



# APPLICANT Information Pack

Assistant Subject Leader (Technology  
Lead)

TLR 2A £3,527



**Highcliffe School**

Dear Colleague,

I am delighted you are considering applying for a post at Highcliffe School, part of HISP Multi Academy Trust. Please find alongside this letter information, which, I hope, provides an insight to our school and the opportunities that await the successful candidate.

Highcliffe is a remarkable school with a special atmosphere. We are very highly respected in our community, with whole generations of families coming here for over 50 years from Christchurch and the New Forest. Former students, current students and their parents frequently speak of their powerful emotional bonds to our school lasting a lifetime. Although we have raised our PAN twice in recent years, demand for places still exceeds availability. This is a result of our caring and aspirational ethos combined with our engaging curriculum and excellent extra-curricular opportunities, although our track record of exam success is surely another factor. Our students are lovely young people to work with who respond enthusiastically to good teaching and are keen to learn.

Former students go on to work in international finance, law, education, politics, engineering, medicine, science, and in the Paris fashion houses, or as great chefs, carers, artists, musicians, mechanics, gardeners and much more – but not before they have thrived at Highcliffe academically, creatively and socially. We have an excellent record of success placing students into the top universities in their chosen field. Every year for the last 12 years at least one of our Sixth Form students have gone on to study at either Oxford or Cambridge universities; In the last 3 years, 10 students have had the opportunity to progress to Oxford or Cambridge. Our Sixth Form achieved an ALPS Gold Award in 2024 for value-added outcomes inside the top 25% nationally. We have successful programmes for students accessing careers in medicine, the law and engineering. We are an outwardly focused community with extensive school links in France, Spain and Japan including a unique exchange programme with a school in Hiroshima.

Our teaching staff are highly experienced, knowledgeable professionals who work together superbly. Our SEND, pastoral, clerical, financial, technical and site staff, who also form a strong team, are extremely good at their jobs and committed to the school's success. We are a friendly, welcoming and supportive environment in which to work or learn, located in a great part of the country. As part of the HISP Multi Academy Trust we offer our team extensive opportunities for professional development; direct collaborative working with other schools in the Trust, and enhanced employee wellbeing benefits through the Trust's Schools Advisory Services package – including access to private GP appointments, 24 hour medical helpline, counselling, physiotherapy. Career progression routes are available associated with our development as a regional Hub for school improvement and professional development providing the local ECCE programme and as the local Hub for Initial Teacher Training through Inspiring Future Teachers. We are a happy and upbeat school, characterised by warm and trusting relationships between staff and students. We recently completed a £1.8 million capital project improving heating and hot water, and in December 2022 successfully entered the School Rebuilding Programme to replace 18 classrooms with brand new buildings, which we expect to take the first steps towards during 2026.

We have a strong focus on staff well-being and an exceptional in-house professional development programme for teachers, ensuring that Highcliffe is a positive and supportive working environment for our staff. Visitors and new staff remark on how we feel like 'one big family'.

We welcome applicants who share our ethos, bring outstanding professional skills and personal qualities, and have an unshakeable drive to make a difference to young lives through education. Unfortunately, we will not be able to contact every applicant who applies and take this opportunity to thank you for considering our school.

I look forward to hearing from you, but whatever your decision, I wish you all the best for your professional future.



**Patrick Earnshaw (BA) Hons, MA**  
**HEADTEACHER**

**Application:**

Submit a completed application form.

Submit a personal letter or statement of no more than 2 sides of A4, 11-point Calibri font, explaining your vision, skills and experience relevant to the post.

**Please note that CVs only will not be accepted.**

**Application Form**

The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Angie Parsons, PA to the Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD by email [aparsons@highcliffeschool.com](mailto:aparsons@highcliffeschool.com). Due to usually high volume, applications will not normally be acknowledged.

**Information about the area**

Highcliffe School is ideally situated minutes from Highcliffe and Avon beaches, Mudeford Quay and Christchurch Harbour. A few minutes' drive or cycle away are the beaches of Bournemouth while Poole Harbour, a mecca for watersports, is approximately 12 miles away. As a result, sailing, kitesurfing, kayaking, paddle boarding, surfing and beach life are prominent parts of life in the area.

