



# Eggar's School

## Applicant Information

### Assistant Curriculum Leader Design & Technology

September 2019

Encouraging every  
individual to belong, to  
aspire, to achieve

*Eggar's School is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. All successful applicants will be subject to DSB checks and other relevant employment checks*

Closing Date: 05 April 2019

# Welcome from Patrick Sullivan, Head Teacher

Thank you for your interest in this position. We are seeking to appoint a talented and enthusiastic Assistant Curriculum Leader of Design & Technology. The ability to teach food and textiles is preferable, but not essential. We are looking for applicants who have creative ideas and are looking to contribute to a culture of excellence. All staff will enjoy a high quality induction programme and there are many professional development and career opportunities available for the right candidate.

The school is renowned for excellent professional development and a strong community where team work is everything. Staff have a comprehensive range of opportunities for continuing in their careers. You are promised a friendly, professional and supportive environment.

For the last 10 years we have continued to raise standards of achievement while at the same time trying to give children a well-rounded education. We are not a school driven by central government initiatives, we do what is best for our school. For example, we do not insist on children taking English Baccalaureate, we advise on an individual basis.

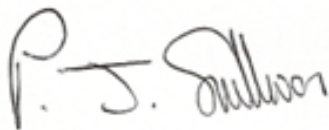
Eggar's is committed to on-going improvement and we recognise there are many areas where we can still improve further. In September 2012 we converted to academy status, which has already provided a catalyst for improving our buildings and facilities in the form of a new 100 metre, floodlit Astro-turf sports facility and a brand new bespoke Refectory to accommodate over 400 students.

Our Eggar's Experience programme, where all staff run a club of their choice has offered many fantastic extra- curricular opportunities for students; and staff really enjoy it. We have the NACE (National Association for Able Children in Education) award for our provision for Able & Talented children. This is nationally recognised and held by only 2% of schools.

Shortlisted candidates will be invited to interview. Interview days usually involve time for applicants to get to see the school and staff they will be working with, as well as a number of assessment activities. Interviews are normally arranged within three weeks of the closing date. I am sorry that we will not be able to reply personally to all unsuccessful applicants, but please be assured that we will take the time and trouble to read each application carefully.

Eggar's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure & Barring Services check, along with other relevant employment checks. The application form is available on our website [www.eggars.net](http://www.eggars.net).

Yours sincerely



**Patrick Sullivan**  
**Head Teacher**

## **Introduction to Eggar's School**

Eggar's School is situated at one end of the beautiful and historic Wey Valley, beneath the wooded slopes of the Hampshire Downs. The school has one of the oldest foundations in the county.

Under a Trust Deed dated 21st March 1638, a local farmer named John Eggar realised his idea of providing a school to serve the needs of its community. He appointed 'Feoffes' (Governors) and negotiated the purchase of 39 acres of land at Anstey. Unfortunately, he did not live to see his scheme become reality, but Eggar's School thrives and achieves continuous improvement. Each year, in a Founder's Day service at Holybourne Parish Church, the school community remembers John Eggar.

The first Head Teacher was appointed in April 1642, and Mr Patrick Sullivan is the 27th Head Teacher to lead our school. In 1968, the school moved from the original site to the modern buildings and spacious grounds it now occupies at Holybourne. Since 1979, it has been an 11 – 16 comprehensive school aiming to build on its proud tradition by continuing to provide the very best, high quality education for all its children.

We translate this important sense of history into the traditional values of good manners, courtesy and cooperation. We encourage all our students to believe in the importance of respect; respect for themselves, for each other, for their local community and for the community of the world. We are proud of the effect of this emphasis on the young people who leave Eggar's with affection for their school and its traditional values. They carry these comfortably alongside the modern values of flexibility, independence, self-discipline and resilience. They are well prepared for a successful future in a challenging new millennium.

