

| Job Description   |  |
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| <b>Post:</b>  | Curriculum Leader of Technology (Design Technology Specialist) |
| <b>Pay Scale:</b>   | M1-UPS   |
| <b>Responsible to:</b>  | Deputy Headteacher   |
| <b>Main Location:</b>   | St. Cuthbert's RC High School                                  |
| Main Duties   |  |
| Responsibilities and Duties   |  |
| <p>The Curriculum Leader of Design &amp; Technology will provide strategic and operational leadership of the subject, ensuring high standards of teaching, learning, and student achievement across all key stages. The postholder will promote creativity, innovation, and high-quality design and engineering education in line with the ethos and mission of St Cuthbert's RC High School and the St Teresa of Calcutta Catholic Academy Trust.</p> <p>The postholder is expected to undertake the professional duties of a schoolteacher as set out in the <b>School Teachers' Pay and Conditions Document</b>, in addition to the leadership responsibilities listed below.</p>  |  |
| Key Leadership Responsibilities   |  |
| <ul style="list-style-type: none"> <li>• Provide strategic leadership and vision for the Design &amp; Technology curriculum, ensuring it is innovative, inclusive, and prepares students for modern careers and further education.</li> <li>• Lead and manage the Design &amp; Technology team, promoting collaboration, consistency, and professional growth.</li> <li>• Develop high-quality schemes of learning that reflect progression, challenge, and the latest developments in the subject.</li> <li>• Ensure effective deployment of staff, rooms, and resources to maximise learning and engagement.</li> <li>• Promote health, safety, and safeguarding within all practical areas, ensuring that statutory requirements and risk assessments are fully implemented.</li> <li>• Lead departmental self-evaluation and improvement planning, contributing to whole-school improvement priorities.</li> <li>• Monitor and analyse performance data, setting clear targets for improvement in line with the school's Raising Achievement agenda.</li> <li>• Oversee the maintenance and development of workshops, equipment, and digital technologies to support high-quality practical learning.</li> <li>• Support and mentor colleagues, particularly Early Career Teachers (ECTs), within the subject area.</li> <li>• Promote enrichment opportunities, competitions, and links with local employers, colleges, and industry to enhance students' learning experiences.</li> </ul> |  |
| Professional Requirements and Responsibilities  |  |

- Respect, support, and contribute to the aims, ethos, and faith of the school.
- Promote the spiritual, moral, social, and cultural development of pupils, preparing them for the opportunities, responsibilities, and experiences of adult life.
- Adhere to the Trust's policies and practices, ensuring consistency and compliance.
- Maintain a thorough understanding of teachers' professional duties and legal liabilities.
- Ensure full awareness of school safeguarding policies and contribute actively to maintaining a safe environment for all pupils.
- Contribute to the school's culture of professional learning by identifying, sharing, and developing effective teaching practice.
- Participate fully in the school's **Performance Management** process, setting and reviewing aspirational targets for self and others.
- Reflect on personal and departmental practice through regular self-evaluation and review.
- Attend all meetings within the agreed school structure and participate in Trust-wide collaboration.
- Make a positive contribution to the wider life and ethos of the school, including extra-curricular and enrichment activities.

### Pastoral Care Responsibilities

- Contribute to the pastoral care of pupils, supporting their spiritual, moral, and social development.
- If required, undertake the role of Form Tutor, supporting the Catholic ethos of the school through prayer, reflection, and daily acts of worship.
- Communicate effectively with parents, carers, and external agencies to support pupil welfare and progress.

### Teaching & Learning

- Deliver consistently high-quality lessons that demonstrate progress and high expectations for all students.
- Model exemplary teaching and learning in Design & Technology.
- Ensure the effective use of planning, preparation, and assessment time (PPA).
- Differentiate work and materials to meet a range of abilities and learning needs.
- Incorporate ICT and emerging technologies effectively into the curriculum.
- Ensure literacy, numeracy, enterprise, and citizenship are embedded within teaching and learning.
- Monitor and support the effective use of teaching assistants and technicians in lessons.
- Promote adherence to the school's Positive Behaviour Management policy, maintaining high standards of discipline and engagement.

- Support cross-curricular initiatives and contribute to whole-school teaching and learning strategies.

