Dovecote school is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

**Job details**

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| **Job Title** | Unqualified/Qualified Teacher |
| **Hours** | 40 hours p/w |
| **Working Weeks** | TTO |
| **Salary** |  |
| **Responsible to** | Assistant Head Teacher |
| **Responsible for** | LSAs |
| **Purpose of Job** | To promote effective learning and high standards of achievement in Design & Technology in Resistant Materials (DT-RM)for all students at Dovecote School, ensuring the subject is accessible, engaging, and challenging, and that it contributes positively to the whole school curriculum and vision. |

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| **DOVECOTE SCHOOL VISION**   1. We strive to equip all students with the skills needed to meet their full potential through an innovative and specialised curriculum. Small scale learning communities where young people are known as individuals. 2. The learning process is active. 3. The learning community is underpinned by environmentally sustainable values and practices. 4. Student voice is empowered through a strong emphasis on developing individual communication strategies. 5. Families and the local community are vital partners in the life of the school, and they share in the decision-making. We work together as a team to provide a happy, safe, and stimulating environment, whilst promoting well-being for all and building confidence for the future | |
| **WE VALUE** | **WE AIM TO** |
| **LEARNING** | Create nurturing, challenging and empowering learning opportunities for children, staff and parents/carers. |
| **INCLUSION** | Offer a broad, balanced curriculum that is relevant and accessible for all children |
| **ACHIEVEMENT** | Celebrate the achievements and successes of each individual |
| **COMMUNICATION** | Ensure everyone has a voice and their contribution is valued |
| **RESPONSIBILITY** | Secure the accountability of all through distributive leadership, rigorous monitoring and evaluation |
| **REFLECTION** | Improve future performance through the continuous evaluation of our practice |
| **CREATIVITY** | Think outside the box and try new ideas to continuously raise standards |
| **COMMUNITY** | Foster positive working relationships with parents/carers, multi-agency professionals and the local community |
| **ENVIRONMENT** | Protecting our future and our planet |
| **DIVERSITY** | Promote tolerance and respect for individual differences, abilities, needs and beliefs |
| **WELL-BEING** | Create a safe, caring environment in which everyone is healthy, happy, and ready to learn |
| **TRANSITION** | Equip children and families with the knowledge, skills, independence, and resilience to face future challenges |

**AIMS AND OBJECTIVES**

* To provide the highest quality of education, care, and preparation for life for all students in the school.
* To provide high-quality teaching and learning in DT, tailored to the needs of students with a range of abilities and SEN.
* To plan, deliver, and evaluate a DT curriculum that is broad, balanced, and relevant.
* To encourage curiosity, innovation, and practical problem-solving skills in students.
* To contribute to whole-school improvement, safeguarding, and a safe learning environment.

# Duties and Responsibilities

### Curriculum and Teaching

* Develop, deliver, and regularly review the DTRM curriculum, ensuring it is well-sequenced and accessible to all SEN learners. Matches the KS1-3 National Curriculum and aligns with Various KS4 qualification frameworks.
* Prepare engaging schemes of work, lesson plans, and resources that are Adapted and cater to varied learning needs and styles including being Autistic friendly, PDA, Dyslexic friendly.
* Incorporate Literacy, Numeracy, and communication skills within DT teaching.
* Promote a love of DT-RM, inspiring students to explore creativity, critical thinking, and practical application.
* Ensure health and safety standards are followed rigorously in workshops and practical sessions.

### Assessment and Progress

* Use a range of assessment methods to monitor student progress and adapt teaching accordingly to individualise learning.
* Record and report on student attainment, progress, and outcomes in line with school policy.
* Provide recorded constructive feedback to students to support their personal and academic growth.
* **Core Teaching Responsibilities**
* Plan and deliver high-quality DT lessons across the curriculum.
* Ensure the safe and effective use of tools, equipment, and resources in line with health and safety regulations.
* Maintain and organise DT classrooms and workshops, including cleaning, tool storage, ordering, and purchasing supplies.
* Monitor and track student progress, using assessment data to inform planning and delivery.
* Complete reports, progress data, and contribute to school-wide monitoring and evaluation.
* Attending parents’ evenings, open evenings, and other school events (e.g. summer fair).

**Pastoral Responsibilities – Form Tutor Role**

* Lead and support a tutor group, including:
* Wake and Shake activities.
* Reading time sessions.
* Delivering Interoception or Speech, Communication and Language (SCLN) tasks.
* Taking registers.
* Regularly update and maintain:
* One Page Profiles.
* Daily Handover notes and home communication logs.
* Behaviour Action Logs.
* Run class debriefs to support student reflection and wellbeing.
* Complete and monitor:
* Personal Education Plans (PEPs).
* Individual Risk Assessments.
* EHCP reviews and tracking of EHCP targets.

