

George Stephenson High School

Appointment of Teacher of Design Technology

MPS/UPS

Maternity Cover February 2027

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website (www.gshs.org.uk) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1204 students, 112 of whom are in the Sixth Form. We also have 36 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community. The roll has grown from 850 in 2010 to over 1200 today. We are delighted that we will be oversubscribed again next year (for the fifth consecutive year) and have welcomed 228 new students into Year 7 in September.

The level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum and a wide range of evening Parental Engagement events are held. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students' life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities. The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students' welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

We are proud to share that our March 2025 Ofsted inspection confirmed George Stephenson High School as a warm, respectful, and inclusive environment where students feel safe, supported, and inspired to achieve. Inspectors praised our calm and purposeful learning atmosphere, ambitious curriculum, and strong focus on responsive, inclusive teaching. Our provision for students with SEND was highlighted as a key strength, alongside our thriving sixth form and rich extracurricular offer. Ofsted also recognised the positive staff culture, underpinned by strong leadership, a focus on well-being, and a commitment to professional development. This report reflects our shared ambition to help every student flourish both in and beyond the classroom.

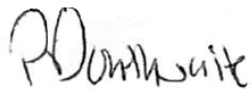
This is an exciting opportunity to work in our successful and thriving Design department. You will be a Design Technology teacher, covering maternity leave from February 2027, able to teach GCSE Photography and Key Stage 3 Art and Design Technology. The department, which includes Design Technology, Photography and Art, consists of four well-qualified members of staff, including a Technician, who work together very closely, sharing ideas, resources and strategies to build on existing good practice. The department is committed to excellence in teaching and learning and provides students with a positive, enjoyable learning experience and a wide range of extra-curricular activities. At Key Stage 4 the courses offered by the department are popular and include GCSE Textiles, Photography, Fine Art and 3D Design. We are looking to appoint a passionate, inspirational teacher that will be skilled in a range of media and assist in working together to bring creativity and inspiration to a high performing department.

This is an interesting and demanding post, but one which will give the right candidate an opportunity to be part of a committed and dedicated team of teachers and support staff, whose prime aims are the continuing improvement and development of the school and the support and encouragement of its students.

We have made real progress recently and are proud of what we have achieved so far. However, we know that we have the capacity to improve still further and our work continues to focus on improving practice in the classroom. We are a forward looking school, committed to giving our students the best possible educational experience. Although increasingly successful, we are not a complacent school. There are many aspects that we can improve further and our challenge is to do this without compromising our existing strengths. George Stephenson High School is a great place to work, with fantastic staff and talented students. I took on the Headship of this wonderful school in September 2022 and am truly very excited about the future. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Angela Cowen (Headteacher's PA) by noon on 30th November 2026.

Yours sincerely



Peter Douthwaite
Headteacher

THE ROLE OF THE CLASSROOM TEACHER

The post holder is required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document and summarised below.

1. Purpose of the Post

1.1 To carry out the functions of a teacher in GSHS in accordance with the aims of the school.

2. Teaching

2.1 In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to him/her;
2.2 Planning and preparing courses and lessons;
2.3 Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in school and elsewhere;
2.4 Assessing, recording and reporting on the development, progress and attainment of students.

3. Other Activities

3.1 Promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her;

3.2 Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
3.3 Making records of and reports on the personal and social needs of students;
3.4 Communicating and consulting with the parents of students;
3.5 Communicating and cooperating with persons and bodies outside their school;
3.6 Participating in meetings arranged for any of the purposes described above.

4. Assessments and Reports

4.1 Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.

5. Appraisal

5.1 Participating in arrangements made in accordance with the revised 2007 regulations and changes to threshold that come into effect in September 2009 for review of his/her performance and that of other teachers.

6. Review, induction, further training and development

6.1 Reviewing from time to time his/her methods of teaching and programmes of work;
6.2 Participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in statements of objectives or in planning and review statements;
6.3 In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his/her supervision and training.

