

Design Technology & Engineering teacher with Computing (1.0FTE/Permanent) Candidate Information



Working together so children can lead great lives

Welcome from Education South West

Dear Candidate,

Thank you for your interest in Education South West - we are always on the lookout for exceptional talent to join us and contribute to our team of creative education professionals.

At Education South West we believe that education makes children's lives better, it is as simple as that; it enables them to lead great lives in every sense of the word. We believe that every child has the right to achieve all that they are capable of and more, regardless of their background or raw ability.

Across all of our schools our staff aim to provide an educational experience which is outstanding; our schools all believe strongly in the power of and broad and balanced curriculum. Sport, art, technology drama and music play an important role in all of our schools.

We encourage innovation, creativity and individuality. By sharing this individuality and creativity we firmly believe that schools and communities become stronger through unity and collaboration.

We are caring and compassionate. Every individual in our schools matters and we believe strongly that children and staff should enjoy their time at school, and work. A positive can-do attitude to their work and study is a must. The happier and more stimulated a person is the more motivated they are to improve.

We believe in developing a positive attitude to learning and to life, in having clear goals and in providing a supportive environment to help the realisation of these.

We support and challenge our school leaders and the staff in our schools to be the very best they can, leading effective teams at every level, growing future leaders and working together to provide an exciting education for all.

We welcome and support aspirational and ambitious teachers and classroom support staff, dedicated to supporting children through their time at school.

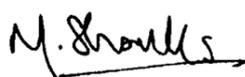
We offer excellent opportunities and professional development through in-school CPD, our Research School status, through our teaching schools and through our links with the wider education community. We are ambitious for our children and our employees and always looking to support, challenge and develop talent, whatever stage you are in your career.

When recruiting staff to work with children we place great importance on:

- people who go the extra mile
- a commitment to professional development and a desire to continue learning, via research, private study and in learning from others
- a desire to ensure that everything that is done within schools is the very best it can be
- a firm commitment to the philosophy that we work in education to improve young people's lives and improve society; we serve our communities and the wider populace
- the ability to develop positive relationships with pupils, students and parents
- good interpersonal and communication skills when liaising with stakeholders
- a good sense of humour
- a commitment to working in partnership with others and sharing selflessly best practice within and outside of ESW

Your journey with ESW starts here and I look forward to meeting you in the future.

Yours faithfully,



Matthew Shanks
CEO

Welcome from the Chair of Governors

Dear Candidate,

Thank you for taking an interest in the role advertised at Dartmouth Academy.

Dartmouth Academy has been on an incredible journey over the past six years. The Governing Body look back with a sense of real pride in what has been achieved and what continues to be achieved by the leadership, staff and young people. This is an exciting time to join the Academy.

I never cease to be amazed at the commitment, talent and hard work of staff, who are passionate about ensuring every single young person maximises their potential and is their 'best self'. The pupils are a real credit to the community and make giving up my time a privilege. I am extremely proud to be associated with the Academy.

We're looking for people who share our passion and can bring enthusiasm, creativity and innovation to ensure the best possible learning opportunities for our pupils. You will enjoy the backing of a dedicated and supportive team of governors who will value your contribution to the future success of the Academy. We are also privileged to benefit from a modern building and well-equipped learning environment for our staff and pupils to enjoy. The view's not bad either!

Thank you in advance for the time that I know you will commit to this process.

Yours faithfully,

JoAnne Panitzke-Jones

Chair of Governors

Letter from the Headteacher

Dear Colleague,

Teacher of Design Technology & Engineering with Computing - MPS 1.0FTE, permanent – January start

Thank you for your interest in Dartmouth Academy and the position that we have available. I am delighted that you are considering joining our school: our aim is to seek the very best practitioners in the profession to join our team and I hope to read your application soon. The information within this pack is designed to provide you with all of the information which, alongside our website, will give you the information you need to apply for the post.

At Dartmouth Academy, our staff are passionate in their commitment to our core message: **our future successes are built on the work we do today**. We are looking for individuals who will thrive in this team and become a vital member of our school community.

As a small, all-through Academy, we believe in building long-lasting relationships with pupils and their families and take pride in being at the heart of our community. We share the view that being an all-through school, from ages 3-16, creates the ideal conditions in which to support a child at every stage of their early life in ensuring their current and future happiness and success. Children flourish when they feel safe and secure; care underpins all that we do.

Woven throughout both our aspirational curriculum and ethos of empathy and understanding is the drive for every child to be a **scholar** in their learning. Staff create and teach academically-rich schema whilst understanding, and planning to overcome, the barriers a child may face. The concept of **scholarship** drives the role which staff play in being instrumental to every child's development, not simply in their academic achievements but also as a person. From the moment pupils arrive into our Early Years Foundation Stage, we share with them the school mantra that fosters academic success as not a measure of ability but an indication of how hard pupils work: **Be Your Best Self**.

