

**THE SABDEN MULTI ACADEMY TRUST**  
**JOB DESCRIPTION AND PERSONAL SPECIFICATION**



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<b>SCHOOL:</b>	New Horizons School
<b>POSITION:</b>	Design & Technology Key Stage 3 & 4 Teacher
<b>EMPLOYMENT TYPE:</b>	Teaching
<b>SCALE ALLOWANCE:</b>	MPS 1-6 /UPS 1-3
<b>ADDITIONAL ALLOWANCES:</b>	SEN Additional Allowance ( <i>TLR2a available for suitably experienced candidate</i> )
<b>CONTRACT TYPE:</b>	Full-Time – Permanent
<b>RESPONSIBLE FOR:</b>	Planning and delivery of design technology curriculum across KS3 and KS4, up to GCSE and planning of the curriculum for Y2 –Y11.
<b>RESPONSIBLE TO:</b>	Principal and Deputy Headteacher

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**Main Purpose of the Job:**

In addition to the general professional duties of a teacher set out in the STP & C document, the role of the DT Teacher is, in cooperation with and under the direction of the Principal and CEO, to manage the DT Curriculum across the school (yr2-yr11). This post would suit a teacher with a strength in the delivery of Food Technology.

The school operates a collegiate approach where teachers across the key stages work together to strategically plan to raise attainment across age, range and phase; supporting progress through educational experiences, which supports effective planning, teaching, learning and assessment.

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school.

**Key Tasks:**

**Whole School Aspect**

- To support and secure the commitment of other staff to the vision, ethos and policies of the School and promote highest levels of achievement.
- To support the implementation of the strategic development plan for the School and to take responsibility for appropriately designated aspects of it.
- To support all staff in achieving priorities and targets of the School as well as the monitoring and evaluation of the effectiveness of department strategies and developments and analyse their impact.
- To attend meetings, debriefing SLT, delivering training as appropriate through INSET and Twilight.

- Represent the school in any Academy meetings connected with the DT and/or the GCSE Curriculum option offer.
- To support the production of reports to SMT on a termly basis and Governors reports including Sub-committees and full meetings.

### **Design & Technology Curriculum**

- To implement a high quality curriculum where students will have the opportunity to experience a range of curriculum activities and educational experiences that will enable them to make progress.
- Assess upon entry each pupil joining class to ensure that they receive
  - a) an individualised curriculum that meets their learning needs.
  - b) Keep a record of assessment data and analyse progress termly.
- Deliver a high quality-learning programme where all aspects of the DT curriculum are threaded through from year 2 to year 11.
- Work with the Heads of Key Stage to secure the school policies, procedures and codes of practice and ensure this is monitored and reviewed, according to the school's schedule.
- Work with colleagues to ensure that subject policies reflect literacy needs.
- Advise and support primary colleagues on the planning and delivery of the DT curriculum for their class and to support transition into the next year group and phase.
- To take responsibility for organising and implementing the DT curriculum including scrutiny of assessment and tracking of individual pupil, class and key stage progress.
- To assess, standardise and moderate pupil work across age, range and phase in-house and across the Academy.
- To ensure that relevant medium and long-term curriculum plans are written and maintained for every class and from these ensure the delivery is differentiated effectively to ensure that the individual education of all pupils in the primary department across the age range are met.
- Provide support and guidance to newly appointed teachers, supply teachers, teaching assistants and colleagues from outside agencies.
- Communicate effectively with all stakeholders and other external agencies providing reports and attending meetings where necessary e.g. School Wellbeing Plan, PSP meetings, AR reports, statement advice etc.
- Liaise with the School SENCO on assessment, and individual programmes and targets for pupils where appropriate.
- To work with the lead subjects teachers' to design and implement changes through formulation of a subject SEF and development plan which will link into the whole school SDP. To advise staff of these changes through training.
- To lead termly pupil progress meetings where teachers analyse their pupil trackers, attainment and progress towards targets and identify strategies for development.
- Undertake responsibility for the DT resources for the Primary & Secondary departments, being accountable to the Principal for the expenditure of the delegated budget.

### **Operational Level**

- To lead a tutor group with responsibility for supporting the educational and emotional wellbeing of all pupils within the cohort taking responsibility for their Provision Map & Wellbeing Plans.

