**Head of Design Technology**

**MPS/UPS + TLR (Salary dependent upon qualifications and experience)**

**Start date: As soon as possible**

We are seeking to appoint an inspiring and well qualified Head of Department to lead a very dynamic and highly successful team. We are looking for a passionate and committed leader, who will be able to enthuse our students, and who is keen to continue to develop professionally.

You will be an inspirational leader who is committed to the school's founding vision of delivering an outstanding education to our students. You will have the capacity to raise attainment through motivating and inspiring young people, and will help enhance our culture of high expectations and achievement across the school. Expectations for teaching, learning and attitudes are exceptionally high across the school.

Design Technology is a popular option at GCSE with a proven track record of success. We have a well-equipped Design and Technology which includes two large workshops, one with a brazing hearth, a CAD/Suite, theory classrooms, and a state of the art Food room recently refurbished in 2020. We currently run GCSE Design and Technology, Food Preparation and Nutrition, Vocational GCSE Options; Catering and Engineering. At A Level we currently run Product Design and Food Science.

You will be joining a supportive, successful and highly motivated team that have our school motto of, ‘Aspire to become elite’ at the heart of their enhanced, rich curriculum model. The students are role models and ambassadors for our school’s ethos.

The successful candidate should be expertly able to teach Key Stages 3, 4 & 5 with a desire to improve outcomes at all levels and across all specialisms.

For all information, please visit the [school website](https://www.forest.wokingham.sch.uk/400/vacancies), and to apply by completing the Teachers Application Form and returning it to <mailto:recruitment@forest.academy>. Unfortunately, CVs will not be accepted.

**Submissions from agencies will not be accepted.**

**The Interview Process**

If selected, the interview process will test and assess your fulfilment of the requirements for this position. As part of this process, you will be expected to teach a class of pupils and attend a panel interview. The interview process will include consideration of your suitability to work with children and the interview panel will ask questions on safeguarding children/young people.

Please apply as soon as possible as shortlisting/interviews will be ongoing up until the closing date. Should a suitable candidate be appointed, the advert may close early.

The school will complete online searches on all shortlisted candidates and reserves the right to do so on receipt of all applications.

**CLOSING DATE FOR RECEIPT OF APPLICATIONS** Is Monday, 29th April at Midday.

It is our normal procedure to request references on shortlisted candidates prior to interview.

**The Forest School Support and Professional Development**

A range of support and professional development opportunities are available at The Forest School from working with all other local schools through the secondary federation, the local School Alliance Association and Wellington College. We offer many staff CPD opportunities through the National Qualifications. CPD and Staff wellbeing are highest on our agenda.

* Highly effective behaviour and inclusion system with a supportive Centralised detentions to reduce teacher workload
* Superb CPD including from our outstanding ‘Teaching and Learning Team’
* OFSTED ‘good’ (June 2021)
* Friendly and supportive working environment
* An active Staff Association and wellbeing team
* A comprehensive Induction programme for ECTs and new staff Allocation of a professional mentor (ECTs)
* A comprehensive CPD opportunity with National Qualifications

Please note, we may consider and interview as applications are received; we have the right to appoint a suitable candidate on receipt of application.  This is policy procedure as we are aware of the competitive market and wish to recruit the correct person.  Submissions from agencies will not be accepted.

*We look forward to hearing from you.*

**THE FOREST SCHOOL ACADEMY TRUST**

**HEAD OF DEPARTMENT**

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| **Role** | Head of Department | **Reports to** | Headteacher |
| **Purpose** | To support, hold accountable, develop and lead a team of teachers focusing on a discrete curricular area to ensure high standards of teaching and a broad educational provision which meets the needs of all students. | | |
| **Dimensions** | **Students:** Variable | **Staff:** Variable | **Financial:** Subject Budget |
| **Accountabilities** | 1. To lead and oversee the department operations including staff, students, volunteers and partners to ensure that there is a clear focus on student engagement and progress and to ensure that every student is offered the opportunity to participate and succeed in all aspects of the subject. 2. To identify and develop appropriate courses of study and examinations that are aligned to the school vision and ensure the Schemes of Work, course plans and assessment plans are in place to ensure rapid progress for students and attainment that realises student potential. 3. To agree, monitor and evaluate the subject student progress and targets to ensure all students make rapid progress and measurable contribution to whole school targets. 4. To provide leadership and direction to a subject development plan which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution. 5. To provide regular feedback for subject colleagues in a way which recognises good practice and supports and challenges their progress against performance management objectives resulting in a tangible impact on student learning. 6. To assist the designated team leader/SLT manager in the review of the standards of leadership, teaching and learning in the subject area, consistent with the procedures in the school self-evaluation policy. 7. To ensure all subject staff understand, and are actively implementing, the key aspects of the school’s behaviour and inclusion policies. 8. To oversee and evaluate the subject spending allocation to ensure funds are spent in line with subject learning priorities and best value principles. 9. To engage all subject staff in the creation, consistent implementation and improvement of schemes of work which encapsulate key school learning strategies. 10. To lead professional development of subject colleagues through example and support utilising school-based and external sources of expertise. 11. To lead a team of teachers through the school’s performance management process. 12. To lead Health & Safety within the area ensuring students and staff are safe at all times and that the necessary Health & Safety risk assessments are undertaken and reviewed to comply with school insurance requirements 13. To actively promote and support the school in its marketing through the use of social media 14. To promote the department and the school at whole-school events and at external events, leading high standards of conduct of staff and students e.g. Presentation Evening etc. | | |
| **Personal Attributes** | * Analytical Thinking – The ability to think logically, break things down and recognise cause and effect * Developing Potential – Works to develop the long-term capabilities and potential of others * Enduring Resilience – Able to sustain energy, optimism and motivation in the face of pressure and setbacks * Enterprise – Able to cope with conditions of uncertainty and change, exercise initiative, innovate and adapt to challenging circumstances * Holding People Accountable – The drive and ability to set clear expectations and parameters to hold others accountable for performance * Team Working – The ability to work with others to achieve shared goals | | |

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| **Person Specification** | | | |
| **Requirement** | **Essential** | | **Shown through?**  **A = Application**  **I = Interview**  **R= Reference** |
| QTS and eligibility to work in the UK | ✓ | | A, I, R |
| Evidence of continuing professional development | ✓ | | A,I |
| Understanding and support for the values and visions of the school | ✓ | | A,I |
| Understanding and clear vision of the importance of subject | ✓ | | A,I |
| A consistently good or outstanding practitioner capable of generating high student outcomes | ✓ | | A,I |
| Self- motivated and self-reflective | ✓ | | A,I |
| Analytical thinking | ✓ | | A,I |
| Challenge and Support | ✓ | | A,I |
| Community Engagement | ✓ | | A,I |
| Conceptual Thinking | ✓ | | A,I |
| Confidence | ✓ | | A,I |
| Creating Trust | ✓ | | A,I |
| Developing Potential | ✓ | | A.I |
| Drive for Improvement | ✓ | | A,I |
| Enduring Resilience | ✓ | A, I, R | |
| Enterprise | ✓ | A,I | |
| Flexibility | ✓ | A,I | |
| Holding People Accountable | ✓ | A,I | |
| Impact and Influence | ✓ | A,I | |
| Information Seeking | ✓ | A,I, R | |
| Initiative | ✓ | A,I, R | |
| Managing Pupils | ✓ | A,I | |
| Passion for Learning | ✓ | A,I | |
| Respect for Others | ✓ | A,I | |
| Team Working | ✓ | A,I | |
| Understanding Others | ✓ | A,I | |