

Teacher of design and technology

Part—time 0.4 FTE approx.

Required from April 2025



St Swithun's
WINCHESTER



Welcome from the headmistress



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Thank you for your interest in St Swithun's.

We are proud to be a High Performance Learning School and a member of the Fellowship of World Class Schools. The High Performance Learning philosophy is that: high achievement is an attainable target for everyone; intelligence is not fixed (we can all become cleverer); high performers are made, not born (they work for it). HPL involves the systematic and explicit encouragement and empowerment of students to develop the ways of thinking and ways of behaving that will equip them for success both in school and beyond. It is the cornerstone of our philosophy.

We are also a girls' school and as such we expect and support all our students to enjoy and excel in a range of subjects and activities according to their interests and not their gender. We seek to be free from unhelpful stereotyping and to offer genuinely limitless education.

Further, we are a high trust community and we try always to behave with a seriousness of intention and a lightness of touch. We believe the best of staff and students and often see our expectations exceeded and a joke cracked along the way.

If this short Introduction resonates with you, we would very much welcome an application from you.



Jane Gandee, headmistress

Our school



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St Swithun's School, Winchester is a leading GSA and HMC school offering day, weekly boarding and full boarding for 520 girls aged 11-18.

The girls benefit from excellent teaching, sporting and recreational facilities. St Swithun's is academically selective and regularly appears in the top 30 schools in the national league tables.

There is also an adjoining IAPS Prep School for girls aged 3-11 with a co-educational nursery.



Our ethos



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St Swithun's is an appropriately academic school which means that we celebrate intellectual curiosity and the life of the mind, but not to the exclusion of all else. We expect our pupils to develop individual passions and through them to acquire a range of skills and characteristics. These characteristics will include a willingness to take risks, to question and to debate, and to persevere in the face of difficulty. In the words of Samuel Beckett: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better." If a girl can immediately excel at everything we ask of her, we as educators must set the bar higher.

We want all pupils to learn about life beyond the school gates, to appreciate the rich variety of our world, to develop an understanding of compassion and to value justice. We encourage all pupils to become involved in fundraising and community work. They should appreciate how their decisions and their actions can affect those around them.

By the time a pupil leaves St Swithun's she will be well- educated, courageous, compassionate, committed and self-confident with a love of learning, a moral compass and a sense of humour.

Our community



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St Swithun's was founded in 1884 by Anna Bramston, daughter of the Dean of Winchester, and Christian values underpin our approach to education. We provide a civilised and caring environment in which all girls and staff are valued for their individual gifts and encouraged to develop a sense of spirituality and of kindness. We believe that kindness and tolerance are at the heart of any fully functioning community. Our staff are friendly and supportive, and the school is committed to supporting the wellbeing and professional development of its employees.

The school is committed to maintaining the vision of its founder by offering bursaries for girls who would otherwise not have the opportunity of a St Swithun's education.



Our professional learning community



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At St Swithun's we are committed to learning in its broadest sense and we relish trying different teaching methods and crafting opportunities in and out of lessons to challenge and excite.

We are a kind and supportive community of enthusiasts who welcome newcomers. Innovation, energy and individuality, in staff and pupils alike, are considered a distinct advantage.

We offer a dynamic leadership program for all levels of leadership.

We are a *High Performance Learning* school which means we systematically and consistently teach the skills and attitudes that enable all girls to achieve highly.



Why work at St Swithun's



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This is a wonderful opportunity to enjoy working in a stimulating and professional environment.

As staff, we find we are teaching girls who are energetic and insightful and, moreover, girls who like nothing more than learning from others' enthusiasms, specialisms and interests – no matter what role they have or take in the school. It's a real privilege to sense that these are the Students who will be changing the world in the future.

St Swithun's is a vibrant place for both students and staff alike. The friendly and loyal atmosphere ensures that the environment is one which captures the true meaning of 'community'



Our facilities



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The school offers girls excellent teaching, sporting and recreational facilities. The school buildings are modern and well equipped. As well as the normal academic classrooms and science laboratories, there is a magnificent performing arts centre with a 600-seat auditorium, a music school, an art and technology block, a sports hall and a full-size swimming pool. There is an impressive library, higher education and student guidance department and ICT facility. The grounds are spacious and encompass sports fields, tennis courts and gardens.

The senior school has six boarding houses for full and weekly boarders, with separate houses for those in their first and second years and those in the upper sixth.

The School is securely financed and this has enabled a continuous development programme over the years, which has made it possible for the School to keep pace with new requirements in terms of curriculum and equipment.

The School is registered as a Company Limited by Guarantee and as a Charity, and it has a wholly owned subsidiary company (St Swithun's School Letting Company Limited).

Further details of the School can be found at www.stswithuns.com

Our location



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The school is set on an impressive and attractive campus of 45 acres overlooking the Hampshire Downs and within the South Downs National Park. The school is within walking distance of the centre of Winchester, and only a 50-minute journey from central London.

