



Excellence/Friendship/Respect



Teacher of Technology (temporary to cover maternity)

Required for September 2021

Recruitment Information Pack

Caedmon College

Prospect Hill, Whitby, YO21 1QA

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Dear applicant,

A warm welcome from all the staff, students and governors at Caedmon College and Whitby Sixth Form.

I was delighted to be appointed Headteacher in September 2018 and while every headteacher will say their school is special – but I truly believe Caedmon College Whitby is.



It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote.

In recent years enormous strides have been made to further increase learning standards. This hard work has seen results improve consistently and led to Ofsted rating our school as 'Good' in 2013 and in 2017. I truly believe we are a school with highly effective teachers producing outstanding outcomes for our students.

I hope you can see that this is an excellent time to join us at Caedmon. If successful you will join a teaching and support staff team of wonderful professionals who have ambition for our students and for themselves. We take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.

I hope that you will take the time to come and see and experience for yourself the warm and welcoming atmosphere which makes our vision a reality.

Good luck with your application.

Simon Riley
Principal

Our staff

Jo Cassell-Osowski is our Assistant Director of Science. She moved to the area in September 2020 from Barnsley.

What do you enjoy most about your job?

I love my job because everyone shares the same vision and I work amongst a super-supportive team. The students are enthusiastic to learn and I find it very rewarding to inspire them.

What's the best thing about the community you work in?

It is a close-knit community and the school has a reputation for supporting students. It is growing because of that. In my interview, I asked the student

panel what they liked most about living in and around Whitby and many said the fish and chips! Food aside, the sense of community within the school and around it is strong and I appreciate being part of it.

What's the best thing about living and / or working on the Yorkshire Coast?

The Yorkshire Coast is a beautiful place to work and could make even a bad day better. On my morning commute I admire the view from above the town of the Abbey and historic harbour. It feels as though this setting generates positivity in the students and staff. I'm very proud to work in Whitby and at Caedmon College.

Finally, being able to walk to the beach whenever you please has to be a huge positive about living on the coast.



Teacher Joanne Cassell-Osowski at the top of Blue Bank near Sleights where she now lives.

Application Process

The closing date for all applications is **9am on Thursday 15th April 2021**

Interviews will be held as soon as possible after the closing date.

Completed applications must be returned to James Annetts at james.annetts@northyorks.gov.uk

If you do not receive confirmation of receipt of your application within one working day please call James on 01609 534939.

If you think you're the person for the job, please complete the enclosed application form with a covering letter, no more than two sides of A4, and send to the email address above by the closing date.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

Queries

Visits are warmly welcome. Please contact James to arrange.

We actively welcome you to contact James at North Yorkshire County Council to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people on the coast.



Career pathways

We believe in growing the very best teachers and leaders through:

- An outstanding 'Caedmon Standard' professional development programme for staff at all stages of their career to help ensure the highest levels of standards in the classroom.
- An incremental coaching and development programme for all staff and ongoing training in the use of formative assessment.
- Opportunities for continued leadership development.
- We also have a specific programme for middle leaders who have ambitions to develop further in a whole school or leadership post in the future.

A career progression pathway for a new member of staff joining Caedmon School as an NQT or as an experienced member of staff may involve:

Year 1

- **Partnership with a lead teacher in your department** – for weekly mentor meetings with NQTs and peer coaching with more experienced staff adapting to their new school
- **Comprehensive CPD programme** – with initially weekly events to accelerate progress during your first term in your new school and a continuing programme of bespoke opportunities throughout the year



Years 2 & 3 – Where the progress the teacher is achieving from students is solidly good

- **Opportunity to take on increased leadership responsibility within your subject area.** We have a specific RQT programme for example.
- **Invite to participate in one of our school and Trust CPD programmes.**
- **Opportunity to apply to become a Specialist Leader in Education** within our Trust or within the Local Authority.

Our Coastal Offer



There are no great schools without great teachers - the key to education is the person at the front of the classroom.

This is an exciting time in which to join our professional body of teachers across the North Yorkshire Coast. Our schools are thriving and with such a sense of community and partnership, a modern way of working has allowed us to collaborate and work in partnership so that we can adapt and evolve.

We are part of the North Yorkshire Opportunity Area that is prioritising improvements to education and numeracy and literacy outcomes, alongside a drive to recruit and retain high-quality, motivated teachers to the area - what are you waiting for?