This is also an opportunity to join the school at an exciting point in our journey. In January 2017, we merged our Multi Academy Trust to form Education South West, with 10 schools spanning primary, all-through and secondary: nearly 5,000 students and 600 staff in total. The aim of the Trust is simple: **to work together so that children can lead great lives**.

If you have a genuine desire to do the best for young people, then we would welcome your application. The school is committed to safeguarding pupils and personnel, and will conduct checks based on the information in your application. If you are selected for interview, safeguarding will feature in the interview programme.

If you wish to visit the school or have any questions about this role, please feel free to contact the school and my PA, Vicki Hart, on admin@dartmouthacademy.org.uk. Applications must be made by completion of an application form, and candidates invited to interview must supply a signed copy of their application form before their interview takes place. We would also request that interviewees bring to the interview original copies of relevant exam certificates, and where available original copies of their DfE registration and DBS disclosure.

The closing date for applications is **9.00am on Friday 15th October** with interviews likely to take place week commencing **Monday 18th October**.

Emily Simpson-Horne
Headteacher



This is an exciting time to be joining the Academy. We share a commitment to ensuring children have the opportunity to engage with a broad range of subjects, both academic and technical/vocational, and invest with equity in both from EYFS to Year 11.

We have a growing interest from young people in exploring and pursuing post-16 opportunities within the area of Design Technology & Engineering. The Academy's leadership team recognise the importance of continuing to develop our curriculum offer with this in mind and cultivating a thriving faculty for this all-through (KS2-KS4). We also view the teaching of Computing as being vital to being successful in the study and pursuit of Design Technology & Engineering.

We are looking for a colleague who is passionate about STEM subjects and will make the teaching of Design Technology & Engineering at KS2-4, with Computing to KS3, their own. Supported by colleagues across our MAT, Education South West – including from the South Devon UTC based in Newton Abbot – along with access to shared resources for adaptation and personalisation, this is an opportunity for an enthusiastic individual to shape Dartmouth's ongoing provision of STEM education to ensure children have the best foundation possible to be successful and work in a modern world.

THE POST

We have a post available from January 2022 to teach and embed the curriculum for Design Technology & Engineering from KS2 – KS4 with Computing at KS3. With access to shared resources, we are also keen to hear from applicants with enthusiasm and interesting ideas for developing our current curriculum.

Whether you are relatively new in the profession or have more experience, we don't mind – what we are looking for is someone who is enthusiastic and passionate about their subject area and motivated to ensure Design Technology & Engineering and Computing have the recognition we believe they deserve as part of a well-balanced curriculum.

If you have imagination, drive and the desire to be successful, can demonstrate a passion for your subject and share this enthusiasm with pupils, we want to hear from you.

At our last Ofsted we were designated to be a 'Good' school and the Academy has continued its progression since then, with our value added and Progress 8 data rising. If you are the kind of person who wholeheartedly believes in offering the very best for children in their school life, who wants opportunities to develop your own practice and who strives for excellence, then this is the place for you.



THE ACADEMY

Dartmouth Academy is an all-through school and a member of Education South West which comprises 5 secondary schools and 6 primary schools within Devon. The schools with the ESW family share a common desire to give our children the education, opportunities and confidence that will enable them to lead great lives.

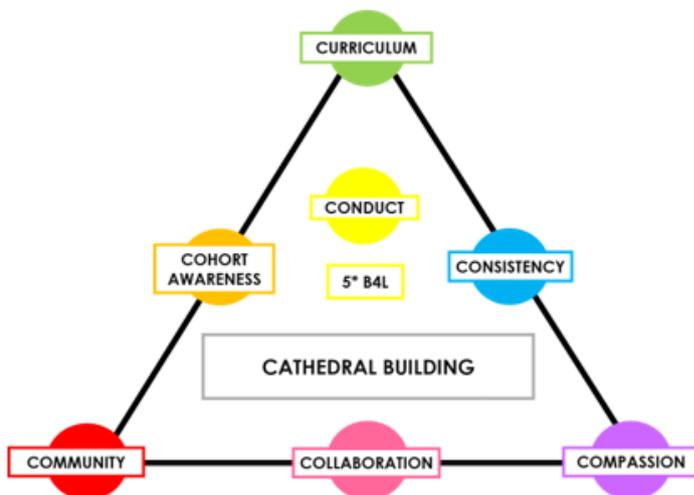
The Academy is in the beautiful town of Dartmouth which is situated on the mouth of the River Dart within the South Hams. It is a wonderful area to live and work. Open since September 2010, with modern, purpose-built facilities since 2014, we are one of a small but growing number of schools nationally which offer education for children from ages 3-16.

