



Lord Grey Academy
Lord Grey Can



TEACHER OF DESIGN TECHNOLOGY AND FOOD

MPS/UPS

Required for September 2025

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“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





Lord Grey Academy

Lord Grey Can



Information about the Faculty

Creative Technologies Faculty

Thank you for showing an interest in the post of Teacher of Design Technology at Lord Grey Academy. Design Technology is part of the highly successful Creative Technologies Faculty which also currently encompasses Art, Art Textiles, Photography, 3D Design, and Food and Nutrition. Design Technology is delivered at KS3 and KS4 with the potential in the future to progress into Product Design at KS5. Within the DT rotation at KS3 you will be required to teach Food and Nutrition, so any experience in this subject would be advantageous but not essential as all training will be provided. An ability to teach Food and Nutrition up to KS4 would be desirable.

The Creative Technologies Faculty consists of a dedicated and enthusiastic team who work hard to make the academy's visual arts curriculum stimulating and exciting for our students. Year on year, the faculty achieves consistently excellent results and as a result is growing rapidly. The faculty receives a healthy budget and is well supported by the senior leadership team. At a time when DT is in decline across the country, the number of students selecting DT at Lord Grey is high, with approximately 75 students in both Year 10 and 11. The department is staffed with enthusiastic and committed DT specialists and has excellent technician support.

Kate Harper
Head of Creative Technologies Faculty



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Advertisement

TEACHER OF DESIGN TECHNOLOGY AND FOOD TLT MPS/UPS SCALE

We require a Teacher of Design Technology and Food for September 2025. The successful candidate will be an outstanding classroom practitioner, keen to develop leadership skills in the Creative Technologies Faculty at Lord Grey and will have excellent subject knowledge.

The successful candidate:

- will have a strong commitment to teaching and learning in Design Technology and Food
- will be an effective classroom practitioner committed to raising standards for all students
- will be able to teach Design Technology and Food at Key Stages 3 and 4
- will be fully committed to enabling all students to achieve well and make good progress
- the drive and determination to motivate colleagues and students
- a creative and energetic approach to teaching and management
- good organisational skills
- the vision to develop the courses currently offered
- open to change, new ideas and innovation.

Why choose Lord Grey Academy?

- Culture of high expectations and a strong belief that all can achieve
- Very clear routines for learning so that teachers can teach and students can learn
- Culture of support and feedback for staff
- Highly visible student-centred Leadership Team
- Positive, supportive and friendly colleagues
- Weekly CPD and regular opportunities to benefit from working with other schools in the Trust.

The right candidate will be totally aligned to our values of encouraging all students to be ambitious, determined, independent, respectful and successful and completely committed to promoting our mantra of Lord Grey Can!

A lesson observation and a formal interview will form the selection criteria. A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website: <http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Details on how to apply for this post are in the How to Apply Section of this booklet. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey Academy or emailed to hr@lordgrey.org.uk by 9am on Wednesday 26th March 2025. Interviews to be held on Wednesday 2nd April 2025.

Only successfully short listed candidates will be contacted.





Lord Grey Academy

Lord Grey Can



Join an Academy part of a highly supportive and growing MAT. Lord Grey joined Tove Learning Trust in April 2018 and is situated in Bletchley on the outskirts of the growing city of Milton Keynes. We achieved our GOOD OFSTED status in Summer 2022. Since then we have gone from strength to strength with improving GCSE and level 3 results; a football partnership with Paris St- Germain and winners of MK Inspiration Awards 'Inspiring Secondary School' 2023 and MK Educations Awards 'Secondary School of the Year'; 'Maths Team of the Year' and 'Lifetime Achievement Award' November 2023. The right candidate will join us on our exciting journey and enable us to continue to provide a great education for our amazing students as we prepare them for adult life. We have a strong collegial team who create a real atmosphere of collaboration and community who embody - Lord Grey Can!

Tove Learning Trust

The trust is committed to ensuring that all students achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes. We aim to have academies that are excellent communities of learning where students thrive on success. There are seven secondary schools and one primary school in this growing Trust.

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.





Lord Grey Academy

Lord Grey Can



JOB DESCRIPTION

Our motto is: Lord Grey Can. Our Core Values are: Determination, Ambition, Curiosity, Integrity and Civility. Our expectations are high and we believe that Lord Grey Can! It is expected that the post holder will carry out his/her responsibilities within this philosophy.

