



Job Title: Head of Design Technology

Responsible to: Senior Lead of Faculty

OVERALL RESPONSIBILITY

Working with the Head of Faculty -

- To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
- To take responsibility and be accountable for student attainment and achievement, by tracking student progress and supporting individual students' learning needs.

SECTION 1 - GENERAL MANAGEMENT DUTIES

Leadership

Working with the Head of faculty -

1. Champion best practice in the Technology Faculty, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
2. Scrutinise and monitor the performance and effectiveness of the faculty in delivering the school's aims and objectives.
3. Play a supporting role in the school's middle leadership structure, assisting the Head of Faculty in creating a vision, sense of purpose and pride about the faculty and its work.
4. Contribute to the school's Quality Assurance programme at Faculty level and ensure the faculty contributes towards the setting of targets and works towards achieving them.
5. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
6. Proactively devise and implement faculty rules and procedures **within** relevant school policies.
7. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the faculty.
8. Direct class teachers to group and set students to ensure appropriate differentiation, pace, and challenge. Track student progress by target groups e.g., FSM.
9. Share responsibility for maintaining discipline in the faculty, ensuring behaviour for learning strategies are in place, including supporting staff during lessons when appropriate.
10. Keep a high profile around the faculty, taking command of areas at change of lessons and being visible and active during non-structured time.



11. Develop and maintain effective methods of communication with the Head of Faculty, SLT, other staff, students, parents, governors, external agencies, and the wider community etc.
12. Identify and applaud areas of success for individual teachers and the faculty.
13. Help create an effective team by promoting collective approaches to problem-solving and curricular/faculty development, e.g., consult when contributing to the writing the improvement plan and produce resources as a team.
14. Implement school assessment and target setting policies and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained in the area / key stage of responsibility.
15. Initiate/maintain the provision of extra-curricular activities, e.g., the use of resources after school/during lunchbreaks or a club, etc.
16. Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line management responsibilities but facilitates the best deployment of human resources.
17. Use Leadership and Management (LM) time effectively for these purposes. A reasonable proportion of timetabled time will be designated as Dedicated Leadership and Management (LM) time.

Curricular/Faculty Development

Working with the Head of faculty -

1. Contribute towards continuity and progression within the Technology curriculum.
2. Contribute to the Faculty Improvement Plan, its implementation and the part it plays in the whole school improvement.
3. Develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students and incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.
4. Ensure that you can use SISRA and FFT data to inform your planning, teaching, and assessment and that you can assist other colleagues in this process.
5. Monitor and evaluate the teaching in the faculty; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
6. Develop faculty strategies for the students' spiritual, moral, social, and cultural development, including citizenship.
7. Develop faculty strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.
8. Liaise with the SENDCO to ensure that students are set subject-specific targets, and work to match curricular materials and approaches to student needs.
9. Identify and support the subject cohort of Higher attaining students by developing teaching strategies to meet their needs, sharing good practice, tracking student progress, and setting specific faculty targets for the group.
10. Ensure that the faculty supports the school's implementation of all current statutory requirements, e.g., Disability Discrimination Act, SEN, Equal Opportunities, Child Protection, Every Child Matters.
11. Create a culture and environment that is conducive to success through innovation, engagement, and enthusiastic delivery of vision and through guiding and supporting members of staff and students by offering leadership and advice.



Stock/Resources/Budget

Working with the Head of faculty -

1. Maintain oversight of the management of the faculty stock, teaching resources and finances - obtaining best value for money.
2. Plan and budget the financial activities of the running of the faculty, oversee ordering of resources, and use support services to monitor the maintenance of an inventory of all faculty stock items and authorise the annual stock audit.
3. Authorise stock disposal in accordance with faculty, school, and Trust policies.
4. Devise systems for storing resources in such a way as to enable quick and easy access by all teaching and support staff (and students where appropriate).
5. Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all students.