### **Eggar's School Aims**

We are a small school with big aspirations. We have high expectations and believe in high standards, a learning environment in which the aptitudes and interests of each individual child are recognised, respected and fully developed. We know our students well.

We offer a variety of approaches and teaching strategies to develop each student as an independent as well as a cooperative learner. We strive to prepare students for a life beyond school and focus on developing Independent Learning skills.

We seek to match the curriculum to the needs of the individual so that each student develops confidence and a sense of achievement through learning.

We provide continuous professional development for all staff which serves the students very well indeed.

We believe in partnership with parents. We consistently seek to develop this further, and to enrich the curriculum through involvement in our community.

We train Student teachers and Newly Qualified Teachers. We support Recently Qualified Teachers and facilitate programmes for the National Qualifications for School Leadership.

Eggar's is a caring school in which we encourage all members of the school to respect themselves, each other, our local community and the environment.

### **Examination Results 2018**

Grade 4 English Language OR English Literature and Maths only	75.2%
Grade 5 English Language OR English Literature and Maths only	51%
Grade 4 or above English Language only	74.5%
Grade 4 or above Maths only	80.4%

## **Facilities**

Eggars's School is set on a magnificent 30-acre site, which gives us excellent recreational space including 100 metre astro-turf sports pitch. We have a well-equipped Sports Hall with a fitness suite and also a large ICT Centre, alongside our new catering refectory.

We have a very successful Arts Faculty, with fine art, three-dimensional art and music great strengths of the school. We have specialist art areas with two music suites, five practice rooms and a drama studio leading into an open-air amphitheatre. We have a Learning Resource Centre and Library. Pupils also enjoy the use of covered walkways, landscaped seating areas and a large reception area where children's work is displayed.

## **Contact with Parents**

The school values and encourages its partnership with parents. Parents and carers are invited to meet subject teachers several times a year and reports and termly progress reviews are issued to keep them informed about the progress of their children.

## **Curriculum and Teaching Organisation**

### **Years 7 and 8**

The curriculum we offer has always been broad and balanced including English, Mathematics, Science, Computer Science, Design Technology, Physical Education, History, Geography, PPD (Philosophy Personal Development) French and Spanish, Music, Art and Drama.

### **Years 9, 10 and 11**

The programme of study in Years 9, 10 and 11 have been developed to deliver an academic and vocational curriculum to meet the needs, aspirations and interests of our pupils. Every student studies English, Mathematics, Science, ICT and Physical Education. There is an opportunity for choice at this level and every effort is made to accommodate the wishes of pupils and their parents. The school offers a diverse range of KS4 courses including many of the more practical BTEC courses. Some pupils study KS4 courses at other schools or colleges in Hampshire.

## **Pastoral Care**

Our concern for individual pupils is reflected in our pastoral organisation. The school is year based, each year having a team of tutors and a Progress Leader. Tutors and Progress Leaders stay with their groups for the full five years. The role of the Progress Leader is fundamental to the system; each one has a specific responsibility for the progress for the year group and also has a distinct curriculum role. As with all managers in the school, an important aspect of the role of the Progress Leader is to monitor learning. All teachers and tutors in the school are trained to use our data systems so that they can track and monitor the academic development of each individual child, and ensure that all children make progress. In 2011 we introduced a House System, which has energised the rewards system and brought staff and pupils from all parts of the school together in a vibrant and warmly competitive atmosphere.

## **Application**

The application form should be completed in full before your application can be considered. It is available to download from our website [www.eggars.net](http://www.eggars.net). Please submit your application by email to the Personnel Officer at the following email address [astone@eggars.hants.sch.uk](mailto:astone@eggars.hants.sch.uk)

## **Salary**

Main Pay Scale. Please note that salaries are not automatically portable between schools as pay scales and funding criteria vary across the country

## **Developing in your career with Eggar's School**

### **Arriving as an NQT**

NQTs will be supported in their early career with mentoring in subject and from our Teaching School Alliance partners LEARN. Our whole school systems and procedures will be the structure within you are able to flourish in the first year.