Winchester is well connected by road, rail, air and sea, allowing convenient and affordable holiday opportunities for staff. There is also easy access to the New Forest, the south coast, and the West Country.

Winchester and its surrounding areas offer outstanding local cultural, historical, sporting and entertainment opportunities in addition to fantastic access to outdoor pursuits. Southampton and Winchester University are in close proximity, as are a wide range of good state and independent schools.

Our technology department



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Design and Technology is a thriving, vibrant department situated in a purpose-built block above the school's art studios. We have a dedicated full-time technician who will work with small groups to meet the practical demands of this popular subject. The department is well-resourced for practical activities and teaching with individual rooms for graphics, electronics, wood working, metals & plastics plus a CAD/CAM suite, all based around a large, central main workshop.

In Years 7 and 8 all students have 1 hour of design and technology each week, working with a range of materials to complete projects to a high standard. In Year 9 the subject becomes one of a range of creative options from which students may select, with 2 hours of teaching time per week. At GCSE students take the Cambridge IGCSE Design and Technology (Resistant Materials) course, and the AQA Product Design A-level is offered.

We participate in Greenpower electric car racing and have an enthusiastic group of students from all age groups that attend this after-school club. In addition we take part in other competitions and events that encourage the students to consider careers in STEM subjects. We are keen to pioneer new teaching strategies as a High Performance Learning world-class school.

Teacher of design technology

Key responsibilities



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The successful candidate will be required to teach Key Stages 3 and 4 design and technology. There could be the possibility of contributing to teaching A-level product design for a candidate with that specialism.

Teachers are responsible for ensuring high standards of learning and achievement for all pupils they teach and are expected to play a full part in the life of the school. They share collective responsibility for the daily running of school business, including the work of a form teacher, and other supervisory duties.

Teaching preparation, assessment, record-keeping, writing reports, pastoral care and liaison with parents are integral to every teacher's commitment. Attendance is required on one or two days before term begins for preparation and for INSET; at parents' meetings, staff meetings, departmental meetings, school assemblies and major functions. Teachers should also be prepared to cover for absent colleagues within reason and, when absent themselves, to set work if possible.

Teacher of design technology

Key responsibilities



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Subject teachers are expected to -

have knowledge and understanding of:

- the relevant aspects of the school's subject curriculum and I/GCSE and A-level specifications.
- progression in their specialist subject(s), including before their specialist age range.
- subject-related questions which pupils raise, and pupils' common misconceptions and mistakes in their specialist subject(s).

plan and set expectations by:

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- having appropriate and demanding expectations for pupils' learning and motivation and setting clear targets for pupils' learning, building on prior attainment.
- identifying pupils who have special educational needs, and know where to get help in order to give positive and targeted support.
- being familiar with the contents of the Staff Handbook and the School Policies, especially Child Protection, Anti-bullying and Behaviour and Discipline; Staff Duties and Expectations.

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Key responsibilities



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teach and manage pupil learning by:

- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

assess and evaluate progress by:

- assessing how well learning objectives have been achieved and using this assessment for future teaching.
- marking and monitoring pupils' class and homework in accordance with the School Marking and Assessment Policy and providing constructive oral and written feedback; setting targets for pupils' progress.
- when applicable, understanding the standards expected of pupils in relation to the lower school curriculum, GCSE and post-16 courses.

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establish good relationships with parents and the wider community by:

- knowing how to prepare and present informative reports to parents and how to conduct a meeting during the designated Parents' Meetings.
- recognising that learning takes place outside the school context and providing opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- understanding the need to liaise with those responsible for pupils' welfare within the school (Form and House Staff; Health Centre Sisters and Chaplain, Deputy Heads or Headmistress).

manage their own performance and development by:

- understanding the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- understanding their professional responsibilities in relation to school policies and practices.
- setting a good example to the pupils they teach in their presentation and their personal conduct.
- evaluating their own teaching critically and using this evaluation to improve their effectiveness.

manage resources by:

working with their colleagues and the Head of Department to select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Teacher of design technology

Key responsibilities



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All part-time teachers are involved in specific activities within the school and their departments, for example:

- Contributing to teaching and curriculum planning under the direction of the Head of Department
- Undertaking regular marking and assessment, recording and reporting of pupil progress.
- Contributing to the preparation and marking of exams, preparation of new courses, setting, marking and moderation of coursework and the maintenance of cross-curricular links.
- Participating in the professional review and appraisal process.
- Attending Departmental, Staff and Parents' Meetings.
- Keeping up to date with developments in their subject and teaching as a whole through continuous professional development and INSET.
- Peer observation and tracking pupil progress.
- Setting and/or teaching work for an absent colleague in an emergency.
- Deputising for form teachers as required
- Sharing responsibility for the implementation of all the school's policies and procedures, particularly;
 - The behaviour and discipline of pupils.
 - The professional duties and expectations of teachers.
 - The health and safety of all.
- Performing other occasional duties that may reasonably be required by the Headmistress.