### Assessment Recording Reporting

- Oversee assessment practices within the department, ensuring they are consistent, accurate, and support pupil progress.
- Use assessment data effectively to monitor performance and inform teaching.
- Ensure that all staff in the department maintain accurate records and provide timely, high-quality feedback.
- Lead the department's contribution to Parents' Evenings and reporting processes.

### General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Comply with all Trust and statutory policies, particularly those relating to **safeguarding, health and safety, data protection, and confidentiality**.
- Contribute to the overall ethos, work, and mission of the school and Trust.
- Be innovative, high-performing, and committed to collaboration across the St Teresa of Calcutta Catholic Academy Trust.
- Maintain excellent attendance and punctuality.
- Undertake any additional duties reasonably required by the Headteacher or Trust.

*These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.*

*The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.*

*It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.*

*The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation or marital status or whether you are pregnant or on parental leave or from a socio-economic background. We welcome applicants from all communities and from people that identify with those characteristics.*

| <b>Person Specification</b>  |                              |                 |
|--|------------------------------|-----------------|
| <b>Key E Essential, R References, I Interview, C Certificate, D Desirable, A Application</b> |                              |                 |
|  | <b>Essential / desirable</b> | <b>Evidence</b> |
| <b>Qualifications</b>  |                              |                 |
| Qualified teacher status   | Essential                    | A/C             |
| Honours Degree in a relevant subject   | Essential                    | A/C             |
| Catholic Certificate of Religious Studies (completed or undertaking)                         | Desirable                    | A/C             |
| <b>CPD</b>   |                              |                 |
| Evidence of appropriate professional development e.g., Catholic Leadership Programme         | Desirable                    | A/C             |
| Successfully undertaken appropriate Child Protection training                                | Essential                    | A/C             |
| <b>Knowledge &amp; Experience:</b>   |                              |                 |
| An expertise in the subject  | Essential                    | A/I             |
| Willingness to teach a second subject  | Desirable                    | A/I             |
| Understanding of strategies for raising student attainment                                   | Essential                    | A/I             |
| Evidence of exam success (excluding NQT)   | Essential                    | A/I             |
| Thorough understanding of KS3 and KS4 curriculums.   | Essential                    | A/I             |
| Knowledge and application of a range of teaching and learning strategies                     | Essential                    | A/I             |
| Good disciplinary standards.   | Essential                    | A/I/R           |
| The ability to inspire and motivate pupils   | Essential                    | A/I/R           |

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| The ability to implement change effectively   | Essential | A/I/R |
| High level of inter-personal skills   | Essential | A/I/R |
| Ability to communicate effectively with staff, pupils, parents, and support services. | Essential | A/I/R |
| Ability to work in a team   | Essential | A/I/R |
| Good imaginative use of resources, including new technologies                         | Essential | A/I   |
| Sound understanding of the distinctive nature of a Catholic school.                   | Essential | A/I   |
| Understanding of the role of Form Tutor as agent for School Improvement.              | Essential | A/I   |
| Knowledge and experience of pastoral care systems.                                    | Essential | A/I   |
| Knowledge and experience of behaviour management procedures.                          | Essential | A/I/R |
| General knowledge of current educational issues.                                      | Essential | A/I   |
| <b>Technical Skills &amp; Ability</b>   |           |       |
| The ability to implement assessment for learning                                      | Essential | A/I/R |
| Effective time management skills  | Essential | A/I/R |
| Good organisational and administration skills   | Essential | A/I/R |
| The ability to use ICT both to support children's learning                            | Essential | A/I/R |

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| and to communicate and evaluate data.   |           |       |
| Effective behaviour management.   | Essential | A/I/R |
| <b>Personal characteristics</b>   |           |       |
| Commitment to supporting the full Catholic life of the school                         | Essential | A/I   |
| The desire to constantly evaluate and improve your own practice and learn from others | Essential | A/I   |
| Flexible and dedicated approach to work   | Essential | A/I/R |
| Commitment to equality of opportunity   | Essential | A/I   |
| Professional appearance   | Essential | A/I   |
| Commitment to Safeguarding and protecting the welfare of children and young people    | Essential | A/I   |
| Commitment to good attendance at work   | Essential | A/I   |
| Commitment to continuing professional development                                     | Essential | A/I   |