Highcliffe is also on the doorstep of the New Forest, meaning that equestrian sports, cycling, walking and running are also prominent features of local life. There is an extensive range of top-class pubs, cafes, clubs, theatres and cinemas throughout the area catering for people of all ages and tastes.

Highcliffe School is easily accessible from the urban centre of Bournemouth and Poole. With its large student population Bournemouth uniquely offers a multicultural city buzz combined with the relaxed South Coast surfing and holiday culture. London, the South East and the South West are easily reached by road or rail links. The European mainland is easily reached by ferry from Weymouth, Poole, and Portsmouth, while Bournemouth and Southampton airports offer continental and worldwide flights.

**Information about the School**

We encourage potential applicants to explore in depth the School's website which includes recent publications and a prospectus. Potential applicants are also encouraged to read both the most recent Ofsted reports which are available via the school website or directly from [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and the published performance data available on the DfES performance tables site. [www.education.gov.uk/schools/performance](http://www.education.gov.uk/schools/performance)

## **About this Role**

We are seeking a passionate and skilled Design Technology Teacher to join our experienced Art, Design and Technology (ADT) team. This role will play a key part in supporting the increasing popularity of Engineering at GCSE, while working alongside our team of Technology teachers and the broader ADT department.

For the right candidate, this is an exciting opportunity to take on additional responsibility as Technology Leader (TLR), supporting the Head of ADT. As Technology Leader, you will work closely with the ADT Leader to help shape and evolve the curriculum across the department. A key aspect of this role will be to further develop and enhance our Key Stage 3 technology curriculum, so it prepares students for GCSE courses.

The department hosts an established curriculum of Fine Art, Textile Design, Graphic Communication, Art Craft & Design, Product Design, Food & Nutrition, Engineering and Photography. Many of our students opt for one or more of our subjects at GCSE and A Level making ADT a very popular successful department.

At KS3 we currently offer through the Technology rotation: Product Design, Graphics, Textiles, Robotics, Food and Photography. One of our successes over the last few years has been to develop booklets for each rotation. We are a very forward-thinking department and would welcome a likeminded person to bring in some new ideas to further develop our curriculum across ADT.

There will be opportunities to influence the full curriculum and teach across all age ranges including at A Level. As with all staff in the Art, Design and Technology department the ability to teach in other specialist areas would be an advantage. By teaching across specialisms, we share and develop our good practice together as a team.

## **ADT Curriculum Area Information**

The curriculum area of Art, Design & Technology consists of 13 teachers and 4 support staff.

Art and Design & Technology are taught in the purpose built Da Vinci Centre. A building of exciting concept designed to embrace Highcliffe school's commitment to an integrated approach to this area of the curriculum.

### **Features of the Da Vinci Centre include:**

- A spacious Computer Aided Manufacturing area complete with Laser Cutters, CNC Lathe, CNC Mill, 3D printers and CNC Vertical Router.
- Excellent provision for IT including three fully equipped computer spaces supporting Adobe creative cloud, and numerous other subject specific packages. Additionally, there is discrete access to computers across the curriculum area.
- A high and spacious atrium for exhibiting and celebrating student outcomes.
- Glazed and illuminated display provision along both sides of the corridors.
- Separate, yet interconnected, studios / workshops for Product Design, Graphics, Textiles / Printing, 2D & 3D Art, together with Food and Catering areas.
- Floor to ceiling glazed Key Stage 5 Art studio space.
- Bespoke ceramic teaching space housed within one of three spacious Art classrooms.
- Excellent Textiles Design equipment housed adjacent to the Textiles and Art spaces.
- Traditional dark room facility accommodated adjacent to the Art Studio.

## **Curriculum**

In Years 7, 8 and 9, students are taught in mixed ability groupings for Design Technology and gain contact time for 4 hours a cycle. Art is taught in single hour lessons per week at KS3. A significant number of students achieve high levels of attainment throughout key stage 3 and many opt to follow GCSE courses in Art, Design & Technology starting in Year 10. GCSE courses in Art & Design: Fine Art, Graphic Communication, Textiles Design, Art Craft & Design, Engineering, Food, Preparation and Nutrition and Product Design are currently offered. Results often far exceed the national average.

