



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Curriculum Lead for Design Technology

(Deputy Head of Faculty -3D Design & Textiles)



Crown Hills Community College

Gwendolen Road, Leicester LE5 5FT

Tel: 0116 273 6893

office@crownhills.leicester.sch.uk

crownhills.com





[*In order to be shortlisted you must attend the online event or ask for the recording.](#)

Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college.

Over the last six years we have been on a journey to try and make this school not only one of the best schools for children to attend but also one of the best schools to work in as a member of staff. that is extremely rare and we urge you to come and see us in action, speak to the staff and speak to the students. Every decision that we take is done with a lot of thought and consideration and we put well-being at the centre, so that teachers can teach and students can learn.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC

<https://www.buzzsprout.com/273805/9656144>

There is always a tension between well-being and accountability but I do believe that we are getting closer to finding the sweet spot between the two. Although it is not the end of our journey, we have been recognised for the work we do in this area; we have won the TES well-being school of the year and we won the silver award for the prestigious Pearsons Award for secondary school of the year 2023.

These are indeed exciting times to join us and make a difference to the lives of others.

We have a very different approach and we are trying to create a very different culture at CHCC, a culture whereby those in leadership do not hold authority and deserve to be followed; leaders at CHCC have to earn the right to lead and we welcome and appreciate challenge if we do not live up to the standards that are expected of us.

The THIRST values permeate all that we do and are a framework that staff can hold leaders to account for the way that they lead. We have high expectations but we will provide the support, training and resources for you to deliver the best possible education for our students.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

We have removed lesson observations from the appraisal process and linked it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn, without fear.

As a result, we have improved our headline figures year on year and initial analysis places us in the top 12% of schools nationally for progress, although we know that we can still do better.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

Curriculum is obviously now at the forefront of what we do and is the progression model. We have spent a significant amount of time ensuring that the curriculum is sequenced appropriately so that students are knowing, remembering and therefore able to do more.

We are a knowledge-first school, where teachers are considered to be the subject specialists and impart their knowledge to students, we are not a school that focuses on discovery. Please read a little more about this approach on our website.

The Art and Design faculty is made up of 17 teaching staff, four of which make up the leadership team of the faculty. We are friendly, supportive, inclusive and always happy to share our love for our subject with other like-minded individuals.

At Crown Hills Community College we have a strong provision for Art and Design, with 3 lessons per week at both Key Stages, excellent facilities and class sizes of 22 at Key Stage 3 and 18 at Key Stage 4. We currently offer 8 specialist areas through which we deliver content that covers the KS3 NC requirements for Design Technology, Food and Art and Design. Key Stage 3 students rotate through these 8 areas over a 3 year carousel journey, with extended projects in each.

At Key Stage 4, a full range of D&T options are offered and are popular with students. Our curriculum is well-planned through our Curriculum Maps and Unit Overviews. Within each Unit Overview, key Threshold Concepts are identified and we have taken great care to think about the most effective methods to teach these. These curriculum details have been designed separately for Textiles, Metals and Plastics. At Key Stage 4 we offer AQA Art and Design with a specialism of 3D Design. This is a very popular option subject, with 2 classes in both Years 10 and 11. We are working towards introducing AQA Design Technology and seeking to appoint someone who would be able to develop and deliver this course.

I would also urge you to read our well-being charter that provides you with an understanding of things that we do to just make your job that little bit easier, not tokenistic but just genuine little things that help.

[As part of our recruitment process, it is compulsory that you attend our information evening at 5pm on Tuesday 5th May 2026. In order to be shortlisted you must attend either in person or online. Please email Rachael in order to confirm your attendance \[rbarnett@crownhills.leicester.sch.uk\]\(mailto:rbarnett@crownhills.leicester.sch.uk\)](#)

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our eteach portal, <https://www.eteach.com/jobs/crown-hills-community-college-jobs-9453/?oo=ag> please include e-mail addresses of all referees, together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post by 9am on Friday 8th May 2026. Please include your cover letter in the supporting statement section.

