



Head of Engineering

(with the ability to teach Maths or Physics)

APPLICATION PACK

Neston High School

Raby Park Road

Neston

Cheshire

CH64 9NH

Headteacher: Ms K Cunningham

www.nestonhigh.com



Message from the Headteacher

Welcome to Neston High School, a high-achieving mixed 11–18 school set in the beautiful surroundings of Cheshire. Our school is extremely popular, known for its academic excellence, exceptional pastoral care, and a positive environment where young people thrive. Families choose Neston High with confidence, knowing their children will be part of a strong, caring, and respectful community that prioritises high achievement for all, alongside dedicated support and encouragement.

At Neston High, every individual is highly valued. Our supportive approach helps each person develop the knowledge, skills, and understanding needed to become responsible, considerate, and well-rounded individuals prepared for our ever-changing society. A commitment to learning beyond the classroom is central to our school's culture. Our achievements in STEM education have been recognised nationally, with the Educate Outstanding Commitment to STEM award granted in 2022, 2023, and 2024. This recognition is just one of many, including the Gold Award for Learning Outside the Classroom. We have high participation in programmes such as The Duke of Edinburgh Award and bar mock trials, and our students regularly excel in national competitions, such as the UKMT Senior Maths Challenge. Our sports provision is second to none.

At Neston High, we work in partnership to ensure the best outcomes for each of our students. Our aims are simple: we strive for excellence, supporting every student in reaching their full academic potential. Exceptional teaching is crucial to our students' success, and our dedicated team of specialist staff is talented, enthusiastic, and deeply committed to providing the very best. Staff development here is widely regarded as "leading edge." We foster strong partnerships with universities and other higher education institutions and actively support staff in pursuing professional qualifications. Whether you are a teacher, student, or member of our support staff, Neston High is a great place to learn and work.

We place a high emphasis on respect and positive behaviour, making our school a happy and welcoming place to learn. Our students engage fully in all the opportunities the school offers, attend well, and show a keen desire to learn. Young people enjoy being part of Neston High, and we love teaching them. This is a wonderful community school, yet we are always looking to improve. We are not complacent and continue to strive for growth.

We look forward to meeting you, introducing you to our students, and welcoming you to our school.

Ms Kirsty Cunningham
Headteacher



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| Status | Single Academy Trust since 2012 |
| Last Ofsted | February 2022 |
| Forms of Entry | 10 x 30 per year group Y7 – 11 |
| Type of School | Mixed Comprehensive |
| Age Range | 11 - 18 |
| Number of Students on Roll | 1730 – Male 53% / Female 47% |
| Number of Students in Sixth Form | 238 |
| % of SEND Students | 17% |
| Looked After Children | 1% |
| % of FSM | 17% |
| % of Pupil Premium Students | 15% |
| School Website | www.nestonhigh.com |
| Staffing | 104.79 FTE Teacher 71 Support Staff – Class-based, Administrative, Technicians, Site Staff etc. 35 Ancillary Staff (in-house) – Cleaning & Catering |



Our Vision

Our vision is to create a vibrant, inclusive community where everyone feels valued and empowered. We celebrate and reward kindness, fostering an environment that is respectful, safe and driven by intellectual curiosity and high aspirations, providing a broad range of opportunities for students to be the best versions of themselves.



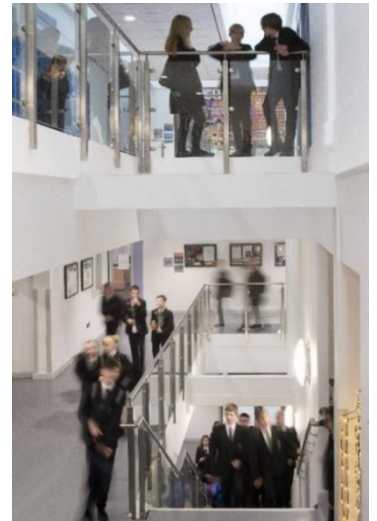
Our Mission

Our mission is to empower students to learn the skills, knowledge and resilience they need to achieve their academic and personal potential. We aspire to be the heart of learning in our community where students access tailored support to achieve the highest outcomes, equipping them to be productive and compassionate global citizens of the future.

