



## Introducing the Design and Technology Department

The subject area of Design and Technology sits within the Faculty of Creative Arts. The Cluster consists of:

- Art & Design
- Drama
- Food Technology
- Resistant Materials/Product Design
- Textiles

Each area has a subject leader that oversees the development, implementation and tracking of the subject area. There are strong links between the subject leaders enabling the sharing of good practice. This would provide a good support system for either an experienced teacher of D&T or a teacher looking for their first post. In addition, there has traditionally been a practice of shared teaching across the subject areas for example in Art and Textiles. Therefore, there could be opportunity to teach in other subject areas depending on experience and expertise.

### The Curriculum

At Key Stage 3 Design and Technology is delivered across three to four hours a fortnight with pupils undertaking a range of projects covering different subjects including Food technology, Resistant Materials and Textiles.

At Key Stage 4 staff within the faculty will deliver GCSE Art and Design, Applied Arts, Food Technology, Resistant Materials and Textiles. Drama is taught solely by the specialist teacher.

At Key Stage 5, Art and Design and Product design is taught by staff across the Cluster.

# Oldbury Wells School

## Job Description – Teacher of Design Technology

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<b>Title:</b>	<b>Teacher of Design Technology (Product Design)</b>
<b>Reports to:</b>	Director of Learning (Art & Design)
<b>Salary:</b>	MS1 - US3
<b>Responsible for:</b>	Delivery of Curriculum Programme

### Key Duties and Responsibilities

- To be responsible for adding value to every learner in each teaching group benchmarked against national criteria and data.
- To deliver, plan and prepare lessons in accordance with the planned curriculum.
- To deliver learning by utilising School Policies.
- To work as part of and contribute to developments across the science team to ensure a creative and innovative learning and teaching occurs in every lesson.

### Teaching and Learning

- Use a variety of learning and teaching strategies to deliver outstanding lessons to all students ensuring pace and challenge are maintained.
- Understand and integrate the use of New Technologies into learning experiences in order to raise levels of achievement.
- Plan lessons and extended learning opportunities in line with Schemes for Learning.
- Ensure learning objectives and outcomes are communicated to every learner in line with School policy.
- To differentiate appropriately, taking into account individual learner needs.
- Make use of extended learning opportunities for use outside of School lessons.
- Utilise effectively, Learning Support staff in lessons.
- Participate in the School Improvement Framework
- Work efficiently and creatively using the full range of resources available, including other adults and mentors.
- Provide a positive learning climate within lessons to promote a meaningful staff – student relationship and interaction.
- Adhere to the Schools Behaviour for Learning Policy and ensure implementation in everyday life.
- Regularly evaluate the progress of students in relation to their prior attainment and use data to inform teaching and learning.
- Report, as required, in line with the Schools Reporting for Learning Policy to a variety of stakeholders including students, parents, line managers and the Senior Leadership Group.
- Mark work in accordance with the School's Assessment for Learning Policy providing both formative and summative feedback on a regular basis.

- To take responsibility for individual professional development and use the outcomes to improve learning and teaching.
- To demonstrate a thorough and up-to-date knowledge of learning and teaching taking into account wider curriculum developments, which are relevant to your work, e.g. National and Department for Education initiatives.
- To be aware of the School's Anti-bullying Policy and support students as necessary.
- To maintain good order and behaviour for learning among students, with particular regard to Health and Safety, both on the School premises and when engaged in authorised activities elsewhere.

### **Wider Professional Effectiveness**

- Participate in and engage with School Inset and Professional Development, whether in-house or external.
- Through the mechanisms of Appraisal and Quality Assurance, demonstrate improvement in your role as a result of Professional Development and Inset.
- Disseminate the outcomes of Inset to other staff and ensure that the Senior Leadership Group are aware of such innovation and cutting edge development.
- Effectively contribute to the School improvement planning process.

### **Role Model**

- Ensure that 'no student is left behind', in their school and personal development.
- Conform to the School's Dress Code for staff and demonstrate exceptional standards of presentation, conduct and time keeping.
- Build team commitment amongst students and staff alike.
- Engage and motivate students and staff to do their best by doing your very best.
- Demonstrate a positive approach to your professional duties and improve the quality of student learning.

### **Additional Components**

- To consistently uphold the School's aims and strive to attain School Targets.
- To work in a cooperative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the School.
- To work with students within the framework of the School in a courteous, positive, caring and responsive manner.
- Play a full part in the life of the School's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Demonstrate both enthusiasm and high standards of professionalism to all School stakeholders.
- It is the responsibility of each employee to carry out their duties in line with all School Policies promoting a positive approach to a harmonious working environment.
- The job purpose and key task statements above are indicative and by no means exclusive. Given the evolving status of the School, the need for flexibility amongst staff is therefore considered important.

- To undertake any other duties deemed reasonable by the Senior Leadership Group for the post at this level.

### **Health and Safety Responsibilities**

- All staff have a responsibility to be aware of, comply and act upon the Health and Safety Policies of school/Trust and undertake risk assessments as appropriate. Full details can be accessed via the staff work area.
- The school is a designated no smoking site, any incidents should be reported immediately.