Liaison/Communication

Working with the Head of faculty -

1. Communicate daily with faculty team members, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreational opportunities, and professional development.
2. Meet regularly and work with the Head of Faculty for professional support and develop effective faculty management.
3. Oversee and monitor the accuracy of exam entries, dates, and work effectively with the Exams Officer.
4. Liaise with colleagues from other Key Stages and sectors to provide a smooth transition between schools and phases for all students.
5. Liaise with other curriculum co-ordinators to develop integrated schemes of work, e.g., Numeracy, Literacy, SEN, ICT and PSHE
6. Inform staff about new developments and ideas related to the subject and the faculty via regular communication – to include faculty meeting agendas, etc.
7. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
8. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carers enquiries.
9. Work with the Trust director and Trust initiatives to support and influence the work of all in the faculty.

Health and Safety

Working with the Head of faculty -

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

**Continuing Professional Development – Personal**

1. In conjunction with the Head of Faculty, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available (liaise with the Asst. Head – Staff).
3. Develop skills and knowledge for mentoring and coaching colleagues.
4. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Continuing Professional Development – Staff

Working with the Head of faculty -

1. Contribute to, and take a leading role in, the provision of high-quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g., Trust networks, outside training providers, etc.
2. Consider the expectations and needs of other members of staff, and ensure that trainees and ECTs are appropriately monitored, supported, and assessed in relation to QTS and Induction standards and those of the School, e.g., by the incorporation of targets related to leadership, professional development, and students' attainment.
3. Carry out appraisal of designated teachers as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Manage a range of learning styles and pace of learning within the faculty and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
5. Meet regularly with colleagues to discuss, review, and monitor progress made in implementing change.
6. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
7. Work with other teachers to develop practice by:
 - leading professional development activities.
 - assisting colleagues in matching teaching approaches to learning styles.
 - providing demonstration lessons for colleagues to observe within a framework of mutual trust and support.
 - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
 - acting as consultant to teams that develop strategies for students experiencing difficulties.
 - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills.



- auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation.
 - trialling teaching strategies, reporting back on successes and areas for further development and be open to colleagues' contributions and judgements.
 - network with professionals at other / similar / feeder schools to enhance learning opportunities for staff.
 - mentor and coach members of the team to support and improve practice
 - supporting government and local initiatives where they have been adopted as school policies.
8. Create time for professional development of staff by efficient use of meeting time.
 9. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional student support or any activity directed by the Headteacher.
 10. Oversee the running of relevant extra-curricular activities.
 11. Oversee the provision of revision classes / after school sessions and any agreed holiday school arrangements.

SECTION 2 – TECHNOLOGY SPECIFIC DUTIES

Working with the Head of Technology -

1. Provide subject leadership for Resistant Materials, including oversight of the Y7-Y13 programmes of study and associated assessment requirements.
2. Provide faculty leadership, in the absence of the existing Head of Faculty.
3. Dependent upon prior experience, play a key role in the school wide development of vocational qualifications and foundation learning programmes.
4. Contribute to the faculty portfolio with evidence of:
 - Internal data, public examination and KS2 SAT outcomes, faculty targets, comparative data with similar schools and national results and historical trends.
 - Lesson observation records and monitoring and evaluation outcomes.
 - An annual review as set out by the school's QA process.
 - A faculty professional development record.
5. Contribute to the school website and to cross-curricular development groups / TLCs.
6. Liaise with other Curriculum Co-ordinators to maintain the school's record of successful cultural visits which enhance students' understanding and appreciation of Technology Literature, and its relevance.
7. Oversee and contribute to the running of relevant after school activities / study sessions

SECTION 3 – OTHER DUTIES

This role involves working in regulated activity with children and an Enhanced DBS clearance is required for this position

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the school's continuing professional development programme: *To be agreed*

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive



statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

This role involves working in regulated activity with children and an enhanced DBS clearance is required for this position.