As a staff body, we enact our values through the metaphor of a '**Cathedral Building**' approach, believing that, at each stage in a child's journey from EYFS to Year 11, we are laying strong foundations for their future. We may not see the immediate impact but every action we take contributes to shape who they will be in the future.

As a community of individuals, we have a **shared vision** for creating the current and future happiness and success of every child who attends Dartmouth Academy.

Regardless of our role within the school, or the point in their school career when we are working with them, our involvement will shape aspects of their **future selves**. We may not see the immediate impact of the vision we have for them but we each play a vital part in its creation.

We also pride ourselves on being an outward-facing school, seeking partnerships and networks with other like-minded schools in order to support all children, regardless of their school, to have the best possible school experience. It means that you have strong opportunity to work with colleagues in other schools, lead professional development programmes and develop the skills and profile you need for your next promotion.



THE ACADEMY'S FACILITIES



Visitors often comment on the excellent building which the school is housed in, the facilities it has and the unrivalled view of the River Dart. The Academy's building facilitates a seamless transition for children at each crucial stage in their school journey, ensuring they feel part of the whole community.

Subjects benefit from access to great facilities to enable the curriculum, whether that is the Science labs, the Food Technology suite, the Product Design & Engineering room, the Art rooms and Sculpture Studio, the Fitness Suite, the Forest School Area or the Dart Centre, home to Music lessons.

We would recommend a visit to the Academy so that you can see the wonderful environment which you could be teaching in.

STAFF AND PUPILS OF THE ACADEMY

As a smaller school, and especially as an all-through school, relationships between staff and pupils are excellent. New members of the team are quickly able to build strong relationships with all pupils at the Academy, whether they teach them or simply greeting them in the corridor. This is an important part of the overall sense of community and also supports pupils' focus and positive attitude in the classroom. Staff commitment is high and positive relationships are evidenced through the time which staff devote to helping pupils continue to develop out of classes.

We value the voice of every colleague and give staff the opportunity to participate in decision-making process through regular whole school, pastoral and developmental meetings, as well as whole school events.

CONTINUING PROFESSIONAL DEVELOPMENT



Staff are the most valuable resource in a school and we are committed to ensuring that all colleagues have access to ongoing professional development that is supportive of each person's needs and aspirations. All teaching staff engage in a programme of Incremental Coaching with fortnightly drop-ins from their coach and subsequent developmental discussions.

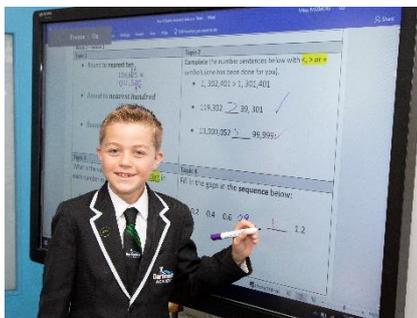
Staff voice is clear that this is a highly appreciated part of the CPD programme and all new members of staff will also be expected to embrace this opportunity to continue developing their practice. Our policy is to train our own staff who can then lead others.

We also have a strong open-door policy throughout the school and colleagues will welcome you into their classroom at any time.

For trainee teachers and NQTs, we have a strong programme of support. All of our NQTs have mentoring support, as well as from a member of the Senior Leadership Team, and we offer a bespoke programme adaptive to the needs of the individual when this arises. We have been an early adopter of the ECF, compulsory from September 2021, and are confident in this support.

THE CURRICULUM

In Secondary, we have a two-form entry with up to 60 pupils in each year group. These are taught in mixed ability groups at Key Stage Three, except in Maths and English.



All staff are committed to providing a quality-first, academic curriculum which enables all learners to achieve their potential. The curriculum is carefully planned and sequenced to build upon the learning from the Primary school and is designed so that any pupil with a desire to study the subject further, beyond school, has the foundations by which to do so.

The Graduated Response is a vital tool for enacting the curriculum for all learners which staff use consistently in their planning.

We have three core principles for our curriculum:

- High level of academic rigour, including transformational knowledge and skills, and cultural capital, to take pupils beyond their known experience, scaffolded for all learners to be successful
- Planning which is informed by cognitive science, teaching in a coherent and carefully considered sequence to build on the incremental development of knowledge within each subject and help pupils form durable long-term memories
- Rigorous, clear use of assessment, both formative and summative, which follows a Three Cycle model and where the outcomes of assessment informs planning



New colleagues will benefit from shared expertise within the Academy and across the Trust.

EXTRA CURRICULAR



We have a thriving extra-curricular programme which is always changing and always developing. As a small school, we adapt this based on the interests of our current cohort. We look forward to hearing from you, at interview, about your interests and intended contributions to this.