Person specification



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In making an appointment at St Swithun's School we look for the person who, at interview and by virtue of their qualifications, best demonstrates that they:

- be well qualified and knowledgeable within their subject area.
- have a relevant teaching qualification.
- have good communication skills.
- be enthusiastic, self-motivated and committed to helping all for whom they have responsibility to achieve the best possible standards.
- have the ability to inspire and promote confidence and foster an enjoyment of their subject.
- form and maintain good professional relationships.
- take an active interest in current developments within their subject area and wider educational issues.
- have a willingness to participate in new initiatives where appropriate.
- have a commitment to their own continuing professional development.

Salary and application process



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SALARY

St Swithun's has its own competitive pay scale and provides private health insurance cover for teaching staff plus a range of other employee benefits including:

- Discount on school fees
- Discounted corporate gym membership, and use of 'my active discounts'
- Free membership of the school swimming pool
- Access to the school's staff wellbeing programme
- Refreshments whilst working, and free meals when required to be at work over a meal time during term time.

APPLICATION

The closing date for applications is 9am, Monday 27 January.

Please complete our application form which can be found [here](#).

For any queries please use the following contact details.

Rachel Nicholls, executive assistant

Telephone: 01962 835 701

Email:

Recruitment@stswithuns.com

Website: www.stswithuns.com

Child protection and safeguarding



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“St Swithun’s committed to safeguarding and promoting the welfare of children.

All staff are expected to share and support this commitment and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.”

Child Protection Statement

- Every child has the right to freedom from physical, racial, sexual, verbal or mental abuse (this includes bullying and intimidation). Our overriding aim is the protection of the individual child within the school.
- We require staff to be fully aware of what child abuse is and the different forms in which it may present itself, and of their duties in respect to child protection.
- We will provide adequate training (both as part of an induction and an ongoing process) in recognising abuse, and what to do if abuse is suspected.
- We are committed to maintaining good communication within the School on child protection issues and to following recognised procedures.
- The Headmistress ensures that the recommended procedures are followed when recruiting staff.

Equal opportunities



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St Swithun's is an equal opportunities employer.

The school will recruit predominantly based on an applicant's relevant skills, experience, capabilities and potential for development. The ability to work with others will also be taken into account.

St Swithun's is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills free from unlawful discrimination or harassment, and in which all decisions are based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act).

We do not discriminate unlawfully on the basis of age, disability, marital or civil partner status, race (including nationality, ethnic or national origin), religion or belief, sex or sexual orientation, gender reassignment or pregnancy or maternity (defined in the Equality Act 2010 as protected characteristics).

Explanatory notes



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Application form

- Applications will only be accepted from candidates completing the enclosed application form in full. CVs will not be accepted in substitution for completed application forms
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared
- The successful applicant will be required to complete a disclosure application form from the Disclosure and Barring Service
- In accordance with government guidelines, we will seek references on shortlisted candidates for teaching and some other posts, and approach previous employers for information to verify particular experience or qualifications before interview. In other cases, if this has not been done, any offer of a post will be conditional upon receipt of satisfactory references. References should be from the applicant's current or most recent employer. If the current/most recent employer does/did not involve work with children, then the second reference should, if possible, be from the employer with whom the applicant most recently worked with children. Referees should not be a relative or someone known to the applicant solely as a friend

Explanatory notes



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- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children, but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although they may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons. The School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or DfES Children's Safeguarding Operation Unit

Explanatory notes



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Invitation to Interview

- If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with children
- All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas, etc.) Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:
- At least two forms of identification, i.e. current driving licence (including photograph), a passport, a full birth certificate or marriage certificate
- A utility bill or financial statement showing the candidate's current name and address. These must be issued within the last three months and provide verification of address
- Documentation confirmation their national insurance number
- Where appropriate, any documentation evidencing a change of name
- **Please note that originals of the above are necessary -photocopies or certified copies are not sufficient**

Explanatory notes



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Conditional Offer of Appointment: Pre-Appointment Checks. Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received)
 - Verification of identity and qualifications
 - A check at DfES barred list database and the Protection of Children Act List as appropriate
 - A satisfactory DBS disclosure
 - Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
 - Satisfactory completion of the probationary period
 - Verification of medical fitness if appropriate for the job's requirements
 - For staff who will be working within early years childcare provision or children under the age of 8 or in the provision of out of hours care, will be required to provide a written declaration that neither they nor anyone in their household is disqualified from working with children
- For teaching posts:**
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training.
 - Verification of professional status, such as GTC registration, QTS Status (where required), NPQH
 - Verification that the teacher/applicant is not subject to a prohibition order issued by the Secretary of State
 - Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)



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