

Rachel Henshaw
Unit 807/14 Queens Road
Melbourne, 3004
Email: rachel.henshaw@live.co.uk
Mobile : 0421368661

Cover Letter

I am interested in teaching roles for Design & Technologies - Wood and Visual Communication as I feel I have strong experience in both subject areas. After teaching both of these subjects in the UK for 5 years, I have a wide knowledge of curriculum content and feel passionate about creating fun and exciting projects for students.

I have worked at Williamstown High School for Term 3 and will complete the rest of Term 4. Here, I have taught a full Wood curriculum and developed many areas with colleagues. I have created Rubrics for new projects and developed lessons to make them engaging. I have also worked closely with the Technology department by attending meetings, setting up and organising Design & Technology week activities and assisting with an Art and Technology show.

In the UK I worked in a very fast paced and challenging school, I am used to working to short deadlines and working efficiently. I am able to connect with students and feel my classroom management is strong.

Rachel Henshaw

Rachel Henshaw
Unit 807/14 Queens Road
Melbourne, 3004
Email: rachel.henshaw@live.co.uk
Mobile : 0421368661

PROFILE

Ambitious and driven Design and Technology Specialist Teacher with 5 years' experience of working in a diverse and challenging school in the UK. Strong subject knowledge in both Wood Technology and Visual Communication with Middle Leadership experience in a Head of Year Level role. Easily adaptable to changes in routines and policies. Excellent at designing and delivering presentations to small or large audiences. Experience in managing staff, leading meetings and enforcing rules.

CORE SKILLS

- Creative design skills- Competent in all types of drawing, modelling and making, using tools/machinery
- Strong IT skills- Use of CAD software including Adobe packages/2D Design, Prezzi, all Microsoft packages
- Time management skills
- Curriculum Planning- Development of Ks3/Ks4 schemes of work
- Strong presentation skills- Within classroom and assemblies
- Managerial skills- Managing staff as a Head of Year
- Behaviour management skills
- Classroom management skills
- Safeguarding trained
- First Aid Trained

EMPLOYMENT

June 2018- Present- Williamstown High School- Wood Teacher

June 2013- March 2018: John Smeaton Academy Leeds – Teaching Head of Year

- Teacher of Resistant Materials and Graphic Products GCSE
- Leading staff in pastoral care
- Working with leadership to improve school policies
- Managing interventions for behaviour trends
- Heading meetings with parents/students

EDUCATION

2012-2013 Huddersfield University –

Secondary PGCE in Resistant Materials and Graphic Design

2008-2011 York St John University –

Product Design BA Honours 2:1

2006-2008 Greenhead College Huddersfield -

A Level- Art and Design, Sociology and Business Studies

2000-2006- King James High School Huddersfield – Maths C English C (12 GCSEs)

PERSONAL STATEMENT

Background

Since I was young I have always enjoyed designing and making things and decided on leaving further education to pursue these interests as a future career. I completed a Product Design degree in 2012. During the three years of this course, I researched, designed and constructed a range of diverse products: furniture, graphic portfolio and clothing. I became confident in using machinery and computer software such as the Adobe packages.

In 2012, I commenced a PGCE course at Huddersfield University. During this course, I completed two successful training placements at Holmfirth High School and Brighouse High School. Throughout both placements, I taught a variety of subjects within the Design and Technology department, including: Resistant Materials, Graphics, Food Technology and Textiles. I quickly became part of the team and built up my skills in both teaching and organisation. The third and longer placement I completed was at Brighouse High School, where I became much more competent in teaching Resistant Materials and Graphics. I helped to develop schemes of work and resources for the department.

Teaching and Learning

In June 2012, I was successful in securing a job at John Smeaton Academy as a Teacher of Resistant Materials. After researching the school, its catchment areas and statistical information I was aware that this was going to be a challenging school. When I started at John Smeaton, I initially taught both Ks3 and Ks4 in Resistant Materials in addition to teaching a class in textiles as I was flexible to teach both. Teaching GCSE allowed me to have an understanding of controlled assessment, the subject specifications, marking and standardising controlled assessment and mock examinations.

From September 2014, I gained a new GCSE Graphic Products class which had previously been allocated a non-specialist for its first year of the two year course. I started the coursework from scratch as the students didn't have the quality of work needed to contribute towards their controlled assessment. During this course, I taught theoretical aspect of design and practical skills of various types: annotation, modelling, computer aided design, construction (including use of laser cutter, vacuum forming, various types of printing) and evaluation. As this was the first time I had taken a group of my own through GCSE, I spent a lot of my time building up the necessary resources needed to teach effectively.

