



# DARRICK WOOD SCHOOL

RESPECT | RESPONSIBILITY | HONESTY



**Teacher of Health & Social Care and Early Childhood Development**

**Candidate Pack**

# Teacher of Health & Social Care and Early Childhood Development

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## Full or Part-Time September 2026

Darrick Wood School are looking for an outstanding teacher to teach Health and Social care and Early Childhood Development at BTEC level. The successful applicant will also teach an additional subject.

You will be working in a forward looking and supportive school with successful and committed staff. Darrick Wood is an oversubscribed and successful 11-18 ten form entry mixed comprehensive academy, housed in modern buildings on an attractive site. The School consistently achieves excellent results and was judged to be 'good' in all areas in its OFSTED inspection in May 2024. The School was awarded the World Class Schools Quality Mark in 2015 and again in 2018 and 2021. The School provides excellent opportunities for career development and a full support programme for all new staff. All staff have access to sports facilities, and a private employee assistance programme.

Darrick Wood School is an equal opportunities employer and welcomes applications from all suitably qualified candidates. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected.

**Closing Date: midday, Wednesday 29<sup>th</sup> April 2026**

*Darrick Wood School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.*

# Welcome from the Head Teacher

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Thank you for your interest in joining Darrick Wood. I hope that this information pack will help you to learn more about the role, our school and our students.

You are joining a school which has much to celebrate. We are proud of our many successes and in particular the achievements of our students. We are continually striving to build on these and adapt to best suit the needs of our current students. To do this well requires staff working together to contribute to a community where people come first and where we all live by the values of this school - Respect, Responsibility and Honesty. I am proud to be Head Teacher of this inclusive, mixed comprehensive school, one which is highly ambitious about the potential of every individual who works or learns here. We will always work

hard to do our best for our students and to support each other, but we should also come to school enjoying what we do, knowing that our role, whatever it is in school, makes a positive difference to others.

Dr M J Airey, Head Teacher

# About Darrick Wood School

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We provide the highest quality inclusive education founded on our three Core Values of Respect, Responsibility and Honesty, and our Vision for Learning which promotes achievement for all. Our overall approach is underpinned by our motto, Revereor Vitam – to have a reverence, or respect for life.

Our curriculum is designed so that in Key Stage 3 (Years 7 to 9) students study the full range of National Curriculum subjects. In Key Stage 4 (Years 10 and 11), most students study the English Baccalaureate group of subjects (English, Mathematics, History or Geography, at least two sciences and a language). Students also select from a vast range of other subjects ensuring that the curriculum followed is as broad and balanced as possible. In our very popular Sixth Form, the range of subjects broadens further still.

Throughout all years, we emphasise not only the development of knowledge and understanding, but also what we refer to as the DWS Life Learning Skills. An education at Darrick Wood aims to ensure that all students leave with the knowledge, skills and qualifications to make positive contributions to the communities in which they live and the wider world around them. This is supported by our extensive extra-curricular offer which allows students to develop and grow holistically. There is a strong pastoral care system, with ten Forms per year group and each year group led by an Achievement Coordinator and an Assistant Achievement Coordinator. These teams work alongside experienced non-teaching members of staff to ensure all students are supported to achieve their best.

We have amazing, well cared for facilities, our students demonstrate excellent behaviour and positive attitudes towards each other and their learning. Our staff are highly qualified and experienced and have access to our School fitness suite as well our EV Charging facilities in the staff car park and Health Assured membership. If you believe in comprehensive education at its very best, you will enjoy being part of our school community.

## What do staff say about working at Darrick Wood?

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“Staff work as a team to pull together within departments/faculties”

“Feel part of a family – work as a great team”

“The relationships I have with the pupils and the respect they show me as somebody who only wants the best for them”

“The variety of opportunities provided to our students. The vast majority of our students are a pleasure to teach and have interactions with on a daily basis”

“Each day is different, with new challenges. I enjoy engaging with students and staff alike”

“The kindness of the staff; I feel listened to and valued; wide variety of activities clubs for the children to participate in; opportunities to go on trips”

“Even on challenging days, there is always someone to go to. It makes sense why people stay working here for long services”

“My colleagues and department and the dedication and support they consistently provide. Seeing pupils develop and my relationship with them. The dedication of some of our pupils to their learning and extra-curricular”

## The BTEC Level 3 curriculum

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The School offers a range of BTEC subjects including Health and Social Care, Early Childhood Development and Medical Science. For Health and Social Care and Early Childhood Development, each subject is allocated five hours of teaching per week. This time is currently divided into three exam-focused lessons and two coursework-focused lessons. External examinations are usually sat in January, with opportunities for resits in May, while coursework is assessed at several points throughout the academic year in accordance with the agreed assessment plan.

The curriculum is designed to support students in engaging in a broad and in-depth exploration of the Health and Social Care sector and Early Childhood Development. Both subjects are delivered through Pearson AAQ Level 3 qualifications, ensuring a balanced assessment model that combines academic rigour with applied, vocational learning.

