

## **JOB DESCRIPTION**

<b>POST TITLE:</b>	<b>Head of Design Technology and Food</b>
<b>RESPONSIBLE TO:</b>	<b>Assistant Head Teacher</b>
<b>WORKING ARRANGEMENTS:</b>	<b>Full-Time /Part Time 195 days per year</b>
<b>GRADE:</b>	<b>MPR/UPR plus TLR2b</b>

### **Aims of the Post:**

To lead curriculum development in Design & Technology at KS3 and KS4.

To support the development of excellent teaching, learning and assessment in line with agreed school standard and evidence impact on outcomes.

To provide the highest quality of education, care and preparation for life for all pupils in the school in accordance with the Teachers' Standards and School policy.

### **Main duties/responsibilities**

#### **Leadership and Management**

1. To promote student progress, achievement and attainment to ensure a range of appropriate interventions are in place to ensure students achieve challenging targets and their full potential.
2. To lead on curriculum intent and implementation
3. To contribute to improvements in pupil attendance through monitoring attendance for the department with attendance staff and implementing improvement strategies.
4. To develop high quality schemes of work and monitor their implementation.
5. To act as an excellent role model for teaching staff within the department and across the school.
6. To support the development of any ECTs and students undertaking Initial Teaching Training programmes through coaching and mentoring.
7. To prepare and use performance data to set appropriate targets, track individual pupils and inform teaching and learning performance.
8. To assist in conducting quality assurance practices in relation to GCSE controlled assessment through internal moderation and liaise with awarding bodies as appropriate.
9. To contribute to the development of the School Improvement Plan and Self-evaluation and participation in monitoring activities as required.

10. To explore innovative curriculum delivery through a range of strategies and using the learning spaces and resources creatively.
11. To contribute to professional development opportunities, including coaching and mentoring, to develop excellent practices in teaching and learning.
12. To undertake any responsibilities commensurate with a middle leadership position.

### **Teaching**

13. Develop appropriate syllabuses, materials, scheme of work and lesson plans, which should engage, stimulate and challenge pupils of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses at KS4.
14. To follow the Academy QoEd policy and all 10 non-negotiables in all lesson delivery.
15. To share in the preparation and delivery of SMSC elements in all lessons across the curriculum.
16. To employ a variety of interactive teaching methods, appropriate to the age and ability of each individual pupil to promote the love of learning.
17. To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation, and the correct use of standard English, whatever the teacher's specialist subject.
18. To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired on a regular basis.

### **Assessment, feedback and tracking**

19. To know, understand and undertake assessment for the relevant subject and curriculum areas, including fulfilling statutory assessment and requirements.
20. To give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback.
21. To use relevant data and pupil tracking systems to monitor progress, set targets and plan subsequent lessons.
22. To be accountable for pupil attainment, progress and outcomes within designated classes.
23. To maintain appropriate records and to complete assessments, trackers and reports regarding pupils as required.

### **Pupil Support, Welfare and Safeguarding**

24. To be a form tutor to an assigned group of pupils and to promote the general progress and wellbeing of individual pupils and the tutor group as a whole.
25. To be keenly aware of the responsibility for safeguarding children and to alert pastoral and other staff to problems arising with individual plans.
26. To demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on mutual respect between pupils and staff.
27. To act as a positive role model for pupils, promoting appropriate behaviour for learning and encouraging good practice with regard to punctuality, attendance, standards of work and homework.

28. To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
29. To ensure pupils comply with policies concerning the use of ICT equipment and observe good practice with regard to e-safety.

### **Communications**

30. To communicate effectively with parents and carers with regard to pupils' achievements and wellbeing.
31. To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
32. To take part in communication, liaison and reward activities such as open evenings, academic mentoring days and presentation events.

### **Personal Development and Effectiveness**

33. To maintain an up-to-date knowledge of the subject and utilise a range of teaching methods in line with current research and acknowledged best practice.
34. To engage actively in the Appraisal process both as an appraiser or an appraisee, with the aim of improving pupil outcomes and standards of teaching and learning in the school.
35. To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
36. To actively contribute to the wider life of the school by organising and running appropriate extracurricular activities.
37. To support and promote the ethos and wider life of the school and to make a contribution to this shared responsibility.

### **Resources**

38. To be informed about the financial basis of the operation of the school and to assist in seeking ways of deploying and maintaining resources to the maximum benefits of the pupils.
39. To maintain the allocated teaching areas to ensure that they are well organised and conducive to a stimulating and exciting learning experience.

## Miscellaneous

40. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
41. Behave according to the Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
42. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents/ hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
43. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
44. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice on the English language requirement for public sector workers.
45. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.

Last Reviewed: April 2024

## PERSON SPECIFICATION

### Head of Design Technology and Food

#### Key

- AF** Application form including personal statement
- S** Selection Process including interview
- R** Employment References
- C** Certificates
- D** Enhanced Disclosure and Barring Services Criminal Check

	Criteria	Essential/ Desirable	Stage Identified
	<b>Letter of Application</b>		
1	Well-presented letter outlining skills, experience and education philosophy of DT and Food education, including evidence of impact on outcomes.	E	AF
2	Portfolio of student work from KS3 and KS4. We would welcome any images included in your letter of application.	E	AF,S
	<b>Qualifications &amp; Education</b>		
3	Graduate in relevant subject with QTS for KS3 and KS4 with an ability to proficiently teach all formal elements of design and technology.	E	AF,C
4	Recent relevant CPD	D	AF,C
	<b>Experience &amp; Knowledge</b>		
7	Excellent, up-to-date subject knowledge and new developments in teaching	E	AF,S
8	A good classroom practitioner - Excellent knowledge of classroom practice, pedagogy and national policy around education	E	AF,S,R
9	Experience of tracking pupil progress and using data to inform lesson planning	E	AF,S,R
10	A proven track record of ensuring pupil progress and of examination success	E	AF,S,R
11	Experience in the delivery of ITT/CPD	D	AF,S,R
12	Experience of monitoring and evaluating staff performance	E	AF,S,R
13	Experience in a management role	D	AS,S,R
	<b>Skills</b>		
14	Ability to communicate effectively with a range of audiences, both verbally and in writing	E	AF,S,R

	<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Stage Identified</b>
15	Ability to employ a range of teaching methods and adjust these to meet individual pupil need	E	AF,S,R
16	Ability to promote a high standard of literacy, articulacy and propose use of standard English within lessons	E	S
17	Ability to provide effective and constructive feedback to pupils	E	S
18	Ability to coach, mentor, support and challenge pupils	E	S, R
19	Ability to create effective and positive working relationships with colleagues and senior staff	E	R
20	Ability to establish and maintain an appropriate environment for learning within the classroom	E	S,R
	<b>Personal Attributes</b>		
21	Commitment to own professional development and willingness to undertake training	E	AF,S,R
22	Flexible and positive approach to tasks and working arrangements – a team player	E	AF,S,R
23	High level of personal effectiveness including organisational and communication skills	E	AF,S,R
24	Ability to act as a positive role model and demonstrate high personal standards	E	AF,S,R
25	Self-motivated and enthusiastic	E	AF,R
26	Willingness to engage in the Appraisal Process	E	S,R
	<b>Special Requirements</b>		
27	Ability to form and maintain appropriate relationships and personal boundaries with children	E	D
28	Suitability to work with children/young people	E	D
29	The ability to communicate at ease and provide advice in accurate spoken English	E	S

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

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