. Educational Methods

7.1.1 Advising and co-operating with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

8. Discipline, Health and Safety

8.1 Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

9. Staff Meetings

9.1 Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

10. Cover

10.1 Except in the case of a teacher employed wholly or mainly for providing cover for absent colleagues, all other teachers will be required to cover only rarely, and only in circumstances that are not forseeable.

11. External Examinations

11.1 Participating in arrangements for preparing students for external examinations, in assessing students for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for students' presentation for and supervision during such examinations;

11.2 This does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation.

12. Management

12.1 Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;

12.2 Assisting the Headteacher in carrying out threshold assessments of other teachers for whom he/she has management responsibility;

12.3 Co-ordinating or managing the work of other staff;

12.4 Taking part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

13. Administration

13.1 Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school;

13.2 Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions;

13.3 This does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgement.

14. Management Time

14.1.1 A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

15. Working Time

15.1 A teacher employed full time shall be available for work for 195 days in any school year, of which a) 190 days shall be days on which he/she may be required to teach students in addition to carrying out other duties; b) 5 days must be days on which he/she may only be required to perform other duties and those 195 days shall be specified by his/her employer or, if his/her employer so directs, by the Headteacher.

15.2 A teacher employed full time must be available to perform such duties at such times and such places as may be specified by the Headteacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he/she is required to be available for work.

Sub paragraph 15.2 also applies to a teacher employed part-time, except that the number of hours he/she must be available for work in any school year must be that proportion of 1265 hours which corresponds to the proportion of total remuneration he is entitled to be paid. No teacher employed part-time may be required to be available for work or any day, or part day, of the week that he/she is not normally required to be available. A teacher employed part-time may be required to carry out duties on any day he is normally required to be available for work (whether normally required for the whole day or only part of the day).

16. Guaranteed Planning and Preparation Time (PPA)

16.1.1 A teacher to whom Section 15 applies shall be allowed, as part of the 1265 hours referred to in Point 15.2, or in the case of a teacher employed part-time as part of the pro rata equivalent reasonable periods of time ('PPA time') to enable him/her to carry out his/her duties in respect of point 2.2 (planning and preparing courses and lessons), point 2.4 (assessing, recording and reporting on the development, progress and attainment of students), and section 4 (providing or contributing to oral and written assessments and reports);

16.2 PPA time shall amount to not less than 10% of the teacher's timetabled teaching time (and for this purpose 'timetabled teaching time' means the aggregate period of time in the school timetable during which the teacher has been assigned by the Headteacher in the school timetable to teach students);

16.3 PPA time shall be provided in periods of not less than half an hour during those parts of the school timetable in which students are taught the core and other foundation subjects or religious education;

16.4 Such a teacher shall not be required to carry out any other duties, including the provision of cover in accordance with Section 10, during his/her PPA time;

16.5 Points 16.1 – 16.3 also apply to a classroom teacher who is employed on a part time basis with the substitution for the reference to 1265 hours in point 16.1 of a reference to that number which as a proportion of 1265 hours equated to the proportion of the school week that the teacher is normally employed.

17. To whom responsible

17.1.1 Classroom teachers are directly responsible to the Headteacher or any delegated member of staff on all matters and to:

- the Curriculum Leader in respect of all responsibilities connected with teaching;
- the Guidance Manager in respect of all responsibilities connected with the role of a Tutor in the pastoral system

PERSON SPECIFICATION – TEACHER OF DESIGN TECHNOLOGY AND ART

ESSENTIAL	DESIRABLE
Qualifications • Qualified Teacher Status • A good degree in a relevant subject • Evidence of continuing professional development • Evidence of understanding of recent research on learning, teaching and assessment	
Evidence of • Successful teaching across the age and ability range • Success as a tutor • Evidence of varied and flexible use of ICT in the classroom • Promoting a positive ethos and well ordered behaviour • Using a wide range of teaching styles and approaches	• Involvement in and commitment to extra curricular activities
Skills/Qualities • High order ICT skills • Excellent relationships with students of all abilities, and with colleagues • Adaptability, flexibility and creativity of response to the changing needs of the school • Positive, optimistic and committed to inclusive education • Capacity to work independently and as a member of a team • Resilience, tolerance, perseverance and a sense of humour	