### **Sixth Form Curriculum**

Curriculum developments continue post 16 as new specifications are embraced and their popularity increases. We currently offer A Levels in Fine Art, Textiles Design, Graphic Communication and Photography. Results are consistently strong with large numbers of students opting for courses in ADT, enrichment activities and extend their study time within the Da Vinci building in non-contact sessions.

Staff are highly motivated and passionately believe Art, Design & Technology should be enjoyable and play a prominent role in the life of the school. This is reflected in their enthusiasm for, and commitment to, the subject as well as the outcomes produced by their students. Being within an Art, Design and Technology curriculum area affords our students the ability to more easily extend the materials and methods with which they respond. We believe that creativity needs nurturing and Art, Design Technology aims to provide an environment in which students feel secure and reassured to take creative risks.

### **Extra-curricular opportunities in ADT**

- Students are encouraged to exhibit their work in public exhibitions. We have an end of year annual summer exhibition hosted in the Da Vinci building.
- Lego/Robotics competitions working with the Computing subject area.
- Annual Rotary Technology Tournament
- Curriculum booster sessions offered at GCSE to enhance learning out of lesson.
- Gallery visits to Southampton and London.
- University connections to AUB, BU and Solent university.
- Residential to Conway in Wales for GCSE students, working with artists in residence.



## JOB DESCRIPTION

**POST:** Assistant Subject Leader (Technology Lead)  
(Full Time, Permanent)

**TLR 2A** £3,527

**Management Time:** 38/50 periods a fortnight to a maximum of 40.

**RESPONSIBLE TO:** Subject Leader for ADT

### JOB PURPOSE

- To be the deputy leader for the department, working closely with the Subject Leader and deputising where required.
- Securing high standards of teaching, learning and pupil progress.
- To provide a safe, nurturing environment that promotes happy confident learners possessing self-discipline, self-motivation and respect for others, who acknowledge their responsibilities toward each other and the wider community.
- To plan and implement an inclusive and innovative curriculum which ensures equality across genders and abilities.
- To ensure all subject team members are aware of the curriculum intent and how the intent is being implemented within the subject.
- To measure the impact teaching and learning in ADT through a regular and coordinated programme of Review, Reflect and Respond.
- To support and promote the vision and values of the School in and beyond the classroom.
- To support and promote the policies of the School, especially with regards to equality, learning and behaviour.
- To have responsibility for the members of a tutor group.
- To inspire subject members by personal example and hard work, for example through having high expectations of all students and their potential to be very successful in ADT.

### KEY AREAS OF RESPONSIBILITY:

#### Leadership

To assist the Subject Leader in the following responsibilities:

- To effectively manage the human resources at the Subject's disposal.
- To create a vision, sense of purpose and pride in the Subject, rooted in collaborative working practices and a commitment to the highest professional standards by the whole team.
- To be responsible for continuously improving the quality of teaching and learning in the Subject by monitoring and reviewing standards through the Review, Reflect and Respond process.
- To address any issues of underperformance by teaching staff, bringing about improvement in performance and improved examination performance.
- Ensure that UPS staff make significant and high-impact contributions to the daily life, organisation, curricular development, progress interventions and examination outcomes of the Subject.
- To be responsible for maintaining discipline in the Subject by ensuring staff make use of effective behaviour management strategies to a high standard, use school rewards and sanctions systems consistently and appropriately; and at times by supporting staff during lessons when appropriate.
- To play a role as a middle leader in the development of all aspects of the School, including its policies and their implementation.
- To develop and maintain effective methods of communication with the Headteacher, SLT, colleagues, students, parents, governors, external agencies and the wider community (including business and industry), etc.



