

## **Teacher of Design Technology, MPS, UPS**

**Required from September 2024**

**1.0 FTE, Permanent, Full Time**

Plymouth CAST Multi-Academy Trust is seeking a committed, energetic and talented teacher to join the Technology team within their secondary schools (Notre Dame Plymouth and St. Boniface's Catholic College). Successful candidates will embrace our ethos, contribute to school improvement plans and raising standards in technology, work hard to help students make good progress and spread a passion for technology to promote STEM career pathways. The successful candidate will have the ability to teach across key stages 3 - 5.

This exciting post is suitable for an experienced teacher or a highly motivated early career teacher wishing to join a team of specialists who ensure a high standard of teaching, learning and achievement. We are looking for candidates with excellent subject knowledge and the ability to inspire and motivate our ambitious and hardworking pupils.

Both secondary schools are Roman Catholic, comprehensive, single-sex schools (Notre Dame – girls, St Boniface's – boys) with a mixed sixth form at Notre Dame. We value our Catholic ethos, but you don't need to be Catholic to apply to work for either school. We ask that our staff support our ethos.

Please visit our websites for further information

**[www.ndonline.org](http://www.ndonline.org)**

**[www.stbonifaces.com](http://www.stbonifaces.com)**

Tours of both schools can be arranged by appointment. Please email [hr@ndonline.org](mailto:hr@ndonline.org) for further information.

Applications should be submitted via TES by the deadline date below:

**Closing Deadline:                      Midnight on Sunday 12th May 2024**

**Interviews:                                Week commencing 13th May 2024**

The schools operate a Safeguarding Children Recruitment Policy and is committed to promoting the welfare of young people. The successful applicant will be required to undertake an Enhanced DBS disclosure.



## JOB DESCRIPTION – SUBJECT TEACHER

**JOB TITLE:** Subject Teacher **TLR** -

**JOB HOLDER:**

**LINE MANAGER:** Subject Leader

**1. JOB PURPOSE:**

To provide professional leadership & management of the students in your classes. To encourage and support students in their learning through the provision of challenging and outstanding teaching.

**2. DIMENSIONS:**

- Promotion of Notre Dame and St Boniface ethos
- Monitoring & tracking of student progress
- Targeting and monitoring of appropriate academic support

**3. PRINCIPAL ACCOUNTABILITIES:**

- To foster a positive ethos that reflects the schools' missions
- To support the schools' policies in particular those relating to learning and assessment
- To drive up standards in the classroom by ensuring effective use of the school rewards system
- To make effective use of data provided and agree with the subject leader challenging targets for learning that are set and monitored for students in each class
- To ensure that every students' learning needs are addressed
- To target and monitor appropriate intervention for students in each class
- To work closely with the subject leader to ensure students receive the appropriate support and guidance to be successful learners.
- To support the work of student leaders in mentoring and coaching their peers within the class
- To support and encourage student voice through each class
- To promote extra-curricular activities to extend learning
- To support work related learning by making subject links
- To contribute to the school's self evaluation process through contributing to the middle leaders' SEF
- To take part in the schools' professional development programme
- Post Threshold teachers will be expected to lead on aspects of curriculum delivery. Teachers on UPS3 may be expected to lead and support colleagues as directed by the Head Teacher

**4. PERFORMANCE STANDARDS:** *(There should be clear evidence of how the job has impacted on others and contributed to raising standards)*

**Objective 1:** I will ensure that the students in my classes and tutor group know, understand and record their next steps in learning at least once every six weeks so that students make good progress against FFTD and personal targets.

**5. ADDITIONAL INFORMATION:**

- Subject teachers will agree teaching group targets with their subject leader at the start of the year.
- All teaching staff are expected to take part in coaching as part of their professional development and are encouraged to share good practice regularly so that standards may be improved across the school.

**POST HOLDER:** **DATE:**

**MANAGER:** **DATE:**



**SUBJECT TEACHER - PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Experience and Job Knowledge</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Subject knowledge across all key stages</li> <li>• Use of data to inform student progress</li> <li>• Understanding of the implications of ECM in subject area</li> </ul> <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Good classroom practice</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Subject knowledge across more than one subject</li> </ul> <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Applied courses in subject area</li> <li>• Extra curricular activity to offer</li> </ul>
<p><b>Professional Characteristics (in addition to those outlined in the Professional standards for teachers)</b></p> <p>The Notre Dame &amp; St Boniface professional characteristics are based on the 5 Rs which we have used for our learning rewards system for students.</p> <p>We believe that where it works for students it is also relevant in appointing new staff.</p>	<p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Is a good team player</li> <li>• Demonstrates professionalism</li> <li>• Focuses on improving own performance</li> <li>• Is reliable and meets deadlines</li> </ul> <p><b>Resourceful</b></p> <ul style="list-style-type: none"> <li>• Uses own initiative to develop ideas</li> <li>• Adopts a range of appropriate communication skills (e.g. humour)</li> <li>• Asks effective questions</li> <li>• Is flexible</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>• Is thorough and pays great attention to detail</li> <li>• Monitors student progress</li> </ul> <p><b>Reflective</b></p> <ul style="list-style-type: none"> <li>• Can build evaluation of impact into review of performance</li> <li>• Shows empathy</li> <li>• Learns from experience</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Is prepared to go the extra mile</li> <li>• Shows tenacity in completing tasks</li> <li>• Stays optimistic</li> </ul>	<p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Fosters shared beliefs and a sense of community</li> </ul> <p><b>Resourceful</b></p> <ul style="list-style-type: none"> <li>• Is willing to try something new and take risks</li> <li>• Learns in different ways</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>• Chooses the best method of learning</li> <li>• Has good forward planning and organisation</li> </ul> <p><b>Reflective</b></p> <ul style="list-style-type: none"> <li>• Listens to and learns from feedback</li> <li>• Shows curiosity and interest</li> <li>• Recognises and rewards achievement</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Stands firm</li> <li>• Demonstrates confidence</li> </ul>
<b>Physical Requirements</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

The schools are not accessible to all disabled people in all areas, but reasonable adjustments will be considered.

We look forward to receiving your application.