

# Job Description: Head of Engineering



## Post Details

<b>School:</b>	Twynham School and The Grange School
<b>Grade:</b>	TLR 2.2
<b>Weeks per year:</b>	Full time
<b>Duration:</b>	Permanent
<b>Responsible to:</b>	Head of Design Technology

### Main Purpose

To lead and inspire excellence throughout the schools.

The Head of Engineering is required to develop the Twynham Learning Secondary Engineering Curriculum that is exciting, ambitious and challenging and that meets the needs of all students.

To be responsible for improving student outcomes across the schools. Fostering a team commitment towards, and consistent adoption of, a “deep green” approach and ethos that inspires aspiration towards excellent standards of progress for all our students.

The Head of Engineering will provide inspirational leadership to teachers of the subject and support the effective recruitment, retention and deployment of staff within the subject.

The Head of Engineering is expected to champion the subject in both schools, ensuring Engineering is seen as a vibrant and enjoyable subject.

### Main Duties and Responsibilities

- Create a culture of continuous improvement and embed an ethos of collaboration between TS and TGS, maximising all opportunities for the schools to share the benefits of shared ways of working, expertise and efficiencies of scale with a shared vision for excellence in ENGINEERING.
- To be responsible for the design and effective implementation of a world class Twynham Learning Secondary ENGINEERING curriculum at both TS and TGS.
- To be the lead colleague for the secondary schools for any inspection, review or visit related to ENGINEERING.
- To maintain an up to date Curriculum Handbook that details the curriculum as well as subject specific pedagogy.
- To set aspirational standards of students in ENGINEERING and ensure that teachers maintain high expectations in both schools.
- To be the lead person accountable for a shared understanding of the curriculum design in ENGINEERING at both schools.
- To ensure an equity in provision across both schools and the aligned implementation of the curriculum.
- To ensure all teachers in the department set relevant homework and adhere to all departmental policies.
- To effectively evaluate and quality assure curriculum implementation across both schools and to shape subsequent reviews and intervention as required.
- To closely track and monitor students in all key stages and use relevant data to identify students for whom supportive intervention is needed to ensure gaps in cohort progress are closed.

- To be responsible for the development and implementation of the department improvement plan (using school-specified systems) ensuring that improvement priorities are accurately identified and that the action plan is regularly reviewed and updated.
- To ensure the subject area of the student gateway is kept up to date, relevant and is easily accessible to students providing excellent opportunities for independent learning.
- To ensure the effective day to day running of the department including maintaining resourcing and equipment.
- To be responsible for the ENGINEERING capitation budget ensuring that resources are managed effectively and efficiently.
- To ensure health and safety practices, including risk assessments, are in-line with national requirements and updates, liaising with the Operations Manager, Head of D&T and site team as required.
- To provide accurate and timely evaluation of the ENGINEERING curriculum and staffing as required by senior leaders across the trust.
- To ensure robust analysis of curriculum impact, using internal and external data alongside qualitative measures to ensure excellent outcomes for all our student.
- To work closely with senior leaders and the Head of D&T to drive school-specific improvement strategies.
- To be responsible for the performance management of departmental staff as directed by the DHT (Academic).
- To line-manage departmental staff as directed by the EHT.
- Actively monitor and respond to developments and initiatives in ENGINEERING at national, regional and local levels.
- Ensure every teacher in ENGINEERING has a thorough appreciation of the relationship that exists between curriculum, teaching and learning and assessment and including the role each plays in improving our student outcomes.
- As required to support the work of the SISS (Self-improving school system) Board as directed by senior Trust leaders.
- To teach key student groups, which, at times and as required, may require teaching on both the TS and TGS campus.
- To promote an effective subject-specific CPD programme for all teachers of ENGINEERING so that they have access to high quality training and development based on evidence informed and research-led thinking.
- To actively support and encourage a collaborative, wide-ranging and ambitious approach to extra-curricular ENGINEERING activities which encourage students from across both schools to actively participate in ENGINEERING, this would include but not be limited to, local competitions, experiences and making use of the local Engineering economy.