After building up the status of Graphic Design in the school with the 2013 cohort of students, the following year I had another group of 25 opt for the subject. As I wanted to gain more in-depth knowledge of the content and standard of controlled assessment across the board, I needed to liaise with another school (as I was the only graphics teacher at the school). I built up a strong relationship with teaching staff at the Rodillian Academy from whom I gained and shared resources, ideas, standardised work and regularly kept in touch leading up to written exams. Throughout this one year course, I wrote the scheme of work, organised the curriculum overview, strengthened the differentiated resources, made sure all lessons were engaging and created revision lessons with impact.

I created various tracking documents for assessment and progress, which was analysed at department and progress meetings.

As I have a strong artistic background, I also took Art classes throughout my time at JSA. I taught a variety of projects including both 2D and 3D art work. I have a strong curriculum knowledge in all areas of Design and Art.

I have also been a member of a Teaching and Learning Group at John Smeaton, whereby teaching staff will trial new ideas and look for ways of improving teaching and learning across the school. Undertaking this role, in addition to being Head of Year, I had work in an organised and methodical manner to fit the workload into my timetable. As the Teaching and Learning Group grew in strength, the school adopted a teaching and learning briefing every Friday morning which provided me with an opportunity to showcase some good examples of teaching and outcomes to all staff. I am always keen to gain new ideas and ways of teaching more effectively. The school is very fast paced and I have to be forward thinking, organised and innovative. I regularly liaise with my Head of Department and the Technician in order to plan my lessons to a high quality and to be orderly.

Head of Year (4 Years)

During my second year at John Smeaton, the structure of the school changed dramatically and it was taken over by the Rodillian Trust. At this point a new behaviour policy was implemented named Positive Discipline. This was a challenge for both members of staff and students as it introduced dramatic disciplinary changes. However, it did allow classroom management to become easier as students were clear on their boundaries with no grey areas. As the policy became more embedded, the Head of Year roles were advertised. I applied for the role and was offered a maternity cover post for the majority of Year 9. For two months I shadowed the new Head of Year and started to understand the role before I was due to start. I was then offered a permanent Head of Year role-Year 7.

As a Head of Year, I had a wide range of responsibilities, such as:- managing tutors on a daily basis, ensuring they are delivering quality pastoral care to students, delivering assemblies to the year group on various topics, leading meetings with parents for behavioural issues or general/academic concerns, carrying out isolation, 'on-call' and lunch supervision duties throughout the day. I was also responsible for updating tutors with a daily report of information about students in the year group, the tracking of pastoral contracts, managing exclusions and the reintegration of a student back into education, organising parents' evenings - ensuring attendance is encouraged and arranging alternative provision for students who may struggle with mainstream education. I frequently dealt with extreme behaviour situations both in school and outside of school, which meant I worked closely with the schools police officer and the senior leadership team. Most importantly, the role is about supporting every student in the year group and making sure that they are safe and achieving their learning targets.

Raising attendance was a huge focus for the school and as a Head of Year, we were expected to introduce and trial strategies for improvement within our own year groups. This meant regular tracking of attendance percentages, looking at persistent absenteeism and organising other provisions by liaising with the Cluster team who worked with school refusers within the community.

As a Head of Year, I worked with many local authorities such as social care workers, NHS, school admissions for CME children etc.

More recently, I have been trained in Education and Early Years Safeguarding by Children's Services. This was a two-day condensed course which will allow me to help my Year group with the Child Protection Team and Pastoral Officer in supporting students with wider issues in and out of school and promote keeping them safe.

Wider Ethos

I have led a WaterSports Trip to France in 2016. This consisted of financial planning, meeting with parents/carers, liaising with the company Rockley WaterSports, responsibility of support staff assisting on the trip and other accompanying members of staff, arranging activities whilst on the trip and general management of behaviour during a school trip.

I have also worked closely with the careers advisor to plan external visitors to run workshops with Design & Technology students and run excursions to broaden opportunities for the students. I was fortunate enough to work with Unilever and large construction companies in the city.

I am keen to develop my knowledge and skills by teaching but also bring my experience in an English education system to Australia.