



**Head of Technology
St Augustine's Catholic School**

Recruitment Information Pack



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About St Augustine's Catholic School

St. Augustine's School is part of the St Cuthbert's Roman Catholic Academy Trust. We are a Catholic Academy for pupils between the ages of 11 and 16. St Augustine's serves families from Whitby to Bridlington, Scarborough to Pickering and is renowned for helping to develop young people with religious and moral character together with high standards of academic success.

All staff devote their abilities, energy and time to each child and none goes unnoticed. We are a family with Christ at the centre of all that we do.

Our faith and search for excellence can be found in all aspects of school life including academic learning, pastoral support and a wealth of personal development activities. These combine to nurture young adults with a well-rounded education and the ability to face the future with confidence.

Message from the Head of School

Welcome,

St Augustine's is a fantastic school, our children are exceptional and our staff work extremely hard to ensure students reach their potential.

We strive for excellence in all things, and our Catholic Ethos is central to our way of life in the school.

Each child is seen and respected as an individual. We believe in equity of opportunity. We aim to provide the very best learning opportunities where students are challenged, inspired and encouraged to flourish.

I believe that we, as staff of St. Augustine's, are here to serve our children. In turn we expect our students to try their very best at all times and respect others at all times.

Together we are building the future communities we will all enjoy.

We look forward to welcoming you to our school if you feel that St Augustine's is the right place for you.

Aishling Robinson
Head of School

Application Process

The closing date for all applications is **9am, Thursday 8th December 2022.**

Interviews will be held the week after the closing date.

Completed applications must be returned to NYES.Resourcing@northyorks.gov.uk

If you do not receive confirmation of receipt of your application within one working day please Sarah Hunter - Resourcing Partner on 07816 251 271

If you think you're the person for the job, please complete the enclosed application form with your supporting statement, no more than two sides of A4, and send to the email address above by the closing date.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

Queries

Informal chats with our Headteachers are welcomed. Please contact Sarah Hunter - Resourcing Partner on 07816 251 271 to organise.

We actively welcome you to contact Sarah Hunter at North Yorkshire County Council to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people on the coast.

Job Description

Job Title:	Head of Technology
Job Purpose:	<ul style="list-style-type: none"> • To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the School. • To act as a curriculum lead and be responsible for leading and developing in this area. • To develop and enhance the teaching practice of others. • To monitor and support the overall progress and development of students as a manager and leader within the curriculum area. • To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio
Accountable to:	<ul style="list-style-type: none"> • Head of School
Accountable for:	<ul style="list-style-type: none"> • The provision of a full learning experience and support for students.
Liaising with:	<ul style="list-style-type: none"> • Head/Members of SLT/support staff/LA and Academy representatives, external agencies and parents.
Salary Grade:	<ul style="list-style-type: none"> • MPS/UPS + TLR 2.2
Disclosure level:	<ul style="list-style-type: none"> • Enhanced
General responsibilities and key tasks as shown below:	
Main (Core) Duties	
Operational/strategic planning	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support • To line manage the technicians in the department • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Curriculum Provision	<ul style="list-style-type: none"> • To liaise with the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme.

Curriculum Development	<ul style="list-style-type: none"> • To support curriculum development within the whole programme/subject area with particular emphasis on the relevant curriculum area. • To keep up to date with national developments in the subject area and teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To liaise with the SLT to maintain accreditation with relevant examination and validating bodies. • To ensure that the programme/subject is differentiated to take account of students needs.
Staffing	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance	<ul style="list-style-type: none"> • To help to implement school quality assurance systems. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work. • To hold staff members to account and ensure progress for all students • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS (Bromcom), registers, etc. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
Communications	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school.
Marketing and Liaison	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies.
Management of Resources	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
Pastoral System	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students. • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To liaise with the Pastoral Leader to ensure the implementation of the school's Pastoral System. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
Monitoring and Intervention	<ul style="list-style-type: none"> • To evaluate and monitor the progress of students and keep up-to-date student records as may be required. • To contribute to the preparation of Action Plans and progress files and other reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff

	<ul style="list-style-type: none"> • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the Behaviour Management systems so that effective learning can take place.
Teaching	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required.
Other Specific Duties:	
<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive Christian mission and ethos and to encourage staff and students to follow this example. • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To continue personal development as agreed. • To comply with the school's health and safety policy and undertake risk assessments as appropriate. 	

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
 Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
 The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Key: A = Application; I = Interview; L = Lesson

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher Status (A) • Ability to teach Technology to KS3 and KS4 (A, I) 	<ul style="list-style-type: none"> • A good Honours Graduate with a record of continuing professional development. (A) • Any specialism, including Computer Science, Food and Design
Experience	<ul style="list-style-type: none"> • To have a proven track record of achieving outstanding outcomes for students. • To be an outstanding classroom practitioner with the ability to make lessons active, lively and focussed on pupil needs (A, I, R) 	<ul style="list-style-type: none"> • Delivery of a range of qualifications (A, I)

	<ul style="list-style-type: none"> • An interest in developing schemes of work, teaching sequences and relevant resources (A, I) • Successful involvement in departmental initiatives. (A, I) • To be ICT literate, making appropriate use of IT as a teaching and management tool. (A) • To have knowledge of, and confidence in, the use of pupil performance data (A,I) • Understanding of strategies to raise achievement across Key Stages (A, I) • To have experience of successful interventions to raise achievement (A, I) • To have a good knowledge of current educational issues and initiatives. (A, I) • Willingness to participate in extra curriculum activities, including participation/organisation of Technology visits and competitions. (A, I, R) • To be able to work with other adults including outside agencies. (A, I) • To have an understanding of leading, managing and motivating staff (A, I) • To display enthusiasm and an ambitious vision for Technology (L, I) • To have an understanding of safeguarding. (I) 	
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Personal Qualities	<ul style="list-style-type: none"> • To support and contribute to the school's Catholic Ethos. (I) • To be flexible and versatile and be able to demonstrate excellent communication and interpersonal skills (I,) • To be able to gain the confidence of and have excellent working relationships with colleagues and students. (I, L) • To be self-reflective, with the ability and desire to improve own performance. (A, I) • To be able to effectively lead a team. (A,I) • To have high personal standards - dress, conduct and presentation. (I) • To model for the school's values and ethos. (A,I) 	<ul style="list-style-type: none"> • Self-aware and self-reflective (A, I) • Dedication to improving standards (A, I) • A desire for career progression (A, I) • Coaching and mentoring experience (A, I)
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