**Why you should apply for this post**

This is a fantastic opportunity for an enthusiastic and motivated individual to join the Design and Technology team. You must possess the skills and determination to make a significant difference to the lives of our students. The successful candidate will be a well-qualified and experienced teacher with a passion for Design and Technology, the ability to work in a collaborative style to maximise the best outcomes for our students; above all we are looking for a colleague who can inspire Nobelians to great things.

As a school, we have the very highest expectations of our students. Our core principle will always be that we endeavour to improve the teaching and learning in the school. We are therefore committed to recruiting only the very best teachers and have the highest expectations in terms of lesson planning, classroom delivery and student assessment. In return, we provide excellent working conditions, first rate CPD and a real sense of community.

**The DT Department**

**Facilities**

The DT department comprises of four purpose-built workshop which specialises in metal, wood, electronics and multi-materials. We have access to our own computer suite that has a range of CAD programs such as Autodesk Fusion 360, Techsoft 2D Design, Adobe Photoshop and CAM equipment. Having a range of resources, we deliver a substantial Design and Technology curriculum across all key stages up to A-level and provide students with countless opportunities to progress rapidly in their learning and enable us to deliver high level practical lessons.

**Tools and Equipment**

The department has an industrial laser cutter with 600 x 900mm bed, 3D printer and a metal workshop comprising of a vertical mill and two horizontal legs, and a twin brazing halve to support the teaching of subjects thus providing students with countless opportunities to progress rapidly in their learning and enable us to deliver high level practical lessons across all key stages.

**Staffing Structure**

The DT department has a Head of Department, Miss Tang- Wah supported by three Design and Technology teachers and a full-time DT technician.

**DT Curriculum**

The DT Department teaches the AQA 9-1 Design Technology GCSE and the AQA GCE Product Design course. It is committed to teaching Design Technology in a way that inspires our students to become the designers of the future.

The DT staff continually review and refine the key stage 3 curriculum to ensure that the skills and knowledge taught prepare students for the requirements of the GCSE syllabus. We value subject knowledge and believe that students learn effectively by experimentation and being able to build on previous learning.

Each fortnight, our KS3 students have 4 hours of design technology teaching, our KS4 students have 6 hours and our KS5 students benefit from 9 hours of teaching from specialist teachers.

You may also be required to teach Food Technology.

**Extra-Curricular**

The DT Department offers a range of trips across the year with visits to museums, galleries, as well as many public venues for research activities. We offer extra-curricular clubs in art and design technology, and take part in a range of technical challenge workshops with local employers and the rotary club. We have had success over the years with our VEX VRC Robots entering in the regional competitions, taking our teams to represent the school.

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**Support**

The school and the Department have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools’ Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within the North Herts Teaching Alliance. The department is very experienced and have developed a successful approach to delivering the curriculum over the last few years.

**PERSON SPECIFICATION: Head of Design and Technology**

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| **Essential** | **Desirable** |
| **SKILLS AND EXPERIENCE** | |
| Education to degree level in a design technology specialist subject | Experience of teaching Design Technology. |
| Evidence of successful initial experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Potential expertise in the teaching of design technology at all levels | Evidence of involvement in team working to improve practice |
| Willingness and ability to participate in cross-curricular activity | Experience of cross curricular involvement |
| Good knowledge and understanding of the National Curriculum in design technology subjects | Experience of the formal assessment of pupils’ work |
| Excellent oral and written communication skills | Good/excellent IT skills |
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| **PERSONAL QUALITIES** | |
| Commitment | Good time management |
| Ability to establish good relationships with pupils, parents and staff | Perseverance |
| Dependability and sound organisational skills |  |
| Enthusiasm and good sense of humour |  |
| Flexibility |  |



**Job Description**

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| AREA | RESPONSIBILITIES |
| --- | --- |
| Line Management | * Responsible to: Headteacher; SLT link; Director of Faculty; as appropriate. |
| Teaching & Learning | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| Pastoral | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| Assessment | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| Reporting/Communication | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| Form Tutorship (if applicable) | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| Performance Appraisal | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| Other | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate. |
| MPS | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in Appendix B of the school’s Pay Policy. |
| Specific TLR Responsibilities | **Impact on educational progress beyond assigned students**   * Be responsible for leading and developing an ethos of improvement, team spirit and self-evaluation within the department. * Set and monitor subject targets, within whole school targets. Intervene and act as appropriate to ensure that subject and whole school targets are met. * Reflect on and evaluate the effectiveness of the department. * Monitor students’ behaviour, taking action as appropriate, and ensure that teachers adhere to procedures of the school’s behaviour policy. * Maintain an overview of parental contact, ensuring regular contact as needed. * Interrogate and use data to track individual student performance and progress, and that of specific groups of students, ensuring that students achieve at or beyond their target grades.   **Lead, develop and enhance the teaching practice of others**   * Ensure that schemes of learning are in place to ensure effective learning and teaching. * Use departmental meetings to share good practice, moderate and to cascade training. * Offer CPD to the subject team and across the school in an area of expertise. * Develop teaching strategies to engage all students and maximise their potential. * Embrace ICT as a resource for teaching, as a motivational tool for students’ learning and to facilitate the progress of each student. * Lead, coach and support colleagues (including NQTs, ITTs, GTPs, OTTs).   **Have accountability for leading, managing and developing a Subject**   * Lead, motivate, support and develop all colleagues * Undertake rigorous and effective performance appraisal for the departmental team, in line with school policy. * Undertake rigorous and effective subject self-evaluation within a planned cycle of regular observation/feedback to colleagues. * Update the Subject SEF as per school guidelines. * Identify subject development priorities and co-ordinate the writing and monitoring of the departmental action plan. * Be an agent for change, implementing whole school initiatives which support the raising of student attainment and achievement (including AGT, AfL, varying learning styles) * Lead innovation in learning by keeping abreast of Subject developments, engaging with school-wide learning initiatives and leading these within the department. * Monitor Subject and individual student targets and progress through assessment of planning, record keeping, marking, teaching progress, homework and assessment across the Subject, maintaining a central record of baseline and subject assessment data and targets to monitor the progress of students and the effectiveness of the team. * Conduct an annual review of the curriculum offered at all levels. * Lead rigorous and effective Subject meetings – identify the purpose, circulate an agenda and minutes. * Following each reporting cycle, check the standard of teachers’ reports, review assessment data and co-ordinate follow-up across the subject. * Following each student tracking session, review the outcomes and implement strategies as appropriate. * Manage the delegated budget for the Subject under the direction of the Head of Faculty in order to effectively resource the curriculum. * Participate in recruitment and retention of teaching staff for the subject. * Undertake any other Subject responsibilities, as directed by the Head of Faculty or Headteacher/SLT. |