*The School/Trust is committed to safeguarding and promoting the welfare of children.*

*This post is subject to an enhanced Disclosure & Barring Service Check (DBS).*

*Satisfactory employment references, identification and qualification checks which will be required prior to commencing duties to establish the suitability of the candidate.*

The above list is indicative and not exhaustive. The post holder will be expected to carry out any other duties associated with the work of the School as may be directed by the Chief Executive/Head of School, commensurate with the grade of the post. This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the Head of School/Line Manager in consultation with the post holder and if applicable the relevant trade union. In these circumstances it will be the aim to reach agreement on reasonable changes but if agreement is not possible management, the employee and Trade Unions will continue to consult within an agreed time period to seek a reasonable solution to amend and make changes to the job description which are agreeable by both parties.

**Signed Employee:** .....

**Date:** .....

**Signed Headteacher:** .....

**Date:** .....

# Oldbury Wells School

## Person Specification – Teacher of Design Technology

Specification	Essential	Desirable	Evidence
<b>Qualifications</b>			
Qualified Teacher Status	√		F
Degree	√		F
Continuing good record of professional development	√		F
<b>Experience</b>			
Skills to teach all Key Stages		√	F
Achievement of high standards	√		L,I
Awareness of the value of assessment data in raising standards	√		L,I
Use ICT to enhance learning	√		L,I
Integration of the SMSC Agenda	√		L,I
Effective verbal and written communication	√		L,I,R
Ensure that the educational needs of all children are met	√		L,I,R
<b>Curriculum Knowledge KS3, KS4 and KS5</b>			
Planning for all areas of learning meets the needs of all students	√		L,I
Assessment procedures used to inform planning for teaching and learning for all students	√		L,I
A broad and balanced curriculum for all students			
Understanding effective inclusion practice	√		L,I
<b>Philosophy</b>			L,I
Clear understanding of how students learn and how their needs can be met	√		L,I
Clear understanding and commitment to equality principles and practices	√		L,I
Determination to overcome barriers, including attitudinal barriers to the effective inclusion of all students	√		L,I
A commitment to high standards for all	√		L,I
A commitment to self and Academy improvement	√		L,I
<b>Other</b>			
Fully supportive references	√		R
Professional standard of dress in accordance with Q3 Staff code	√		I
<b>DBS Clearance</b>			
Working in an educational establishment, children's day or residential care home	√ Enhanced		
Involved in caring, training, supervising or being in sole, unsupervised contact with children	√ Enhanced		

## **Standard Employment Matters & Safer Recruitment**

### **The post is subject to:**

The terms and conditions for teachers as set out in the School Teachers' Pay and Conditions Document 2019; the other terms and conditions set out in the various national collective agreements in force from time to time; the Trust's terms and conditions including any local agreement entered into with the Trusts' forum (including recognised trade unions); the conditions set out in the Job Description and in the letter of appointment.

### **Salary and Pension:**

This is a main scale post and will be finalised based on the successful candidate's previous experience. The post is pensionable in accordance with the Teachers' Pension regulations, and relevant contributions will therefore be automatically deducted from the post holder's salary other than where or until such time that the Academy/Trust receives notification that they have elected to opt out of the Scheme. More information can be found online by visiting [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)

### **Safer Recruitment Statement:**

Our Trust is committed to safeguarding and promoting the welfare of children and young people within all Trust schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children in accordance with statutory guidance including 'Keeping Children Safe in Education Guidance' (September 2019). In order to meet this responsibility, this includes a rigorous recruitment and selection process to discourage and screen out unsuitable applicants. Trust Job Descriptions and Person Specifications make reference to safeguarding and child protection and that all posts are subject to a Disclosure and Barring Service certificate (DBS). All advertisements include our safeguarding statement and commitment.

### **Interview and Appointment:**

Shortlisted candidates will take part in an in-depth interview and selection process. Candidates called for interview should bring with them a form of identification e.g. driver's licence or passport. Any offer of appointment will be subject to satisfying any arising safeguarding matters at interview and also formal pre-employment checks. All checks will be made in the strictest confidence and used solely for the purpose of considering applications for the post. A Disclosure and Barring Service Enhanced Certificate (DBS) with Barred List Check will be required for all appointed posts. The Trust will carry out other appropriate pre-employment checks, these include: Qualifications and Status e.g. QTS, Prohibition check, EEA check, Section 128 Directive check and Disqualification under the Childcare Act 2006 check. A Fitness to work declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job. Further identity checks to determine identity and proof of eligibility to work in the UK. Inclusion on the Trust/school's Single Central Record (SCR).

### **Probation and Mobility:**

New staff may be subject to the probation procedure for a period of six months, according to Trust policy. The probation period, where applied, is to enable the assessment of an employee's suitability for the job for which they have been employed, which includes the monitor and review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

Our Trust's Mobility Guidance applies to new staff which specifies how and when staff may be deployed to work in another Trust school. This Guidance specifies how deployment across

schools operates, for promotion, staff development, secondment or redeployment. A copy of this Guidance is available on request.

**Equal Opportunities:**

Our Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from all backgrounds. TrustEd Schools' Partnership takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community. TrustEd Schools' Partnership is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

**General Data Protection Regulation:**

Our Trust is committed to ensuring that all employees' privacy is protected. By signing a contract of employment, you will agree for TrustEd Schools' Partnership, and/or agents appointed by the Trust, to process your personal data, including "sensitive personal data" as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administration, as well as, complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to our Trust. A full list of these organisations is available upon request.

**Further Information for Applicants:**

Any canvassing in respect of this selection process will disqualify the applicant. The appointment may be terminated upon three months' written notice by either side taking effect on 30 April or 31 December, or upon four months' written notice by either side taking effect from 31 August, except in the case of dismissal for misconduct or any other cause.

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