We run many sports activities which are participated in enthusiastically by pupils. Other clubs and activities range from Dance Club to Photography Club to Chess Club to Art Club. We also hold a Challenge Week at the end of the Summer Term where

all pupils select from a range of either residential-based activities or a daily programme, with options ranging in recent years from a trip to Paris and London through to learning how to sail.

Running alongside the regular programme are always extracurricular opportunities which individual staff members have chosen to run, such as an expedition to Borneo. Staff would not give up this time if they did not enjoy working at Dartmouth alongside our pupils and we are enormously appreciative of their time and goodwill.



Job Description

Post Title: **Teacher of Design & Technology and Engineering with Computing to KS3 (all-through)**
Responsible to: **Head of 'Open' Subjects**
Scale: **MPS**

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Headteacher. Appropriate level of performance is defined in the Framework of Performance Standards for Teachers in England.

Job Purpose

To be an effective teacher and tutor who supports and challenges all pupils to achieve their full potential.

Accountabilities:

1. To maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and take account of wider curriculum and pastoral developments which are relevant to your work.
2. To plan tutorials, activities, lessons and sequences of lessons to meet pupils' individual learning needs.
3. To use a range of appropriate strategies and follow Academy policies for tutoring, teaching, behaviour management and classroom management
4. To do all you can, involving parents and other agencies, to ensure that as a result of your tutoring and teaching you promote the health, safety, economic wellbeing and achievement of your students.
5. To assess, monitor and record the progress of pupils in your teaching and tutorial groups and give them clear and constructive feedback.
6. To set well-grounded expectations for pupils in your teaching and tutorial groups using information about prior knowledge and previous attainment, making progress as good or better than similar pupils nationally.
7. To take responsibility for your own professional development and use the outcomes to improve your tutoring and teaching and your pupils' learning.
8. To make an active contribution to the policies, aspirations and plans of your year group, of your curriculum team and of the Academy.

UPS2: UPS2 teachers are expected to make a sustained and substantial contribution to the Academy based on threshold criteria.

UPS3: UPS3 teachers play a critical role in the life of the Academy. They provide a role model for teaching and learning, make a distinctive contribution to the raising of students' standards and contribute effectively to the work of the wider team. They take advantage of the appropriate opportunities for professional development and use outcomes effectively to improve pupils' learning.

Performance Management

Your annual performance review is based on this overall job description and with particular emphasis on your annual targets. These are set in discussion with your line manager and grouped under the headings: Professional development; Team Improvement Plan; student progress.

Person Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process.

Essential	Desirable	Evidence Base
Qualifications		
Degree and Qualified Teacher Status	Essential	Application Form / Certificates
Successful experience of teaching subject in placement or a previous school	Essential	Application Form / Certificates
Professional Experience and Knowledge		
Successful teaching and curriculum experience	Essential	Application Form
Ability to teach subject to GCSE	Essential	Application Form
Ability to communicate effectively with pupils, parents and colleagues	Essential	Application Form / Interview
Ability to use assessment for learning and data to improve student performance	Essential	Application Form / Interview
High level ICT skills	Essential	Application Form / Interview
Inspirational practitioner with a passion to enthuse and engage students so they achieve their full potential	Essential	Application Form / Interview
Excellent understanding of the curriculum and current developments in teaching and learning	Essential	Application Form / Interview
Positive attitude towards your own and others professional development	Essential	Application Form
Able and willing to make a full contribution to the life of the department and the wider school community	Essential	Application Form
Other relevant qualifications within the field	Desirable	Application Form / Interview
Personal Qualities		
Adaptable, flexible.	Essential	Application Form / Interview
Able to take responsibility and show initiative.	Essential	Application Form / Interview
Enthusiastic and inspiring.	Essential	Application Form / Interview
Able to command respect.	Essential	Application Form / Interview
Excellent team member, able to work both independently and cooperatively with others.	Essential	Application Form / Interview

How to apply



Application deadline

Completed applications must be received by **9.00am, Friday 15th October**.

Please submit your application to Vicki Hart via admin@dartmouthacademy.org.uk

Completing your application

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement outlining your suitability for the role.

The Governors are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced disclosure via the Disclosure and Barring Service.

It is the Governors' Policy to ask to see original certificates for all qualifications of A Level or equivalent, and above, at interview.

Discussion and visits

Informal discussions with a member of the team are welcomed, as well as visits to the Academy. Please arrange a suitable time with Vicki Hart via admin@dartmouthacademy.org.uk.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are informed of the need to respond within the timescale set. In all cases, at least one professional reference is required.

The post will be offered subject to satisfactory completion of pre-employment checks.



**Blackawton Primary School * Christow Community Primary School * Coombeshead Academy * Dartmouth Academy
East Allington Primary School * Kingsbridge Community College * Kingswear Primary School * Rydon Primary School
Stoke Fleming Primary School * Teign School**

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