Teachers like you have the opportunity on the North Yorkshire Coast to be supported to have an enriched career that remains attractive to you as your career and life develops. We recognise and have developed a range of distinctive opportunities to give you the confidence to engage in additional professional and leadership development, as well as access to fully-funded national professional qualifications.

We value good teaching and great teachers on the Coast. That is why we have developed our 'Coastal Offer' - which is in addition to your existing pay and rewards package offered by your school, academy or multi-academy trust.

Visit us at www.teachyc.co.uk

Recruitment and retention packages

As part of our commitment to tackling teacher recruitment and retention we can offer an recruitment and retention package of £4,000 which is paid over two years. This is in addition to your existing pay benefits at your school.



Relocation Package

The North Yorkshire Coast is a destination of choice offering a good quality of life and a strong sense of community. Our area offers you access to good schools and quality of education, health, recreation and cultural opportunities which are right on your door step.



Our area enjoys a buoyant employment market, ongoing sustainable investment and regeneration projects all of which makes North Yorkshire an attractive county to live and work in.

We recognise that relocating to take up your new post can be costly, particularly if you are selling your house or finding a place to rent.

We can offer:

- ★ A relocation package of up to £8,000 that includes support for moving fees, estate agency costs, legal fees, lodging allowances and housing contents.

We care about you and your career and we have pledged to work together to establish an excellent work life balance on the North Yorkshire Coast.

We can offer a range of pay and reward packages that may be available subject to your school.

Job Description

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

- 1 Name in full:
- 2 Title of post: **Temporary Teacher of Technology**
- 3 Responsible to: **Subject Leader: Technology**
- 4 Liaising with: **Staff, SENCO, parents**
- 5 Responsible for: **Teaching and learning across the Key Stages (3 – 5) within the department**
- 6 Salary Point: **Teachers' Pay Scale**
- 7 Employment Duties: **The main duties attaching to this post are in accordance with the School Teachers' Pay and Conditions Order. (Job description attached).**

This job description and allocation of responsibilities may be amended, after consultation, from time to time and will be reviewed annually. It is accompanied by a copy of the relevant section of School Teachers' Pay and Conditions Order and any relevant generic job description. These will be reviewed annually in consultation with representatives of the recognised Teachers' Associations.

Job title: Teacher of Technology

General Professional Duties

- To fulfil the conditions of employment for school teachers, as stated in the latest School Teachers' Pay and Conditions Document and adhere to the expected behaviours and standards of school teachers as laid out in the Teachers' Professional Standards document.
- To follow College policies and behaviour systems.

Main duties and responsibilities of Main Scale Teachers

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Main duties and responsibilities of Post-threshold teachers

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Role Review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These duties will be discussed annually as part of the postholder's annual performance review and are subject to change. However, they may be altered at any time, subject to need, in consultation with the postholder and with the Principal's approval.



Person Specification

	JOB REQUIREMENTS	Essential	Desirable
Qualifications and experience	Good honours degree	✓	
	Qualification as a teacher and strong professional knowledge.	✓	
	Evidence of inspiring classroom practice and highly effective teaching.	✓	
	Evidence of a commitment to the value of team work	✓	
	A clear focus on standards in order to raise achievement.	✓	
	Evidence of successfully leading an initiative in Technology		✓
	Ability to use data analysis effectively to identify targets for improvement and actions to address these		✓
	Evidence of competence in ICT skills	✓	
Personal and interpersonal	Good communicator – with staff, governors, students, parents and community	✓	
	High standard of written and oral communication	✓	
	Ability to be a good ambassador for the college and inclusive education	✓	
	Ability to adapt to changing circumstances	✓	
	Ability to motivate and inspire confidence in students; consult and encourage.	✓	
	Innovative and enthusiastic	✓	
	Ability to work as a member of a dynamic forward-thinking team	✓	
	Evidence of showing perseverance and plenty of energy!	✓	

	Ability to work as part of a team and to contribute to departmental decision-making.	✓	
Staff Development	Evidence of commitment to continuing personal professional development and willingness to undertake further training as appropriate	✓	
	Participation in the College's Performance Management cycle, involving effective self-management and evaluation of performance	✓	
Child Protection	A commitment to the safeguarding and welfare of young people.	✓	
Health & Safety	An awareness of health and safety in one's own work and that of others and an understanding of the duties required in this respect of both an employee and a teacher with young people under their care	✓	