as set out in the Teachers' Pay and Conditions document.	✓	
Understand teachers' legal liabilities and responsibilities.	✓	
Establish good relationships with colleagues.	✓	
Carry out their duties in accordance with guidance from their line manager.	✓	
Participate in Continued Professional Development.	✓	
Provide pastoral support as a Form Tutor	✓	