



## Curriculum Leader – Design & Technology

Salary / grade range	MPS (25,714 – 36,961) UPS (38,690 – 41,604) + TLR (8,291)
Location	Co-op Academy Grange
Reports to	Headteacher

### Purpose of role:

To lead the Design Technology curriculum area and to be accountable for ensuring the best possible outcomes for student in all areas of the Design Technology department.

To lead, inspire, motivate and influence staff, in securing the highest standards of teaching and learning in order to promote student progress.

To ensure high standards of teaching and marking, assessment and feedback lead to good and outstanding progress and attainment for all students within Design and Technology.

Responsibility for ensuring an appropriate curriculum which meets the needs of all students

### Key accountabilities (and specific duties / responsibilities):

- To ensure that student progress within the department is effectively monitored with appropriate and effective intervention strategies implemented in order to maximise the progress of all groups of students.
- To ensure that effective processes and procedures are in place to effectively track student progress and implement interventions.
- To consistently deliver good/outstanding lessons and student outcomes.
- To be responsible for leading, planning and delivering an effective evaluation programme which informs Subject and whole school self-evaluation processes and identifies priorities for improvement.
- To be responsible for ensuring that appropriate improvement plans are in place, in order to secure improved outcomes for students.
- To ensure that the quality of teaching in the area is effectively monitored and that all staff are supported to improve their practice.
- To ensure that the whole school marking policy is implemented consistently across the department and that staff within the department provide consistently high-quality feedback.
- To ensure that the whole school Attitudes for Learning Policy is implemented consistently across the area and that a positive climate for learning is established within the department
- To remain up to date with qualifications and curriculum changes within the subject and to ensure that the curriculum is appropriate to the needs of the students and that staff are well prepared to deliver it.
- To attend appropriate school meetings
- To mentor and coach staff, including ITT students to improve teaching, develop and share best practice, improve leadership, build confidence and maintain positive attitudes.
- To work with others to create a climate, which enables staff to develop, challenge and support each other, resulting in improved teaching.



- To offer support to staff teaching in the Area to ensure that, as a result of their teaching, their students make good and outstanding progress in relation to prior attainment and compared to similar students nationally.
- To performance manage teaching/support staff as required.
- To participate in recruitment and selection procedures for Area staff.
- To prioritise and manage their own time effectively, balancing the demands made by teaching and involvement in Subject development.
- To take responsibility for their own professional development and remain up to date with current practice undertaking any relevant training.
- To develop and sustain relationships with others both within and outside of school.
- To comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns
- Contribute to Campus life and the overall vision, values and guiding principles of the Campus To participate in supervision duties as per the schedule produced by school.
- To be aware of the development and maintenance of effective strategies and procedures for staff induction and staff development
- To model professional behaviour and attitudes around the school to ensure the highest standards of appearance and conduct are met.
- To comply with any reasonable request from the Improvement Partner to undertake work of a similar level not specified in this job description.
- An acceptance of, and a commitment to, the Trusts' policies in relation to equality and safeguarding and promoting the welfare of children and vulnerable young people.
- To be accountable for ensuring a secure and positive climate to learning and behaviour of students in the Area.
- To be accountable for evaluating the quality of provision across the department and for implementing effective plans which drive improvement.
- To develop and sustain relationships with others both within and outside of school.
- To contribute to the development of the school vision values and ethos, priorities, targets and plans for improvement.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

Staff should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be considered when the post is reviewed.



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>To have Qualified Teacher Status.</li> <li>To have a good degree in Design Technology or related subject</li> <li>Be prepared to embark upon further training as required.</li> <li>A recognised leadership qualification.</li> </ul>	   (D)  (D)	
<b>Experience</b> <ul style="list-style-type: none"> <li>To have recent experience of teaching or have had recent relevant teaching practice in a comprehensive/secondary school.</li> <li>To be able to monitor and evaluate students' progress and staff performance.</li> <li>To be able to manage a variety of resources (staff and funds) and contribute effectively to the smooth running of the department and raising attainment across all key stages.</li> <li>To use data effectively to raise attainment and identify intervention where appropriate.</li> <li>To have successful experience of teaching Computer Science across Key Stages.</li> <li>To have experience of initiating, implementing and managing development within a Design Technology team.</li> <li>To have experience of raising standards across a subject area</li> <li>To have experience of improving teaching across a subject area</li> <li>Successful management and leadership of a team showing evidence of success in a leadership role.</li> </ul>	      (D) (D)  (D) (D)	
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>To have a good working knowledge of the curriculum, qualifications and assessment arrangements in the relevant subject and Key Stages.</li> </ul>		



<ul style="list-style-type: none"> <li>• To have a good understanding of what constitutes excellent teaching and learning.</li> <li>• To demonstrate a commitment to safeguarding and promoting the welfare of children and young people and an expectation of colleagues to do the same.</li> <li>• To be aware of health and safety issues.</li> <li>• To have knowledge of implementing whole school initiatives and their impact.</li> <li>• To have knowledge of and be able to implement a range of practical strategies to raise achievement and attainment.</li> <li>• Be an excellent teacher, demonstrating enthusiasm and a commitment to education.</li> <li>• Have a creative approach to curriculum development.</li> <li>• Be an effective team member and have the ability to successfully lead others.</li> <li>• Be accountable for substantial delegated areas of responsibility within the subject.</li> <li>• Be approachable and willing to help students both in and outside of lessons.</li> <li>• Be able to initiate ideas, set own targets and meet own and other people's deadlines</li> <li>• Be prepared to participate in extracurricular activities (e.g. trips, study sessions) if required.</li> <li>• Must be legally entitled to work in the UK (Immigration, Asylum and Nationality Act 2006)</li> <li>• Have no contra-indications in personal background or criminal record indicating unsuitability to work with children/ young people. (Enhanced DBS required).</li> <li>• Have energy and persistence, tempered with humour.</li> <li>• Be able to work closely with a wide range of staff and students and establish and maintain good relationships.</li> <li>• Be an effective team member.</li> <li>• Be able to meet the challenge of changing educational issues and situations.</li> <li>• Ability to remain calm under pressure.</li> <li>• Have an aptitude and enthusiasm for developing new skills.</li> <li>• Be committed to the development of the school as a centre of excellence in the community.</li> <li>• Be adaptable to changing circumstances and new ideas.</li> <li>• Have commitment to the professional development of colleagues and self.</li> <li>• To demonstrate a commitment to safeguarding and promoting the welfare of children and young people and an</li> </ul>	<p>(D)</p> <p>(D)</p>	
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expectation of colleagues to do the same.		
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Have effective communication skills, both written and verbal, to address a variety of groups and individuals.</li> <li>• Have a range of strategies to effectively engage and communicate with families.</li> <li>• Good interpersonal skills.</li> <li>• Good IT skills.</li> <li>• Ability to work independently but to consult and liaise regularly.</li> <li>• Ability to deal with a large multi-level building.</li> <li>• Must be able to perform all duties and tasks with reasonable adjustment where appropriate in accordance with the Equality Act 2010.</li> <li>• Ability to cope with the requirements of the post which may include working with pupils who have emotional, behavioural or physical difficulties.</li> <li>• Must understand and commitment to the school's equal opportunities policies and procedures.</li> <li>• To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting.</li> <li>• To have been on an Equal Opportunities training course relevant to education/teaching.</li> </ul>	(D)	

This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.