#### Other Duties

- To augment the D&T staffing as required in Key Stage 3 and Key Stage 4
- To play an active role as a tutor within the pastoral system.
- To support other senior leaders in the recruitment process, organising interview lesson observations and providing accurate feedback to selection panels where appropriate.
- To be responsible for the line management and effective deployment of technicians associated with ENGINEERING.
- Working closely with the EHT and DHT (Academic) to provide accurate evaluation of the quality of teaching and development and recruitment needs within ENGINEERING.
- Provide accurate and timely reporting on the quality of teaching in ENGINEERING across the schools using effective tracking and monitoring systems.

- To support the TL Performance Management and appraisal processes, being an appraiser for identified staff and ensuring that high standards of performance are both set and met in line with Trust policy.
- To play a full part in the life of the Trust community, to support its vision, mission and values.
- To support the work of Twynham Learning MAT which at times may require supporting other schools within the MAT as agreed in consultation with the postholder.
- To support the work of Two Rivers Institute (formerly Twynham Teaching School) which, at times, may require supporting schools locally or delivering CPD through TRI as agreed in consultation with the postholder.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's Safeguarding and Child Protection policies.

All Twynham Learning staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the Trust. The particular duties and responsibilities may vary from time to time.

#### Twynham Learning Attributes for all Staff

Ambition for excellence	Inclusiveness
Professionalism	Positivity
Humility	Community-mindedness
Championing change	Being collaborative

#### Knowledge & Skills

##### Essential:

- An honours degree (or equivalent) in Engineering or a related discipline
- Qualified Teacher Status (QTS)
- Proven experience of improving outcomes for students in Engineering as a classroom teacher
  - Successful experience of teaching Engineering across Key Stage 3-4 in a state 11-16 or 11-18 school
- Ability to teach within the Design and Technology suite of specialisms
- An understanding of effective pedagogy
- Successful experience of curriculum design
  - Excellent classroom management skills
  - Ability to drive and access to own car
  - Ability to drive a minibus (or commitment to undertake training)

##### Desirable:

- First class or Upper second-class degree in Engineering or a related discipline
- A background of working in a department with "above average" progress data
- Successful teaching experience of BTEC Level 2 Engineering and GCSE Engineering
- Evidence of further leadership development
- Experience of working across a range of school environments
- Experience of involvement in successful (good or outstanding) Ofsted inspection
- Experience of leading school trips and a commitment to the encouraging extra-curricular activities
- A knowledge of the changing national education agenda

Personal Attributes
<ul style="list-style-type: none"> <li>• High-energy and passionate individual with a clear moral purpose which is driven by a desire to improve the life chances of young people.</li> <li>• Highly emotionally resilient</li> <li>• A reflective practitioner with a history of expertise in classroom pedagogy and the ability to improve outcomes for students</li> <li>• An ability to inspire and relate well to the whole community.</li> <li>• An emotionally intelligent colleague who can adapt to a range of situations and communicate with various stakeholders including students, parents and other colleagues and professionals.</li> <li>• A team player who is comfortable in both providing and responding to professional challenge.</li> <li>• A commitment to and evidence of professional development of both yourself and others</li> <li>• A commitment to engaging with evidence and research to inform practice</li> <li>• Outgoing and enthusiastic with a positive “can-do” attitude and a solution-focused approach.</li> <li>• A sense of humour</li> <li>• Highly effective and successful practitioner with a track-record of excellent outcomes at Key Stage 4 and potentially also at Key Stage 5.</li> <li>• Embraces hard work and has exceptionally high standards of their own professionalism</li> <li>• An emotionally intelligent colleague who recognises the various pressures and tensions facing teachers and is able to coach and mentor colleagues to improve practice and performance.</li> </ul>

Notes
<p>This job description may be amended at any time in consultation with the postholder. Employees will be expected to comply with any reasonable request from a manager to complete manager to undertake work of a similar level that is not specified in this job description.</p>

Key to Acronyms Used/Glossary of Terms	
TL = Twynham Learning TS = Twynham School TPS = Twynham Primary School TGS = The Grange School SIS = Stourfield Infant School	SJS – Stourfield Junior School CJS = Christchurch Junior School SCITT = School-centred Initial Teacher Training