



# **Curriculum Leader – Design Technology**

## **APPLICATION PACK**

**Neston High School**  
**Raby Park Road**  
**Neston**  
**Cheshire**  
**CH64 9NH**

Headteacher: Mr K Simpson

[www.nestonhigh.com](http://www.nestonhigh.com)

✦  
***Shaping  
Extraordinary  
Lives***  
✦



## Open letter from Mr K Simpson (Headteacher)

Dear Colleague,

Neston High School is a large 11 – 18 rural fully inclusive comprehensive school with approximately 1,750 students on roll. We are consistently over-subscribed and are proud to serve our local families and the community who travel into the area to learn in our state of the art multi-million new build and grounds. Within our centre for learning you would be joining a dedicated team of colleagues, who consistently strive to shape extraordinary lives by providing all of our young people with the opportunities to explore, dream and discover their holistic potential.

As we continue to inspire our young people and further enhance their life-chances, I hope that the information provided inspires you to join us and help lead us forward into new exciting adventures.

For further information on the school, a more global understanding can be found from the website at [www.nestonhighschool.com](http://www.nestonhighschool.com).

We really believe in true working partnerships thereby if you have any questions please contact the school direct in order to fully understand the exciting opportunity to join us in the near future.

Kindest regards

Keith Simpson  
Headteacher



## Design Technology Curriculum Leader

**Full time position**

**Start date: Easter or September 2023**

**Teacher Pay Scale plus TLR 2.2**

Do you have a passion for learning and strive to be an outstanding classroom practitioner?

Do you create engaging and challenging experiences for your students?

Do you have an excellent track-record of inspiring students and colleagues to reach beyond their potential?

Do you want to join a supportive and enthusiastic team striving to build upon their strengths?

Do you want to join an oversubscribed school in Cheshire with an excellent reputation?

Do you want to join a large school that supports the professional development of their staff?

Do you have high aspirations for colleagues and yourself?

Do you have vision for excellence?

If you are excited by your answers to these questions, then you may be our next **Curriculum Leader of Design Technology**.

We are looking to appoint an inspirational colleague, to join our thriving learning community.

We are building on present best practice and developing a new strategic vision in order to raise standards even further. We are looking for someone to lead in the reshape and further development of the Design Technology department who can bring creative new ideas to further enhance the learning experience of our students.

This is an exciting opportunity for outstanding, ambitious teachers who are seeking to demonstrate that they are inspirational role models for research-informed teaching, lifelong learning, a commitment to education of the whole person and education for the common good.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful applicant must have enhanced DBS disclosure and satisfactory references.

The school is an equal opportunities employer.

**Closing Date: 9.00 a.m. on Thursday 1<sup>st</sup> December**

**Interview Date: w/c 5<sup>th</sup> December 2022**

If you are shortlisted for interview, as part of the interview process you will be asked to share your vision of the department in a presentation.

Applications should be returned FAO Mr K Simpson via Mrs Leadbetter, PA to the Headteacher  
[leadbetterh@nestonhigh.com](mailto:leadbetterh@nestonhigh.com)





## DEPARTMENT INFORMATION

The practical subjects are an essential part of the curriculum at KS3. They are a key contributor. The end result of a good, well-taught curriculum is that pupils know more and are able to do more. Within the department the doing is a major component but it must be accompanied by an understanding of: “why are we doing this?”

Students are encouraged to challenge themselves, engaging in new experiences and as a result become more confident learners. They should be prepared to make mistakes and, as a result of feedback, understand and demonstrate progress. We want to help engender an appreciation of human creativity and achievement and provide life skills which support independence.

Students should be ambitious, whatever their level of ability, and be able to use appropriate subject specific language with understanding when analysing their own and others' works. Students will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

### **About the Department. (incorporates: D&T, Food Tech, Engineering and Construction)**

There are currently 7 teachers in the department, 3 of which are part time. Whilst there are subject specialists in each area, many staff have a broad range of skills that they contribute to different disciplines. The versatility of staff is encouraged as this ensures sharing of good practice, and provides individuals with fresh challenges. There are three technicians who are assigned individually to: Art, Food and DT.

Colleagues in the department are encouraged to deploy as wide a variety of teaching techniques and resources as suits their individual skill sets. Innovation is encouraged as we are a department on a constant cycle of review and improvement. A key strength of the department is the quality of teamwork and openness to new ideas.

The Key Stage 3 teaching is broken down to broad themes within each area. Contained in these are a series of prescribed skills that underpin knowledge and understanding that are enhanced and embedded over the three years.

With particular reference to Food Tech these themes are:

|        |                                                       |
|--------|-------------------------------------------------------|
| Year 7 | Personal hygiene, kitchen safety and use of equipment |
| Year 8 | Food nutrition and health                             |
| Year 9 | Food choice and culture                               |

Our aim is to encourage a love of learning and provide experiences that enthuse and inform individuals as well as providing skills for life.