Our Values

Our overarching values are **Aspiration, Community & Kindness**

- We value achievement and intellectual curiosity along with lifelong learning
- We value community and belonging
- We value kindness in all its forms
- We value hard work and high aspiration
- We value resilience and enthusiasm
- We value manners and respect for others
- We value fairness, trust and honesty
- We value self-belief and personal confidence
- We value diversity and embrace difference
- We value the environment
- We value strong relationships





Paygrade: Teacher pay scale plus TLR 2.1
Start date: September 2026
Contract type: Full time permanent

We are looking to appoint an inspirational colleague, to join our thriving learning community.

We are building on present best practice and developing a new strategic vision in order to raise standards even further. We are seeking a teacher to join our team who can bring creative new ideas to further enhance the learning experience of our students.

Engineering at is a popular option choice amongst Neston High School students and the successful candidate will teach Engineering at both Key Stage 4 and 5. The Engineering department work closely with a range of supportive teams across the school including Science, Design and Maths.

Closing Date: 9am Tuesday 5th May 2026

Proposed interview Date: w/c 11th May 2026

Applications and supporting letters should be returned FAO Ms K Cunningham via Mrs Leadbetter, PA to the Headteacher, at leadbetterh@nestonhigh.com.

Neston High School is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. Applications will be subject to checks with past employers and an enhanced check with the Disclosure and Barring Service. Applicants who have lived outside of the UK in the past five years will be required to provide a Police Check from their country of residence. In accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process. The School is an equal opportunities employer. The Safer Recruitment policy and Safeguarding policy are available on the school website [Policies & Procedures - Neston High School](#)



| Criteria | Essential | Desirable | Evidenced From? |
|-----------------------------|--|--|--|
| Qualifications | <ul style="list-style-type: none"> • A relevant degree • QTS | <ul style="list-style-type: none"> • Relevant degree • Additional evidence of CPD in the area of Engineering | <ul style="list-style-type: none"> • Application form • Interview |
| Experience | <ul style="list-style-type: none"> • Ability to teach Engineering at KS4 & 5. • Ability to teach either Physics or Maths | <ul style="list-style-type: none"> • Experience in an 11-19 school • Use of ICT in teaching • A track record of high-quality teaching Engineering Key Stage 4 & 5. • Experience of successful strategies to raise and maintain achievement and standards | <ul style="list-style-type: none"> • Application form • Interview • References |
| Abilities and Skills | <ul style="list-style-type: none"> • To enhance the current school vision and ethos • To positively impact on learning outcomes for students • To lead and motivate students • To provide appropriate support and challenge to students • To take and act upon initiative • To have a strong presence and maintain a high profile • To safeguard and promote child safety and welfare • To work with a variety of partners with an inclusive approach to learning and teaching. • To prioritise and complete tasks • Effective communication and listening • A creative approach to problem solving • Strong interpersonal skills • Efficient resource management | <ul style="list-style-type: none"> • A good level of ICT proficiency • Field work experience | <ul style="list-style-type: none"> • Letter of application • Selection process • References |



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|------------------|---|--|--|
| | <ul style="list-style-type: none">• To work effectively with the other Heads of Departments and a variety of other Senior Leaders | | |
| Qualities | <ul style="list-style-type: none">• Clear commitment to achieving the best for all members of the school community• Belief in inclusion, achievement and aspiration• Strong sense of community• Strong sense of justice and mutual respect• A dynamic approach• Sense of perspective | | <ul style="list-style-type: none">• Letter of application• Selection process• References |



Job Title: Head of Engineering
Responsible to: Curriculum Link Assistant Headteacher

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and 'Working together to Safeguard Children' as well as the Prevent Duty.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including pupils on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes
10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.



Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
6. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Leadership

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to the raising of standards.
3. To scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
4. Play a major role in the School's middle management structure, creating a vision, sense of purpose and pride about the Department and its work.
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 implement departmental rules and procedures within relevant school policies.
7. Contribute to the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.
8. 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 department.
9. Assist class teachers to group and set pupils by subject ability in accordance with Higher Standards, Better Schools for All (October 2005).



10. Assist SLT in the maintenance of discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.
11. Maintain a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
12. Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
13. Help to identify and applaud areas of success for individual teachers and the Department.
14. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. produce resources as a team.
15. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. Contribute to the maintenance of a portfolio of exemplar work moderated against grade descriptors.
16. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
17. Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including 'Every Child Matters' to implement the Children Act 2004, and the role of the education service in protecting children.
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.



Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development

1. In conjunction with the line manager, 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.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially NQTs and ITTs.
10. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

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.