You can expect;

- An induction day for new staff in July or August before your position commences
- Weekly mentoring meetings in the first term from a subject specialist
- Opportunities to observe subject specialists
- Developmental lesson observation feedback
- Our whole school programme of CPD events including Teaching and Learning Wednesdays

### **Recently Qualified Teachers**

RQTs will be supported through year 2 to 5 by a Line Manager and Performance Management Reviewer. Our whole school programme of continuing professional development events include; INSET days, Eggar's Experience clubs, Teaching and Learning Wednesdays, #TeachMeets, annual #Pedagoo Hampshire, Paired Action research groups and Voluntary Working Teams.

You can also expect;

- An induction day for new staff before your position commences
- Monthly and Weekly subject specific focus time throughout the year
- Opportunities to observe subject specialists
- Developmental lesson observation feedback
- Our whole school programme of CPD events
- Teaching School Alliance Research Programmes

### **Experienced Teachers**

Experienced Teachers, often with some Upper Pay Spine status, will be supported by a Line Manager and Performance Management Reviewer.

Our whole school programme of Continuing Professional Development events include; INSET days, Eggar's Experience Clubs, Teaching and Learning Wednesdays, #TeachMeets, annual #Pedagoo Hampshire, Paired Action research Groups and Voluntary Working Teams.

You can also expect;

- An induction day for new staff before your position commences
- Termly Middle Leadership focus time throughout the year
- Annual opportunities to hold Teaching and Learning positions of responsibility
- Leadership Development programmes in and out of school including the National Professional Qualifications
- Opportunities to observe subject specialists
- Developmental lesson observation feedback
- Our whole school programme of CPD events
- Teaching School Alliance Research Programmes

### **Teachers in Middle Leadership Posts**

Teachers in positions of leadership responsibility for Curriculum areas or Progress Leadership often with some Upper Pay Spine status will be supported by a Line Manager and Performance Management Reviewer.

Our whole school programme of Continuing Professional Development events include; INSET days, Eggar's Experience Clubs, Teaching and Learning Wednesdays afternoons, #TeachMeets, annual #Pedagoo Hampshire, Paired Action research Groups and Voluntary Working Teams.

You can also expect;

- An induction day for new staff before your position commences
- Bi- weekly Subject Specific focused Line Management and Mentoring throughout the year
- Half -Termly Middle or Senior Leadership focus time throughout the year
- Annual opportunities to hold Teaching and Learning positions of responsibility
- Leadership Development programmes in and out of school including the National Professional Qualifications
- Opportunities to observe subject specialists
- Developmental lesson observation feedback
- Our whole school programme of CPD events
- Teaching School Alliance Research Programmes

### **Staff Benefits at Eggar's School**

Eggar's School enjoys a supportive work environment and offers staff a number of benefits:

- Employer contributions to both the Teacher' Pension Plan and the Hampshire Local Government Pension Plan
- Childcare voucher scheme through Computershare
- Access to a free and confidential counselling support line and face to face sessions
- Free eye tests and a set payment towards the cost of glasses if, as a result of the eye test, it is considered necessary by the optician that glasses be worn for display screen work.
- Free on-site parking
- Tea and coffee provided free of charge

## Food Technology &/or Textiles Teacher

### Job Description

The main purpose of this role is:

- To monitor and support the overall progress and development of students as a class teacher and tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their full potential.
- To contribute to raising the standards of student attainment
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

Our Pastoral Care System is essential to the ethos of the school. Most teaching staff will take a tutor group. The tutor may be the first person to whom a student chooses to turn for help or advice. As such, a tutor should be both approachable and well-organised so that students can feel secure in the school environment

Full training and development will be given and would suit anyone interested in developing into senior leadership in the future. We have a first class track record of developing our staff into senior leader positions.