**Wider Teacher Responsibilities**

* Actively contribute to the wider life of the school, including enrichment activities and whole-school initiatives.
* Uphold and promote the school’s ethos, safeguarding procedures, and behaviour policies.
* Engage in professional development to enhance teaching practice and subject knowledge.

### Leadership and Collaboration

* Take subject leadership responsibility for DT-RM, including curriculum planning, resources, and subject development.
* Support and direct LSAs in delivering DT-RM learning.
* Work collaboratively with colleagues, parents, and multi-agency professionals to support student progress (Annual Reviews, PEP’s, LAC’s, TAC’s, etc..).

### Pastoral and Safeguarding

* Contribute to creating a safe, supportive environment accessible for all students.
* Uphold the highest standards of safeguarding and child protection in line with statutory guidance (KCSIE).
* Support the emotional and social development of students through positive relationships and consistent expectations.

### Professional Development

* Maintain up-to-date knowledge of DT-RM pedagogy and practice.
* Engage actively in CPD opportunities and contribute to the wider life of the school through clubs and enrichment activities.

**Communications and Meetings**

* Communicate effectively with parents with regard to students’ achievements and well-being.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* To alert Head and SLG and other staff to problems arising with individual students in accordance with whole school policies.
* To participate actively in meetings with colleagues and parents/Carers.
* To attend INSET sessions and working parties related to new initiatives in teaching and learning.

Efficient and effective deployment of resources

* Provide support with textbooks and library books in subject areas.
* Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in students
* Audit, check and manage resources to ensure they are up to date and match student and curriculum needs.
* To be informed about the financial basis of the operation of the school and to assist in seeking ways of deploying resources to the maximum benefit of the students.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the careers leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**Additional roles:-**

Form tutor including:- Wake and shake, leading reading time, Delivering Introception or Speech, Communication, Language tasks, registers, etc… Plus regularly update of One Page Profile, Daily Handover and Home communication, Behavior Action Logs. Run class debrief, PEP’s and Indivciudal risk assessments Completion of EHCP reviews, EHCP targets,

Teacher role- Parents evening, reports, progress data, Open evenings, attendance at summer fair,

DT- cleaning, tool storage, ordering, purchasing of supplies

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| Person Specification | | |
|  | **ESSENTIAL** | **DESIRABLE** |
| **Personal Attributes** | * Be responsive and reflective * Be accountable, honest, and reliable * Provide individuals with confidence, inspiration, direction, and guidance * Understanding and empathy with the work of the school * Self-motivation with a positive attitude * Develop innovative solutions |  |
| **Job Skills** | * Possess a good ability to communicate effectively using records, reports, emails, and verbal communication with individuals and groups. * Ability to prioritise * Ability to use IT: Microsoft Word and Outlook, * Strong organisational skills * Commitment to inclusive education and differentiation. * Attention to detail * Ability to work collaboratively and co-operatively with all professional colleagues and students * Hold a full UK driving license. | * Influencing and negotiation skills |
| **Knowledge** | * Knowledge and understanding of the principles of teamwork * Non-discriminatory practice * Working as part of a team * Good understanding of Safeguarding legislation, policy and procedures. * Ability to deal with complex and challenging behaviour * Expert knowledge of the National Curriculum, particularly the DT curriculum * Understanding high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve * Awareness of local and national organisations that can provide support with delivering the subject * Ability to build effective working relationships with staff and other stakeholders * Ability to adapt teaching to meet students’ needs * Ability to build effective working relationships with students * Knowledge of guidance and requirements around safeguarding children * Good IT skills * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others | * Working with children and young people who have experienced trauma. * Commitment to inclusive education and differentiation. * Understanding SEN YP * Working within an AS framework |
| **Experience** | * Experience of teaching DT across secondary age ranges, ideally with SEN experience. * Ability to inspire and engage students with complex needs. * Working individually and within a team * Leading, supervising, and managing teams * Building and maintaining effective working relationships * Ability to tailor teaching and learning to the needs of individual students * Ability to lead and coordinate effectively | * Working with SEN young people * Successful experience of subject leadership |
| **Qualifications** | * Full Manual UK Driving License * Qualified Teacher Status. * Degree in relevant subject area. * To aspire to be an outstanding classroom practitioner. * Strong current subject knowledge. * Relevant Teaching Qualification * Willingness to work towards further qualifications as required | * Emergency First Aid in the Workplace * Team Teach or similar. * Experience of dealing with a wide range of students and responding to their needs * Experience in assessing students’ coursework. * Understanding and experience of exam board procedures and administration |
| **Training** | * Commitment to personal and professional development. * Ability to engage with learning opportunities including effective use of supervision, training, e-learning, and feedback. |  |