



Chenderit School

A VISUAL ARTS COLLEGE

Headteacher: Jane Cartwright BA (Hons), MA, NPQH



January 2022

Dear Colleague

Technology Head of Department

Thank you for requesting details of our vacancy. We appreciate your interest in us and hope you find the details will inspire you to apply by 9am on Friday 28th January 2022. Chenderit School is at an exciting point in its development with ambitious plans and targets in place for the next few years. We wish to appoint an aspiring or experienced middle leader who will inspire our Technology team and students and will be ambitious to be part of a school community which is challenging itself to become one of the best comprehensive schools in the country. At Chenderit we value professional development and actively support exciting and stimulating projects which enhance the capacity of our teachers. Our hope is that colleagues in the Chenderit team will look back on the next few years of development here as the most exciting and rewarding parts of their career.

This is a rewarding school in which to work because of the combination of the professionalism of our staff, the support of our parents and the Governing Body and the attitudes of our students – not to mention our facilities and general environment for learning. We are a good school, even a great school in many respects, but we want to be an outstanding school with national recognition for excellence in all areas. To achieve this we need to instil even greater ambition, self-belief and resilience in our students and provide them with even broader and more relevant educational experiences. Our students are wonderful young adults, very sociable and personable – but they could do more! We have the confidence as a school to say that we can be even better and that we will be even better. Through this journey, our teachers are fully supported and trained to maximise their potential, being the best we can be. Every new member of staff will be given many opportunities to shine and move forward in their career. I do not expect our Head of Technology to simply join our team – I expect them to lead our Technology team to even greater success and enhance our overall whole school team.

Our school is popular and over subscribed because of our reputation for innovation and achievement. We have approximately 1100 full time students, and ambitions to expand our community provision.

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We consider this post to be an outstanding and rare opportunity to lead the excellent and highly committed Technology team, to work within a supportive school which values creativity and imaginative teaching and learning approaches, and to contribute to the personal development of our students through rich extra-curricular provision. We operate an open management structure and everyone participates in many of the key discussions for our future.

The staff team, both whole school and within the Technology department, is high performing, supportive and very open to innovation and development.

The department is very well resourced across all Technology curriculum areas and has a large inventory of hand and machine tools and equipment which are regularly maintained and comply with all current legislation. The staff are fully committed professionals who take the teaching of the subject very seriously and aim to draw the absolute best out of each and every student. The purpose built accommodation is well maintained and regularly updated. Full schemes of work are in place for all key stages and the department has maintained very good results at all levels for a number of years. The problem solving design process is central to the work of the department and allows each student to fulfil his or her potential through designing and making in a wide range of materials and ingredients. All students in Key Stage 3 take Technology and through the subject option process student take up at Key Stage 4 and at Key Stage 5 is extremely good.

In Key Stage 3 the department follows a modular approach through an in-house designed and assessed curriculum which covers Product Design, Structures, Graphics, Electronics, Food Technology, Textiles, and Engineering. The subject is delivered in 3 hours per week for Year 7, and 2 hours per week for Year 8. The tasks that are set throughout these two years follow the design process which builds on students' experience and allows for the progression of the individual by offering tasks and outcomes that are negotiated. Students work within a design process framework that starts with an initial problem, and then goes on to design, make, test and evaluate a solution to that original problem. The solution will be an outcome that is realised in appropriate materials, mostly chosen by the student. Additional short focused practical tasks are set at appropriate times over the year to offer a valuable enrichment to our programme of study.

In Year 7 students will rotate between 4 modules in the year: Product Design and Structures, Textiles, Electronics/Graphics and Food Technology.

In Year 8 students will rotate between 4 modules in the year in preparation for GCSE: Engineering, Product Design, Graphics, and Food Technology.

In Key Stage 4 students can choose to take a Technology course in either Design Technology or Food Preparation and Nutrition. Most of the specification is taught during years 9 and 10 through investigations, assignments, minor projects and practical work. The major coursework NEA projects are started during the half term of the summer term in year 10. In year 11 one and a half terms are spent completing the major coursework NEA projects up to half term in the spring term. The remaining time is spent on revision and preparation for the final written papers.

For Key Stage 5, 2 courses are offered: A level Product Design and L3 Food Science and Nutrition.

In Year 12, Product Design students prepare for the NEA coursework project, as part of the course element of the year. They will also take the Paper 1 written paper at the end of the year. During the last term of Year 12 students will start their major NEA project which consists of a design study and realised product.

In Year 12, Food Science and Nutrition students cover a wide range of elements related to industrial food products and practices. The course involves the use of food in a range of commercial applications and covers planning to meet nutritional needs, developing food production skills, ensuring food is safe, experimenting to solve food production problems and current issues in consumer food choice.

In Year 13, Product Design students continue with their NEA project which consists of a portfolio and manufactured product. At the end of Year 13 students also take an A level written paper 2.

In Year 13, Food Science and Nutrition students cover a wide range of elements related to industrial food products and practices. The course involves the use of food in a range of commercial applications. In Year 13 units 3 and 4 are taught.

In your letter of application, please outline the following:

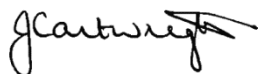
- How you will lead the Technology team, ensuring that you get the very best from all staff and
- How you would ensure that all students studying Technology in the department achieve their targets at Chenderit School.

I would be grateful if you would please restrict your letter to a maximum of **two sides of A4**.

I hope you decide that you would like to apply for this post, and I appreciate that you want as much information as possible before applying. If you would like to visit the school 'informally' please contact the school to make an appointment and I will be available to discuss the post with you. You are also welcome to phone me, to discuss the post.

Lastly, we appreciate that applying for posts and interviews are time consuming and important, therefore, we really do appreciate the effort that goes into it. Thank you for your interest in us and good luck!

Yours sincerely



Jane Cartwright
Headteacher