New staff are supported through a carefully constructed induction programme, with all new appointments assigned a mentor or buddy. school. Eggar's is an innovative and enjoyable place to work, with opportunities for career progression within the school actively encouraged and supported.

### Person Specification:

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCED THROUGH</b>
<b>Knowledge And Qualifications</b>	<p>Qualified Teacher Status</p> <p>Current knowledge of the national curriculum and research, initiatives and technologies in child learning and development.</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the post</p>	<p>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</p> <p>Evidence of continual professional development that is relevant and appropriate to the post.</p>	<p>Application</p> <p>Documentary evidence</p> <p>Interview</p>
<b>Skills</b>	<p>Ability to challenge and differentiate teaching and learning for students of varying abilities</p> <p>Ability to create excellent working relationships with students to motivate them to engage and achieve.</p> <p>A skilful communicator with strong interpersonal and presentation skills, both oral and written, that naturally adapts to a diverse audience. E.g. parents, staff, students and the wider community on a range of issues</p> <p>Excellent planning and organisational skills including time management for</p>	<p>Data analysis for the effective monitoring and assessment of pupil performance and goal setting.</p>	<p>Application</p> <p>Interview</p> <p>Presentation</p> <p>References</p>

	<p>the effective delivery of teaching and learning and to identify priorities and meet professional targets</p> <p>Computer literate with the ability to make effective use of ICT in learning</p>		
<b>Experience</b>	<p>Proven success of delivering high quality teaching relevant to the post across all ability ranges within Key Stage 3 and Key Stage 4, that is both engaging and inspiring including preparing students for external examinations.</p> <p>Implementing and contributing to a meaningful curriculum and learning experience together with demonstrable evidence of classroom teaching that is engaging for all students, supports student progress and where there is good classroom organisation and class management</p> <p>Evidence of monitoring and evaluating student progress that supports continuing improvement</p> <p>Evidence of collaborating and building effective relationships with parents and the wider community to enrich teaching and learning for the wellbeing of students</p>	<p>Successful experience of teaching students with SEN</p> <p>Experience of participating in extra-curricular activities</p>	<p>Application</p> <p>Interview</p> <p>References</p>
<b>Personal attributes</b>	<p>Commitment to excellence in learning and teaching which is challenging and stimulating whilst creating a safe and inspiring learning environment</p> <p>Enthusiastic and flexible approach, with present to inspire confidence and trust, whilst being self-reflective and responsible to feedback for continual development</p> <p>Welcomes accountability to a wide range of groups, forms constructive relationships with the ability to understand the importance and value of engaging with parents and the wider community</p> <p>With a strong working ethos, committed to enabling the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students needs and the whole school community</p>		<p>Interview</p> <p>Presentation</p> <p>References</p>



## Teacher Job Hazard Assessment

### Job Specific Information

The following information highlights hazards related to the role that could pose a risk to the post holder. Applicants should be aware that where roles are exposed to hazardous risk, risk assessments are undertaken and control measures are put into place where possible.

### Manual Handling

The types of manual handling operation involved in this role are:	Objects
The above manual handling operations are required on the following basis:	Infrequent
The weights involved in these manual handling operations are likely to be:	Up to 5kg

### Display Screen Equipment

This role will require the post holder to be a Display Screen Equipment user and will involve the use of:	A laptop An inter-active whiteboard A desktop computer A tablet
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### Job Characteristics

This role involves working with children and young people:	Between 11 and 16 years of age In addition, this role involves working with children and young people with special needs including those with physical disabilities
This role also has potential to involve:	Verbal abuse and/or aggression and this is likely on an infrequent basis

### Work Environment

This role is carried out in an environment which involves:	Lone working on occasions
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### Driving

This role may require the postholder to drive:	Their own vehicle, if applicable, for work purposes on infrequent occasions
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***Applicants should be aware that where roles are exposed to hazardous risks, risk assessments are undertaken and control measures are put into place where possible.***