- To identify and applaud areas of success for individual teachers and the Subject.
- To help create an effective team by promoting collective approaches to problem-solving and curricular/Subject development.
- To regularly chair and produce the agenda for effective Subject meetings. To ensure minutes are made, kept secure and others informed as appropriate.
- To implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject portfolio of excellent work, moderated against assessment criteria, should be maintained for subject purposes and to contribute to school displays.
- To ensure attainment and progress is accurately and consistently assessed and tracked by teaching staff and that effective intervention activities are run within the Subject which improve student outcomes.
- To initiate/ maintain and encourage the provision of extra-curricular activities within the Subject.
- To contribute to timetable construction and the setting of groups.
- Support the Subject Leader in organising cover work where staff absence occurs.
- Leading and coordinating the contribution of team members producing high quality resources and SOW

## **Subject Development**

To assist the Subject Leader in the following responsibilities:

- Role model excellent teaching in ADT
- Support the Subject Leader in the development of a clear coherent curriculum where the 5 big ideas in teaching for mastery are embedded.
- Produce periodic assessments with marks schemes, revision resources and diagnostics. Quality assure similar resources produced for KS4 and KS5 with the Subject Leader.
- Ensure Continuous Assessment statements are up to date and are completed effectively by teaching staff.
- Set up and monitor progress data for students, tracking formal internal assessments.
- Analyse progress and attainment data to make data-driven changes to curriculum design, pupil interventions and set changes.
- Through the Review, Reflect and Respond process, mentor identified subject teachers to ensure excellent teaching and learning in all lessons.
- Support the Subject Leader in planning and delivering departmental professional development. For example, furthering *Teaching for Mastery* through: the Use of Variation; Intelligent Practice; Lesson Sequencing and, Questioning and Feedback.
- Create and sustain a positive department culture, where collaboration is embedded, and staff feel collectively supported and developed.
- Support the Subject Leader with Review, Reflect and Respond activities across all Key Stages to ensure the development of the department is monitored and positive progress is sustained. For example, coordinating the triangulation of data collection with regards to marking and feedback across the department and identifying how to support and further progress this policy and linked strategies.

## **Liaison/Communication**

To assist the Subject Leader in the following responsibilities:

- To act as the initial person for others to contact regarding all issues relating to the Subject.
- To oversee and monitor liaison with other curriculum co-ordinators in order to develop integrated schemes of work.
- To inform staff about new developments and ideas related to the Subject and wider educational policy.
- To provide helpful and accurate responses to parent/carer enquiries.
- To assist in effective recruitment and marketing strategies e.g. Open Evenings, Press Releases, School Website, Facebook, X etc.
- To ensure appropriate communication/consultation with students and parents, including the school's web site and social media.
- To liaise with relevant agencies as appropriate

## **Professional Development**



To assist the Subject Leader in the following responsibilities:

- To provide or organise in-service training for the Subject staff (teaching and non-teaching) as appropriate.
- To identify development opportunities for staff within the Subject and through external agencies or courses.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- To use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.
- To personally keep up to date with developments and new ideas related to the Subject.
- To promote Learning and Teaching initiatives across the subject team and to encourage engagement with Learning and Teaching e.g. promoting whole school CPD sessions, promoting the joining of working groups and encouraging the sharing of regular best practice within the subject team.

#### Other

- Undertake a specified teaching commitment
- Undertake any other reasonable duties as required by the Headteacher or their representatives