The job description defines the responsibilities of the post holder as being:

- under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- to comply with “Health and Safety” at Work legislation
- all teaching staff must adhere to all aspects of the Teachers’ Professional Standards
- a commitment to ensure the effective implementation of the school’s Safeguarding and Child Protection Policy
- job descriptions are subject to review and amendment

Classroom Teacher – Standard Responsibilities

Purpose of the Job

- To ensure student progress in the learning of Design Technology and Food through good quality teaching
- To achieve very positive outcomes for all students in public examinations, demonstrating a significant contribution to each student reaching their Target Grade
- To maximise progress for all classes taught by you

Teaching and Learning

1. To teach Design Technology and Food in Key Stages 3 and 4 and, if appropriate, in the Sixth Form
2. To teach in line with faculty and academy policies on e.g. assessment, teaching and learning, homework, student behaviour
3. To contribute to learning opportunities within the formal and extended curriculum
4. To ensure student progress against prior attainment, at least in line with national averages and progress targets
5. To contribute to the profile of your teaching subject(s) within the Academy
6. To be responsible for a classroom or teaching area and its impact on learning (e.g. through superb displays) and the organisation of learning resources for yourself and within your department
7. To regularly review and evaluate teaching and learning in lessons and across schemes of work
8. To enhance learning in your subject area(s) through use of Information and Communication Technology as a teaching and learning tool
9. To involve parents in behavioural issues in line with academy policies
10. To ensure the effective and efficient deployment of classroom support
11. To work as a member of designated teams and to contribute to the building of teams within the Academy
12. To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Continuous Professional Development (CPD)

1. To take responsibility for personal CPD needs within the Academy’s Appraisal framework
2. To monitor the impact of CPD on your own teaching and learning
3. To seek advice and support within Academy policies
4. To be familiar with and contribute to the Academy Improvement Plan and Academy Self-Evaluation systems.



Curriculum and Assessment

1. To plan appropriate lessons to meet the learning needs of all students including those of: the higher prior attaining, Looked After Children, of EAL and 'groups within groups' students and of those students with Special Education Needs or who are Pupil Premium
2. To evaluate and review lesson plans
3. To contribute to the planning of Subject Schemes of Learning
4. To create and manage resources for the teaching of lessons
5. To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and Academy policies
6. To use assessment to inform curriculum planning, teaching and learning
7. To assess accurately to help students meet their Target Grades
8. To act on feedback from examination boards on the quality of marking, moderation and assessment
9. To assess students' work accurately and regularly with good quality feedback on how to improve, given in a variety of ways
10. To work within Academy curriculum policies on key themes e.g. Citizenship, Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda
11. To inform and involve parents in their children's learning in line with Academy policies and procedures.

Management Information and Its Use

1. To maintain appropriate records and to provide relevant accurate and up-to-date information
2. To complete the relevant documentation to assist in the tracking of students
3. To track student progress, analyse data and use information to inform teaching and learning, on time and as per the Academy calendar of assessment, with all deadlines met on time.

External Communication

1. To take part in Open Evening, Information Evenings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
2. To contribute to the development of effective subject links and other links with external agencies
3. To contribute to extra-curricular activities, and to support them with attendance, where possible.

Other

2. To undertake Academy duties in line with Academy policies and procedures
3. To cover lessons and registration sessions for absent colleagues in line with the Academy Cover Policy, based on the concept of rarely cover, and in exceptional circumstances
4. To attend assemblies as required
5. A commitment to ensure the effective implementation of the Academy's Safeguarding and Child Protection Policy
6. To comply with any other reasonable requests from the Principal when there are exceptional circumstances
7. To undertake such duties as may from time to time be reasonably assigned by the Principal.

Form Tutor Responsibilities

1. The post holder is expected to be a Form Tutor or Co-Tutor



PERSON SPECIFICATION

| Experience/Knowledge | Essential | Desirable | How evidenced |
|--|-----------|-----------|---------------|
| Qualified teacher status or the credentials to gain QTS or to teach in the UK | ✓ | | A |
| Up to date knowledge and understanding of teaching and learning strategies | ✓ | | A I |
| Up to date knowledge of the national curriculum and public exam syllabuses in Design Technology and Food | ✓ | | A I |
| Up to date knowledge of school systems to support students in their learning, e.g. SEN, pastoral and assessment systems in schools | ✓ | | A I |
| Skills and Abilities | Essential | Desirable | How evidenced |
| An effective classroom practitioner | ✓ | | A I R |
| The ability to work in partnership | ✓ | | A I |
| Organisational and administrative skills | ✓ | | A |
| Good written and oral skills | ✓ | | A I |
| IT literate | ✓ | | A |
| Personal Job Related Skills | Essential | Desirable | How evidenced |
| Belief that barriers to learning can be overcome | ✓ | | A I R |
| A commitment to professional standards | ✓ | | A I R |
| A commitment to quality and continuous improvement | ✓ | | A |
| The ability to work under pressure | ✓ | | A |
| Confidentiality: awareness and sound judgement | ✓ | | A I R |
| A team orientated approach | ✓ | | A |
| A commitment to equal opportunities, all aspects of the Equality Act and to narrowing the gap on inequality | ✓ | | A I |
| A commitment to follow all of the Academy's Health and Safety requirements | ✓ | | A I |
| A commitment to ensure the effective implementation of the Academy's Safeguarding and Child Protection Policy | ✓ | | A I |

A – Application form I – Interview R - Reference