KEY DATES

Information Evening: Tuesday 5th May @5pm

Deadline: Friday 8th May @9am

Interviews: W/C 11th May

JOB DESCRIPTION

Job Title: Curriculum Lead for Design and Technology (3D Design & Textiles)	11-16	Maintained
College: Crown Hills Community College	Grade:	MPS/UPS
Reports to: Principal via Head of Faculty	Salary: MPR1 £32,916 – UPR3 £51,048 + TLR2b (£5868)	
Term: Permanent		
Additional:		

GENERAL:

The role of the Second in Faculty is an important one. The core purpose is to provide professional leadership and management for identified aspects of curriculum, teaching and learning and student achievement/personal development to secure high quality learning and teaching and use of resources in order to improve standards and achievement for all students.

The effective leadership role of a Second in Faculty is important to the success of the college. Areas of responsibility include both those relating specifically to the curriculum, teaching and learning, and assessment within the faculty.

Role:

- To promote the agreed aims and values of Crown Hills Community College
- To work as the leader of the appropriate area of the curriculum
- To exercise leadership and role model good practice for students
- To exercise leadership and role model good practice for staff
- To cover for absent colleagues as required.
- To carry out any other reasonable task as requested by the Principal

The job of the Second in Faculty:

- To have responsibility for the Design and Technology (Textiles & 3D Design) curriculum by negotiation with and support from the Head of Faculty
- To work as a key member of the faculty management team
- To be involved in the performance management of some members of staff
- To deputise for the Head of Faculty when necessary

All points listed above are in addition to the job description of a main scale teacher.

KNOWLEDGE AND UNDERSTANDING:

- Understands the College aims and vision and ensures that these are promoted and implemented in the aspect of learning, through a coherent subject vision and improvement plan
- Has a good level of knowledge and understanding of their areas of responsibility. To be a lead learner in this aspect
- Has a high knowledge of effective and appropriate teaching and learning within the subject, and so is able to make judgements about the quality of teaching and learning
- Has a knowledge of how the aspect of learning relates to other areas of the curriculum and work with these to provide coherent learning
- Has an understanding of the statutory aspects of education and how they apply to the aspect of learning e.g. SEN Code of Practice, Equal Opportunities etc
- Has an understanding of the requirements of leadership and management, team building and personnel issues
- Is committed to safeguarding and promoting the welfare of children and young people.

PLANNING AND EXPECTATIONS:

- Sets clear and high expectations with all staff delivering the aspects of learning in relation to student achievement and progress through the curriculum, behaviour management and team working

- Has in place clear and precise improvement plans, based on effective self-review processes, with clear success criteria and timelines
- Ensures all plans and expectations are consistently implemented by all staff responsible for delivering the aspect of learning.

CURRICULUM, TEACHING AND LEARNING: to take on a selection of the following proportionate with the TLR 2b role

- Lead the subject of Design and Technology with Curriculum oversight
- Responsibility for writing Design and Technology summative assessments and reviewing all summative assessments
- Responsibility for Assessment and exam entries
- Managing whole class feedback tasks
- Managing and developing SOW within Design and Technology
- Designing and leading on aspects of faculty training
- Ensuring compliance with the national curriculum/agreed syllabus
- Responsibility for wider curriculum and enrichment for Design and Technology
- Overseeing and providing quality assurance of Design and Technology homework
- Supporting with cover and OOF lessons (if applicable)
- Undertaking and supporting with lesson and coaching visits as instructed
- Undertake and support with appraisal
- Summarising and sharing examiner reports and subject specific feedback
- Lead on application of Temple principles promoting responsive teaching
- Works with Head of Faculty and other leaders to develop and drive the faculty vision
- Take a proactive approach to faculty improvements seeking out opportunities for development

STUDENT ACHIEVEMENT:

- Ensures that students make appropriate progress
- Monitoring progress across the subject including analysis of groups of students informed by local and national data, as well as research
- Uses data to inform and drive improvement within the faculty
- Uses data to influence the curriculum
- Has clear processes for student voice to be part of this data and uses this to improve learning

PARENTS AND WIDER COMMUNITY:

- Works in partnership with parents. Reports to parents in line with College policy
- Developing networks and relationships across the Design and Technology community

MANAGE OWN PROFESSIONAL DEVELOPMENT:

- Prioritises and manages time effectively. Uses the support given by the College in order to achieve a good work/life balance
- Sets and achieves challenging goals for their aspect of learning and their own professional development
- Takes full responsibility for their own CPD

MANAGE AND DEVELOP OTHERS

- Builds constructive relationships with other staff and works with Head of Faculty to create a culture of achievement and success within the team
- Assists all staff in the team to have purposeful relationships with students
- Works with the Head of Faculty to establish clear expectations and standards for all staff in the team delivering the aspect of learning and assists in offering appropriate support and challenge to achieve these
- Is a role model for staff
- Deputises for the Head of Faculty in case of short term absence eg. takes responsibility for monitoring work set

MANAGE RESOURCES

- Establishes resources required and informs Head of Faculty.
- Is responsible for the deployment of resources within the aspect of learning

LEADERSHIP

- Develops own leadership qualities and undertakes appropriate CPD to enhance leadership
- Works with Head of Faculty to establish a learning ethos within the team, with high quality teaching and learning, achievement and innovative practice
- Links with other networks of leaders to help develop practice and improve.

PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task

QUALIFICATIONS & TRAINING

1	Qualified Teacher Status	E	✓	
2	Willing to participate in future professional development especially in priority T&L areas: knowledge-first/knowledge-rich and responsive teaching	E		✓
3	Good honours degree or diploma in relevant subject	E	✓	

EXPERIENCE & SKILLS

4	Teaching of subject relating to role	E	✓	
5	Experience of teaching in a comprehensive school	E	✓	
6	Potential to become an excellent classroom teacher based on the principles of knowledge-first/knowledge-rich and responsive teaching	E		✓
7	Able to communicate well in spoken and written form	E	✓	✓

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
8	Able to organise work and meet deadlines	E	✓	
9	Able to set and achieve targets (own and for students)	E	✓	
10	Able to accept responsibility and be held to account	E	✓	
11	Have worked as a marker or moderator for an examining body, or have the potential and aspiration to do so.	D	✓	
12	Practical and willing to learn/try new things to improve performance	E		✓
13	Good ICT skills, including word processing and familiarity with methods of on-line learning	E	✓	
14	Experience of leading others to develop classroom practice	D	✓	
15	Experience of implementing internal moderation/quality assurance processes	D	✓	✓

MOTIVATION

16	Self-starter; enthusiastic, energetic and flexible	E		✓
17	Committed to high aspirations for all students and to the principles of comprehensive education	E		✓

ATTITUDE AND TEMPERAMENT

18	Decisive	E		✓
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19	Co-operative	E		✓
20	Sense of humour	E		✓
21	Ability to relate well to young people	E		✓
22	Reliable e.g. deadlines, time-keeping	E		✓
23	Patient and calm – not easily ruffled	E		✓

APPEARANCE

24	Professional appearance – dress and conduct	E		✓
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OUTSIDE ACTIVITIES

25	Ability to contribute to extra-curricular activities and lead activities such as field trips.	E		✓
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GENERAL CIRCUMSTANCES

26	Understands the needs of students in a multi-cultural, inner-city school	E	✓	
27	An awareness of recent education initiatives e.g. developments in curriculum thinking and classroom practices.	D	✓	

EQUAL OPPORTUNITIES

28	Must be able to recognise discrimination in its many forms and willing to put the Council's Equality Policies into practice fully	E	✓	
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