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

**Highcliffe School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**January 2026**

<b>Name (Job Holder)</b>	
<b>Date</b>	
<b>Line Manager</b>	
<b>Date</b>	



## Assistant Subject Leader – Person Specification

**CONTEXT:** Before making an application candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed below.

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>Qualified teacher status.</li></ul>	<ul style="list-style-type: none"><li>Experience of teaching more than one subject within the Faculty</li></ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"><li>A good degree qualification in the teaching of one of the subjects within the Faculty,</li></ul>	<ul style="list-style-type: none"><li>Experience of strategic planning and implementing whole school initiatives</li></ul>
<b>TRAINING AND PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>Minimum of three years teaching experience.</li><li>Experience of teaching across the age and ability range up to and including sixth form.</li><li>Excellent interpersonal and communication skills</li><li>The ability to lead and foster positive professional relationships and work effectively with teaching and support staff of varying experience</li><li>The ability to balance priorities to ensure deadlines are met</li><li>The ability to motivate staff and students within the Faculty to achieve their potential</li><li>The ability to make a positive contribution to the wider life and ethos of the school.</li><li>Experience achieving excellent examination outcomes for students in one of the subjects within the Faculty.</li><li>Experience directly relevant the particular management focus of the specific role</li></ul>	<ul style="list-style-type: none"><li>Experience leading a subject or key stage to achieve excellent outcomes for students.</li></ul>
<b>LEADERSHIP</b>	<ul style="list-style-type: none"><li>Knowledge, understanding and skills directly related to the capacity to carry out the specific management role to the highest standard</li><li>Understanding of and a commitment to the aspects required to build high performing teams</li><li>A commitment to distributed leadership, evidenced through successful experience of leading high performing teams</li><li>Previous experience for leading or contributing to a key learning &amp; teaching, assessment or curriculum design initiative</li><li>Proven ability to use a wide range of self-evaluation strategies to identify strengths and areas for development within the Faculty</li><li>Understanding of a wide range of leadership strategies to empower staff in their team, or the capacity to learn them swiftly</li></ul>	<ul style="list-style-type: none"><li>Middle Leadership CPD (either in-House or through external verifiers eg: National College)</li><li>Understanding how to manage change effectively at middle leadership level</li><li>Experience of engaging in self-evaluation activities within their own subject area</li><li>Experience of negotiating challenging Performance Management Objectives for a wide range of staff</li></ul>



	<ul style="list-style-type: none"><li>• The ability and commitment to work as part of a team of 8 Directors of Learning to develop strategic initiatives across the school</li><li>• Understanding how to use of data to inform improvement and raise student performance</li><li>• To know how and when to draw on advice and specialist support especially from your line manager and other staff members</li></ul>	
<b>TEACHING &amp; LEARNING</b>	<ul style="list-style-type: none"><li>• Outstanding classroom practitioner</li><li>• Proven ability to share strategies to improve teaching and learning in classrooms other than their own</li><li>• Excellent understanding of the components which comprise outstanding teaching and learning</li><li>• Experience of conducting lesson observations and making Ofsted style judgements on teaching and learning</li><li>• Experience of giving effective feedback to colleagues about professional performance</li><li>• A clear passion for improving outcomes for students within the Faculty</li><li>• A robust commitment to collaboration in teaching and learning strategies designed to support colleagues in their professional learning</li><li>• Knowledge and understanding of reformed GCSE and A Level examination requirements</li></ul>	<ul style="list-style-type: none"><li>• Experience of leading teaching and learning initiatives beyond their own classroom</li><li>• Experience of coaching and mentoring colleagues</li><li>• Experience of conducting lesson observations or evaluating teaching and learning</li></ul>
<b>PERSONAL QUALITIES AND SKILLS</b>	<ul style="list-style-type: none"><li>• Enthusiasm, innovation and perseverance in supporting achievement</li><li>• High expectations and a commitment to inclusive education including creating an environment for individual contribution and achievement</li><li>• An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance</li><li>• An excellent team-player who relates well to students, staff, parents and the wider community</li><li>• Flexible and adaptable to meeting the changing needs of the Faculty</li><li>• The ability to work under pressure and maintain a good sense of humour</li></ul>	<ul style="list-style-type: none"><li>• Experience of engagement in difficult conversations with colleagues about teaching and learning performance</li></ul>



## **Equal Opportunities**

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training to progress within and beyond the organisation.

## **Disclosure of Criminal Convictions**

The post you have applied for is subject to a police check with the DBS. If you are offered the position you will be required to complete a Disclosure Form. The result of the police check will be sent to you.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring the following documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

- Pay slip, P45 or P60
- Passport or driving licence.
- Birth certificate/marriage certificate
- Current Council tax bill
- Utility bill showing your current home address and dated within the last 3 months

## **Social Media Checks**

Highcliffe School will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

## **Medical Fitness**

In accordance with the Education (Teachers) Regulations 1999, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer. A medical questionnaire will also need to be completed by support staff.

## **No Smoking Statement**

The School operates a No Smoking Policy.