



Steyning Grammar School



**Teacher of Design Technology
Permanent, full-time
(0.8fte would be considered)**

Applicant information



Dear Applicant,

Thank you for your interest in the post of Teacher of Design Technology at Steyning Grammar School. The information in this pack will give you an insight into our school, and the high aspirations we have for our learning community.

As Headteacher my determination is for Steyning Grammar School to become one of the most successful non-selective schools nationally: I believe passionately in equality of opportunity, so that every student should be 'the best they can be' and achieve their full potential; students should be happy and secure in their school environment and they should achieve the best they possibly can in academic progress and exams. Our success criteria has to be even more ambitious than this – Steyning Grammar Schools students should develop the learning characteristics needed to be confident and independent learners, and to leave us as responsible, caring and successful young adults.

Everything at Steyning Grammar School is about preparing our students for their lifelong-learning journey, unlocking and nurturing their individual talents; we are committed to offering the highest quality education to young people from Steyning, and its surrounding areas - every member of the team at Steyning Grammar has a key role to play in this. Our commitment to the highest quality professional development underlines our belief in the crafts of teaching and leadership, supported by our Teaching School status within the Pavilion and Downs Alliance.

Our tradition of excellence is built on the core values of kindness, care and acceptance - celebrating diversity; these are as valid today as ever, and we remain forward looking, to prepare our students for their futures, as dynamic and engaged 21st century citizens. We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment.

We are delighted you are interested in joining our 'Journey to Excellence' in one of the most vibrant comprehensive schools in the country and look forward to your application.

Yours faithfully,

Nick Wergan
Headteacher

STEYNING GRAMMAR SCHOOL

Steyning Grammar School is a unique, successful and dynamic learning community. Our 'Journey to Excellence' is built on traditions of excellence and highest expectations, combined with a commitment to innovation and new thinking - to support our students in being the best they can be in preparation for their exciting futures.



Ofsted (Feb 2013) rate the school Good with Outstanding features, including:

- "An uncompromising ambition for students to flourish and achieve".
- "Teaching is good or outstanding".
- "Relationships between staff and students are outstanding".
- "Behaviour and safety is outstanding. The behaviour of students around the school and in class is exemplary".

We are a large school with over 2000 students across one of the largest catchment areas in Sussex. Our listed-building Church Street site for Years 7-8 site offers the ideal nurturing transition between KS2 and KS4, a smaller stepping-stone to the larger Shooting Field site for Years 9-13. We have 3 different entry points for students into our school, at Year 7, Year 9 and Year 12.

Our Sixth Form, rated 'Outstanding' by Ofsted, is one of the largest 'attached to a school' in the South of England – and a highly successful A Level specialist provider (99% overall pass rate for A level students, with 100% pass rate in 28 subjects). We again add "significant value" at KS5.



We are a day and residential school: Steyning Grammar School has one of the most successful boarding provisions in the UK, the only one in Sussex. Our Boarding School is rated Outstanding (2015) by Ofsted under the new framework; Ofsted had no recommendations to make. We are a non-selective, Church of England Voluntary Controlled comprehensive school – our Church Section 48 inspection rated us as 'Outstanding'.

We have very high aspirations and expectations of our students. We work hard to ensure all our students make excellent progress. We achieve this through high quality teaching and learning, and through an outstanding pastoral system. As well as a form tutor, every child has access to a Head of Year and a Learning Development Manager.

Our vision is 'For every person to be the best they can be'. To achieve this vision we make four ongoing mission statements about the work of the school – our commitments to home, students and staff. We support these with development plan priorities that focus our work for the year.



Vision

Every Person The Best They Can Be. Increase Learning – Improve Results.

Mission Statement

- Everything is about learning – this is at the core of what we should be doing.
- We should have the highest expectations of every student and ourselves: being the best we can be.
- We are a place that students and staff want to come to – the Steyning Family.
- We share a common set of values: a caring, kind and accepting community.

School Development Plan Priorities 2016-17

1. Effective learning in every classroom
2. Commitment to high quality professional learning
3. Influential leadership at every level
4. Excellent outcomes for all disadvantaged/Bursary students



Performing Arts, Creative Art and Technology Faculty

The Creative and Performing Arts and Design Technology Faculties merged in September 2016. This has brought together Art, Photography, Music, Drama, Graphics, RM, Product Design, Engineering and Electronics under one faculty. At KS3 students study Art, Music, Drama and Design Technology. Church Street provides specialist rooms for each of these subjects. The role will involve leadership of KS3 PACT subjects at Church Street and Rock Road and an involvement in recruitment for KS4. Joint planning and consistent practice across both sites will be essential.

KS3

Pupils are taught in mixed ability groups of 30.

Y7 - 1 hour per week – Lower school (Creative and Performing Arts.)

Y8 - 1 hour per week – Lower school (Creative and Performing Arts.)