Independent study is encouraged by home learning challenges that allow students to demonstrate their analytical and expressive skills. Students are assessed using formative and summative assessment of written and practical components and AFL is embedded in the schemes of work.

At Key Stage 4 we are in a great position to offer a wide range of options across the department. These include:

- AQA Art options (Graphics, Fine Art, Photography, Textiles and Product Design)
- WJEC Eduqas Level 1/Level 2 GCSE in Food Preparation and Nutrition
- OCR Level 1/2 Cambridge National Certificate in Child Development
- WJEC Level 1/2 Vocational Award in Constructing the Built Environment

- Pearson BTEC Level 1/Level 2 Tech Award in Engineering  
(currently looking to re-introduce vocational Catering course)

At Key Stage 5 we offer a range of A level and vocational courses which build on those delivered at Key Stage 4. We expect students to be motivated, independent thinkers, supported by collaboration with staff who offer constructive advice and encouragement.

Courses offered include:

- AQA Art options (Graphics, Fine Art, Photography, Textiles and Product Design)
- AQA Level 3 Foundation Technical Level Engineering
- Pearson BTEC Level 3 National Extended Certificate in Health and Social Care



| Criteria                    | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidenced From?                                                                                                        |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>       | <ul style="list-style-type: none"> <li>A relevant degree</li> <li>QTS in Design</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Design degree</li> <li>Additional evidence of CPD in the area of Design Technology</li> </ul>                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Application form</li> <li>Interview</li> </ul>                                  |
| <b>Experience</b>           | <ul style="list-style-type: none"> <li>Ability to teach Design Technology at KS3 &amp; 4</li> <li>Ability to teach Design Technology at A Level.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Experience in an 11-19 school</li> <li>Use of ICT in teaching of Design Technology</li> <li>A track record of high-quality teaching Design Technology at Key Stages 3, 4 &amp; 5.</li> <li>Held a specific T &amp; L responsibility within a DesignTeam</li> <li>Experience of successful strategies to raise and maintain achievement and standards</li> <li>Ability to teach Engineering</li> </ul> | <ul style="list-style-type: none"> <li>Application form</li> <li>Interview</li> <li>References</li> </ul>              |
| <b>Abilities and Skills</b> | <ul style="list-style-type: none"> <li>To enhance the current school vision and ethos</li> <li>To positively impact on learning outcomes for students</li> <li>To lead and motivate students</li> <li>To provide appropriate support and challenge to students</li> <li>To take and act upon initiative</li> <li>To have a strong presence and maintain a high profile</li> <li>To safeguard and promote child safety and welfare</li> <li>To work with a variety of partners with an inclusive approach to learning and teaching.</li> <li>To prioritise and complete tasks</li> <li>Effective communication and listening</li> <li>A creative approach to problem solving</li> <li>Strong interpersonal skills</li> </ul> | <ul style="list-style-type: none"> <li>A good level of ICT proficiency</li> <li>Field work experience</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Letter of application</li> <li>Selection process</li> <li>References</li> </ul> |

|                  |                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                              |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------|
|                  | <ul style="list-style-type: none"> <li>• Efficient resource management</li> <li>• To work effectively with the other Heads of Departments and a variety of other Senior Leaders</li> </ul>                                                                                                                                                             |  |                                                                                                                              |
| <b>Qualities</b> | <ul style="list-style-type: none"> <li>• Clear commitment to achieving the best for all members of the school community</li> <li>• Belief in inclusion, achievement and aspiration</li> <li>• Strong sense of community</li> <li>• Strong sense of justice and mutual respect</li> <li>• A dynamic approach</li> <li>• Sense of perspective</li> </ul> |  | <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Selection process</li> <li>• References</li> </ul> |



**Job Title:** Design Technology Curriculum Leader

**Responsible to:** Deputy Headteacher

## OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

## SECTION 1 - GENERAL TEACHING DUTIES

### Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

### Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.



3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

### **Leadership**

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to the raising of standards.
3. To scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
4. Play a major role in the School's middle management structure, creating a vision, sense of purpose and pride about the Department and its work.
5. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation.
6. Proactively implement departmental rules and procedures within relevant school policies.
7. Contribute to the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.
8. Direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
9. Assist class teachers to group and set pupils by subject ability in accordance with Higher Standards, Better Schools for All (October 2005).
10. Assist SLT in the maintenance of discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.
11. Maintain a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
12. Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
13. Help to identify and applaud areas of success for individual teachers and the Department.
14. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. produce resources as a team.
15. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. Contribute to the maintenance of a portfolio of exemplar work moderated against grade descriptors.
16. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.

17. Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.

### **Professional Standards and Development**

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including 'Every Child Matters' to implement the Children Act 2004, and the role of the education service in protecting children.
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
  - have SEN;
  - are gifted and talented;
  - are not yet fluent in English.

### **Health and Safety**

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.

8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially NQTs and ITTs.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

**N.B:** Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

This job description will be reviewed annually and 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.