There are currently two members of staff who teach across both Health and Social Care and Early Childhood Development as well as teaching another subject (in this case Science). Lessons are delivered in fully equipped computer rooms with internet access, interactive smartboards, and display boards. All rooms are air-conditioned, and strong IT technician support is readily available when required. Microsoft Teams is used effectively to assign and manage classwork, coursework, and homework, supporting clear communication and independent learning. This approach has contributed to consistently strong student outcomes, with both Health and Social Care and Early Childhood Development proving to be popular choices among students.

### **The post**

An enthusiastic and committed full or part-time Teacher of Health and Social Care, and early Childhood Development is required. We are looking for a teacher who can lead, plan and execute high quality lessons to ensure progress by all students while gaining much useful experience for their future career. The successful applicant will also be able to teach students of all abilities in at least one other subject.

**Closing Date: midday, Wednesday 29th April 2026**



# Job Description/Person Specification

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We are seeking someone who:

- Is an enthusiastic, creative and committed teacher who will lead, plan and execute high quality lessons to ensure progress by all students
- Will lead the development of the curriculum
- Will be a good/outstanding classroom teacher
- Can teach students of all abilities in an additional subject
- Has an enthusiasm for the subject and the desire and ability to convey this to students
- Is highly motivated and committed to working as a team
- Will ensure all students make good progress and reach their potential
- Will monitor student's progress via regular assessment, feedback and marking
- Will provide appropriate support and promote high attainment in public examinations
- Has a knowledge of IT and its use in teaching
- Possesses clear and effective communication skills
- Has a commitment to equal opportunities
- Demonstrates a commitment to continuous professional development
- Supports the development of student's communication skills and promotes their acquisition of lifelong learning skills
- Ensures the needs of all students are met, including students with special educational needs and disabilities
- Works productively and cooperatively with the line manager

## **Specific requirements of the role:**

- Recent and relevant teaching experience within BTEC L3 Health and Social Care and Early Childhood Development
- Experience of planning, delivering and assessing vocational programmes
- Experience of curriculum development and assessment planning
- Working knowledge of BTEC specifications, standards verification and quality assurance requirements
- Handling of BTEC budget and ordering resources/equipment
- Experience in Health and Social Care and/or childcare settings or a qualification in either subject is beneficial but not essential.

# Selection Criteria

	Essential	Desirable
<b>Qualifications &amp; Training</b>		
Good Honours Degree or equivalent	✓	
Qualified Teacher Status	✓	
Evidence of commitment to continuing professional development		✓
<b>Professional Experience &amp; Knowledge</b>		
Knowledge of assessment and target setting in your subject	✓	
Evidence of planning and development resources	✓	
<u>Have an understanding of</u> current educational initiatives	✓	
<b>Professional Expertise</b>		
Exhibit a range of teaching, learning and behaviour management strategies	✓	
Be able to create a positive learning environment where expectations of students are high, and behaviour is good	✓	
Act as a role-model for students and staff through their personal and professional conduct	✓	
Have an understanding on how to improve results	✓	
Be reflective about your own practice	✓	
Be able to articulate ideas in both verbal and written form	✓	
Be committed to improving practice through professional development	✓	
Be able to cope with change, be flexible and handle uncertainty	✓	
Have good time management and personal organisation skills	✓	
<b>Personal Attributes</b>		
Vision, warmth, <u>energy</u> and enthusiasm	✓	
Pursuit of high standards, both academic and behavioural	✓	
Integrity	✓	
Willing to contribute to all aspects of school life	✓	
Able to maximise contributions from parents, <u>governors</u> and the school community	✓	
Ability to contribute with flair and commitment to the effective performance of the department	✓	
<b>Special Requirements of the Role</b>		
Show a commitment to safeguarding and promoting the welfare of children and young people	✓	



## Application Procedure

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- 1) Carefully read all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form found on our website. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'statement in support of your application' please tell us:
  - why are you applying for this post
  - how your experience, skills, training and/or qualifications equip you for this positing and specially how you meet the person specification and requirements of the job description.

**Early applications are encouraged, and we reserve the right to close the vacancy early if a suitable candidate is found.**

## Appointment Process

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- 1) Suitable applicants will be shortlisted for an interview.
- 2) If successful, you will receive an email inviting you to attend an interview. It is therefore important that you give us an email address.
- 3) Candidates called to an interview will:
  - Be given a tour of the school.
  - Have an opportunity to meet with members of the department.
  - Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Deputy Head. Details of the lessons to be taught will be given in advance.
  - Have a formal interview with a member of the Senior Leadership Team.

## Pre-Employment Checks

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The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Head Teacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.

3. Provide proof of eligibility to work in the UK
4. Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Spire.

## Conditions of Service

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Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

## Policy on Equal Opportunities

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The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

To view Privacy Notice for Staff Applicants, [Click here](#)