Y7 – 3 lessons in 2 weeks – Lower school (Technology)

Y8 – 3 lessons in 2 weeks – Lower school (Technology)

KS4

GCSE is a three-year option. All PACT subjects enjoy healthy numbers. Art and Design is a popular optional subject. Students apply via portfolio for GCSE photography. Pupils are taught in mixed ability groups of 24- 26 for art and groups of 20 for photography. Drama and Music are highly successful subjects with excellent outcomes and strong uptake. Music offer Music Practitioner and Music GCSE. The changes to the DT GCSE course are currently under consultation with the DFE but the structure has been reflected in planning for KS3 at Church Street. Engineering is also a popular course, as is Graphics.

PACT at SGS

As a team we encourage an adventurous and enquiring approach in students at all levels. We are focussed on bringing creative approaches to learning in the classroom and as a team share good practice and innovative practice. Planning is collaborative within subject teams and structures are shared at a faculty level. We are the Lead Faculty for GRIT and this year will be working to develop a range of approaches to developing GRIT in our students. We are also working to build our new Faculty Identity and positive ethos, recognising the existing excellent practice across all the subjects in PACT.

Extra-curricular

We believe in encouraging young people to participate in our subjects outside of the classroom. We are involved in Discovery Days and Drama and Technology Clubs run well at Church Street. Music, Art and Drama worked collaboratively for the Church Street MAD evening with a performance of Charlie and the Chocolate Factory. The Drama Club were also able to attend a West End Performance of Charlie. However extracurricular is an area that could be developed further for KS3 students.



Further information

We are delighted that you are interested in joining this 'journey to excellence'. If you would like to apply for this post:-

- Please complete an application form (available on the school website, under Vacancies/Teaching vacancies)
- A letter of application should be no longer than 2 sides of A4; you should refer to our person specification but focus especially on "how you would ensure all students made excellent progress in your classes, supporting our whole school ethos".

- Please note that two references are required for all candidates, one of whom must be the headteacher from your current school or most recent significant employer.

Please email completed application forms to Jenny Packham (Head's PA) jpackham@sgs.uk.net by **9.00 am, Monday 22 May 2017 (Please note that we will consider applications up until the closing date)**

We will acknowledge receipt of your application by email. We will contact you again, only, if your name appears on the short list and apologise in advance for not confirming back to you that you may not have been shortlisted.

Steyning Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Job Description for a Mainscale Teacher

Purpose of the job

- To ensure the effective learning of all students across the ability and age range whilst in the charge of the teacher
- To structure the learning of students by planning and delivering effective lessons
- To promote and be accountable for high standards of achievement

Responsibilities

The appointment is subject to the appropriate conditions of employment of teachers contained in the School Teacher's Pay and Conditions Document and other current employment and educational legislation.

Responsible to: Head of Faculty or Head of Subject as specified

Responsible for: The learning of all students across the ability and age range

Main duties

- To plan and teach effective lessons that ensure all students make at least good progress as reflected in value added data and examination results
- To evaluate lessons in relation to student learning and plan future lessons accordingly
- To take responsibility for personal professional development through:
 - peer observation
 - shared lesson planning and contribution to the planning of schemes of work
 - promoting the school focus on learning
 - taking part in regular professional development discussion
 - attending INSET as required
 - engaging in professional development opportunities
 - To assess and record students' progress and report to parents as required
 - To contribute to and promote pedagogical dialogue throughout the school
 - To be a good role model
 - To develop and maintain good professional relationships with students, parents and colleagues at all times
 - To undertake school supervision duties as required

General

- To carry out any other reasonable task at the request of a member of the Leadership Team



Generic Person Specification for all posts

Characteristics
Professionalism – a core of strongly held and enacted values
Respect for others – The underlying belief that individuals matter and deserve respect
Challenge and support – A commitment to do everything possible for each student and enable all students to be successful
Confidence – The belief in one’s ability to be effective and take on challenges
Self-Learning – A commitment to developing understanding and learning new skills to become a better teacher
Creating trust – Being consistent and fair. Keeping one’s word
Thinking – the drive to ask ‘why?’ and see patterns
Analytical thinking – The ability to think logically, break things down and recognise cause and effect
Conceptual thinking – The ability to see patterns and links, even when there is a lot of detail
Planning and setting expectations – targeting energy and effort where it will make the most difference to students
Drive for improvement – relentless energy for setting and achieving challenges
Information seeking – a drive to find out more and get the full story. Intellectual curiosity
Initiative – the drive to act now to anticipate and pre-empt events
Leading – directing, inspiring and motivating others
Flexibility – The ability and willingness to adapt to the needs of a situation and change tactics
Holding people accountable – The drive and ability to set clear expectations and parameters and to hold others accountable for performance
Managing students – The drive and ability to provide a clear direction to students and to enthuse and motivate them
Passion for learning – The drive and ability to support students in their learning and to help them become more confident, independent learners
Relating to others – managing one’s interactions and relationships effectively
Impact and influence – The ability and drive to produce positive outcomes by impressing and influencing others
Empathy – The drive and ability to understand others and why they behave as they do
Team working – The ability to work with others to achieve shared goals
General
Qualified teacher status
Capacity to be a good role model for all members of the school community
Willingness to accept both support and challenge leading to improved practice
Ability to teach good lessons

Characteristics for all posts will be prioritised from the list above.