

Job Description

Post Title:	Head of Design and Technology
Location:	Heanor Gate Spencer Academy
Salary/Pay Range:	MPS-UPS + TLR2b
Hours of work:	<i>Full Time, Permanent.</i>
Reporting to:	Curriculum Team Leader (CTL) for DTVA

Purpose of Role

- Strategic direction, development and implementation of the DT curriculum
- Leading, managing and improving student academic progress within DT
- Working with the CTL in analysing progress data after each data run to ensure progress, and implementing and monitoring improvement strategies where necessary
- Leading, developing and enhancing the teaching and learning of DT teachers
- Supporting the CTL in leading and managing the work of the DTVA team, deputising where necessary
- Creating a positive learning ethos for students and supporting the CTL in implementing the school behaviour management procedure

Nature and Scope

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Main Duties and Responsibilities

Strategic direction, development and implementation of the DT curriculum

- Be familiar with the School Improvement Plan (SIP) and steer the DT curriculum to reflect its priorities.
- Keep up-to-date with new curriculum and syllabus developments, writing and developing Schemes of Learning and subsequent assessments to reflect this.
- Attend and support team meetings.
- Keep staff up-to-date with any relevant calendar issues and general notices.
- Plan and implement whole school DT activities such as mock exams and immersion days.

Leading, managing and improving student academic progress in DT across all key stages

- Overseeing the academic progress and discipline of students in the faculty.
- Monitor the progress made by students towards achieving targets and identify any under-achieving students.
- Liaise with SEN / Inclusion to ensure SEND students are tracked, supported and provided with interventions where required.
- Ensure suitable Schemes of Learning are in place reflecting national exam and assessment requirements.

- Working with the CTL in analysing progress data after each data run to ensure progress, and implementing and monitoring improvement strategies where necessary.
- Carry out an annual exam/progress review with the CTL using national data.
- Work with CTL to set appropriate and challenging targets.
- Use effective data to implement appropriate mentoring and intervention programs for students as required (e.g. immersion days, revision classes, intervention sessions, and parental contact)

Leading, developing and enhancing the teaching and learning of DT teachers

- Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly.
- Co-ordinate regular DT learning walks as part of whole school QA programme, reporting to CTL.
- Monitoring staff use of data to check student progress, ensuring that progress of sub-groups is addressed.
- Be responsible for staff development within the faculty.

Supporting the CTL in leading and managing the work of the DTVA team, deputising where necessary

- Continue to develop a culture of joint planning, sharing resources and open-door policy in the DTVA team.
- Lead a DT team which reflects the school's vision statement.
- Line managing a determined number of staff within the team, including appraisals.
- Lead and manage the DT team to high standards of performance, including challenging aspects of underperformance in line with the school's disciplinary procedures.
- Set faculty cover work when required, quality assuring for purpose.

Creating a positive learning ethos for students and supporting the CTL in implementing the school behaviour management procedure

- Set standards through the use of positive behaviour management techniques.
- Ensure sanctions for poor student discipline are in place, linked in to whole school procedures.
- Encouraging high standards of work, behaviour and dress in students.
- Commend students for excellent work or effort.
- Develop and maintain an appreciation of pride and enthusiasm in the faculty and amongst the KS4/KS5 DT students and generate a culture of achievement and success.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up-to-date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of, and comply with, all Trust policies including the Employee Code of Conduct, IT, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive; the post-holder may be required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre- employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Person Specification

	<u>Essential</u>	<u>Desirable</u>
Experience	Proven track record of good / outstanding classroom practice Experience in teaching across DT subjects Proven track record of results at KS4 and KS5	Experience of leading/managing a team or school project Line management of other staff
Education and training	Qualified teacher status Graduate: Good Honours Degree Record of continuing professional development Ability to teach DT at KS3 and KS4	Ability to teach a DT subject at Key Stage 5
Knowledge	Knowledge and understanding of current GCSE and A'Level specification, National Curriculum and current initiatives Knows how to use data for target setting and improving performance Understanding of SEN and barriers students face to learning. Good knowledge of pedagogy, how students learn and teaching and learning styles Knowledge of effective assessment strategies Sound understanding of OFSTED framework	Able to plan clearly and systematically in order to build on current and previous attainment of students Involvement in whole school initiative(s)
Skills/Aptitudes	Good classroom practitioner using effective behaviour management and a range of learning strategies Excellent relationships with students, parents and colleagues Ability to use data in educational improvement Ability to inspire and motivate students Ability to work effectively under pressure and meet tight deadlines Creativity, energy and enthusiasm Excellent records of punctuality, attendance and health Adherence to professional code of conduct and dress Willingness to research, draw upon and implement good practice from elsewhere	Flexibility and adaptability to change Able to offer contributions to whole school/extra-curricular activities

Committed to:	Students continuing to study DT subjects beyond Key Stage 4 Raising the aspirations of all students. Notion of continuous improvement in all aspects of school life Inclusion and a positive “can do” approach to learning Supporting other staff in terms of expectations and behaviour management Vision and personal drive for the future of Inclusion High level of student achievement/ progress in own teaching	Flexible working practices/willingness to go that “extra mile”
Teaching and learning	Excellent classroom teacher Knowledge and experience of using wide variety of teaching and learning strategies across the Key Stages Able to assess pupil performance and set targets for future attainment Design, produce and share high quality learning schemes and resources Have an exciting vision for your subject which can be shared and constantly enhanced	
Personal attributes	Excellent attendance and punctuality record Always meets deadlines Manage daily responsibilities and priorities Able to work on own initiative as well as part of a team “Professional” role model High personal standards Make informed decisions on a daily basis Innovative and able to stimulate initiative in others Recognition of the importance of personal commitment to the Trust’s ethos, aims and whole community.	Ambitious