- To lead weekly target setting sessions where pupils reflect on their learning and behaviour from previous week and set small steps for the week ahead.
- To deliver the school literacy strategy and programme on a daily basis to a small group of students, monitoring progress and evaluating performance.
- To deliver weekly assemblies to the class tutor group.
- To employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity.
- To manage appropriate behavioural strategies that should be put in place for continued "Behaviour for Learning" progress.
- To support, advise and manage pupil behaviour both in and out of the classroom
- Support the Principal in developing positive working relationships between staff, parents/carers and pupils.
- To regularly mark work in line with the school assessment and marking policy
- To differentiate planning to ensure all schemes are tailored to the SEN need type and learning styles of the pupils and the curriculum structure at New Horizons.
- To assess, monitor and evaluate learning in line with the school's assessment policy (this will include observation, work sampling, planning scrutiny and review etc.), recording pupil progress throughout the school in conjunction with the assessment manager.
- Keep under review the methods of planning and delivery of all subjects taught including content, recording and assessment of pupils' work, ensuring analysis of impact on attainment.
- To monitor pupils' work on a termly basis implementing support strategies to raise attainment.
- To deliver weekly Key Stage and site assemblies on a termly rota with teaching colleagues.
- To use directed time to actively contribute to the wider life of the school by organising and running appropriate extra-curricular activities – alongside Dom's Food Mission.
- Maintain the allocated teaching area to ensure displays are stimulating and exciting learning with examples of current work.
- Liaise with colleagues to design and implement changes in the curriculum; to include learning as part of a medium term plan.
- To ensure that the curriculum for each year group is delivered in accordance with the National Curriculum and government direction and initiatives and ensure rigorous assessment, monitoring and evaluation takes place.
- To ensure that academic and behaviour targets are set, monitored and evaluated and link directly into the IEP's and the individual pupil provision map.
- To produce regular reports to parents on curriculum, attainment and behaviour.
- Help design and implement changes in the curriculum where necessary including introducing new formats including the framework of personal resilience, thinking skills and reflection.
- To develop CPD through a high quality INSET/Twilight programme, leading through demonstration and good practice for other teachers to model within their own subject areas.
- To be responsible for informing the SLT and staff of new changes in national and local directives, which affect the curriculum both as discrete subjects and as a whole school issue.
- Regularly monitor Government websites and publications concerned with changes in the delivery of the department and lead training for changes in content or styles in the new curriculum in accordance with whole school development plans.

- Produce data to support information to be used for external use such as SIP/Ofsted/LEA/ etc.

## **TLR**

- To be an active member of the School Health and Safety Team which consists of the Deputy Head, Site Manager, Facilities Coordinator and the TLR for H & S.
- To meet with the team termly to address issues or concerns raised as part of the standing agenda across the whole school meeting cycle. ie: SMT/SLT/TAWhole School
- To ensure all curriculum risk assessments are current and up to date in accordance with H & S guidelines.
- To monitor and control the use and storage of resources, materials and equipment within the requirements of H & S legislation.

## **Personal Development & Other Professional Requirements**

- To demonstrate secure knowledge and practice of Health & Safety expectations in the kitchen.
- Have a working knowledge of teachers' professional duties and legal liabilities
- To share in the whole school responsibility for the development of E Learning, the innovative use of ICT and Enterprise.
- To take a pro-active part in the academy's performance management system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning
- To take reasonable care of one's own health and safety and that of others and inform the Site Manager of any concerns with regard to health and safety.
- To maintain a continuous professional development for all staff not only through management of their CPD but developments for School Evaluation and Foundation Streams (FLC SEF) and appropriate use of PPA time.
- To maintain a continuous professional development, not only through INSET but by keeping informed of Curriculum initiatives, strategies, debate and discussion through
  - Professional journals and press
  - Other media such as Teachers TV
  - DfE, QCA and Standards Sites and other associated sites
  - Professional Subject associations
  - Visits
- Undertake professional training as and when required in conjunction with CPD, performance management and School Improvement Plan.

## **Other**

- To manage with the Principal, Deputy, SLT and any designated CPD co-ordinator professional development of teachers/ instructors/assistants/support staff in areas of DT provision.
- To report through the line management structure directly to the Deputy Head.
- To carry out any other duties that might be deemed to be reasonable after discussion with the Principal or the CEO.

# Person Specification for Design & Technology Teacher

## 1. Essential Criteria

### Knowledge and Experience

- Teaching experience - qualified teacher status
- Level 2 qualification in food hygiene
- Experience, knowledge and understanding of hard to reach pupils
- An in-depth knowledge of Target Setting & Assessment Procedures
- Demonstrate an understanding of recent general educational developments including new developments and initiatives
- A sound understanding of curriculum planning, (AWL, Differentiation and Progression)
- Demonstrate evidence of good pedagogy and practice (observations & Inspections)
- Demonstrate a sound understanding of a range of 'behaviour strategies' and the ability to apply them operationally
- Vision for the teaching of Design & Technology – in particular Food
- Secure knowledge of the KS3 and KS4 Food Technology Curriculum
- An ability to adapt and support primary colleagues
- A sound knowledge of accreditation in the changing landscape

### Skills and Qualities

- Demonstrate a high level of resilience -personal and interpersonal teaching skills.
- Demonstrate ability to organise and manage classes to create an effective learning environment.
- Demonstrate the ability to manage and be part of a team in all curricular matters.
- Demonstrate success in promoting the general progress and well-being of pupils and providing guidance and advice on educational and social, contextual issues.
- Demonstrate an understanding of whole school initiatives .
- Evidence of effective target-setting to promote pupil progress.
- Evidence of effective curriculum development and planning.
- Evidence of a clear and practical philosophy of managing challenging behaviour.
- Ability to prioritise, plan and manage own time effectively and work to deadlines.
- Evidence of competence in use of ICT.
- Ability to communicate well both orally and in writing.

### Personal Qualities

- High levels of personal and professional integrity
- A commitment to enabling pupils of all abilities to thrive academically
- High degrees of self-confidence, personal energy and dynamism
- Personal warmth, good rapport with pupils, colleagues and parents
- Excellent organisational and time management skills
- Appropriate levels of personal presentation
- Enthusiasm for participation in extra-curricular activities

- A high level of emotional intelligence and a commitment to a team ethos
- Understand the indicators of stress and within a SEMH environment and take responsibility for minimising the factors that may contribute to your personal stress
  - A positive and resilient, solution focussed approach
  - Car driver – as this teaching post moves between 2 sites

