

**The DT Department**

**Facilities**

The DT department comprises of four purpose-built workshop which specialises in metal, wood, electronics and multi-materials. We have access to our own computer suite that has a range of CAD programs such as Autodesk Fusion 360, Techsoft 2D Design, Adobe Photoshop and CAM equipment. Having a range of resources, we deliver a substantial Design and Technology curriculum across all key stages up to A-level and provide students with countless opportunities to progress rapidly in their learning and enable us to deliver high level practical lessons.

**Tools and Equipment**

The department has an industrial laser cutter with 600 x 900mm bed, 3D printer and a metal workshop comprising of a vertical mill and two horizontal legs, and a twin brazing halve to support the teaching of subjects thus providing students with countless opportunities to progress rapidly in their learning and enable us to deliver high level practical lessons across all key stages.

**Staffing Structure**

The DT department has a Head of Department, Miss Tang- Wah supported by three Design and Technology teachers and a full-time DT technician.

**DT Curriculum**

The DT Department teaches the AQA 9-1 Design Technology GCSE and the AQA GCE Product Design course. It is committed to teaching Design Technology in a way that inspires our students to become the designers of the future.

The DT staff continually review and refine the key stage 3 curriculum to ensure that the skills and knowledge taught prepare students for the requirements of the GCSE syllabus. We value subject knowledge and believe that students learn effectively by experimentation and being able to build on previous learning.

Each fortnight, our KS3 students have 4 hours of design technology teaching, our KS4 students have 6 hours and our KS5 students benefit from 9 hours of teaching from specialist teachers.

You may also be required to teach Food Technology.

**Extra-Curricular**

The DT Department offers a range of trips across the year with visits to museums, galleries, as well as many public venues for research activities. We offer extra-curricular clubs in art and design technology, and take part in a range of technical challenge workshops with local employers and the rotary club. We have had success over the years with our VEX VRC Robots entering in the regional competitions, taking our teams to represent the school.

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**Support**

The school and the Department have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools’ Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within the North Herts Teaching Alliance. The department is very experienced and have developed a successful approach to delivering the curriculum over the last few years. 

**Being an ECT at Nobel School**

As you embark on your teaching career as an ECT, you will have a comprehensive induction programme of monitoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

**All ECTs can expect:**

* Support and guidance from a subject mentor.
* Weekly timetabled mentor meetings.
* Regular observation and prompt and constructive feedback.
* Half termly professional reviews of progress with the professional mentor (member of Senior Team).
* Observations of experienced teachers.
* Student shadowing opportunities.
* Opportunities to participate in the Local Authority subject days; including a residential experience. This will allow you to meet and network with other ECTs in your subject area.
* A full range of CPD activities including a programme of ECT twilights.
* Termly assessments in line with County guidance.

At the start of the induction, all ECTs are issued with an induction booklet which outlines the Teachers’ Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers’ Standards.

Nobel has a strong history of successful ECT induction. You can be assured that you will receive the very best experience on offer.

**PERSON SPECIFICATION: Design and Technology Teacher**

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| **Essential** | **Desirable** |
| **SKILLS AND EXPERIENCE** |
| Education to degree level in a design technology specialist subject | Experience of teaching design technology and/or Food Technology. |
| Evidence of successful initial experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Potential expertise in the teaching of design technology at all levels | Evidence of involvement in team working to improve practice |
| Willingness and ability to participate in cross-curricular activity | Experience of cross curricular involvement |
| Good knowledge and understanding of the National Curriculum in design technology subjects | Experience of the formal assessment of pupils’ work |
| Excellent oral and written communication skills | Good/excellent IT skills |
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| **PERSONAL QUALITIES** |
| Commitment | Good time management |
| Ability to establish good relationships with pupils, parents and staff | Perseverance |
| Dependability and sound organisational skills |  |
| Enthusiasm and good sense of humour |  |
| Flexibility |  |

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**Job Description**

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
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| **Line Management** | * Responsible to: Head Teacher; Director of Department; Director of Learning; Assistant Director of Learning; as appropriate.
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| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources.
* Contribute to the development of Schemes of Work and Subject/Department/PSHE policies.
* Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time.
* Ensure the effective and efficient deployment of classroom support.
* Ensure students are fully prepared for external examinations.
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| **Pastoral** | * Set high expectations for students’ behaviour, establishing, and maintaining a good standard of discipline
* Undertake student supervisory duties and cover for absent colleagues in line with school procedures
* Maintain discipline in accordance with the school Behaviour for Learning Policy.
* Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework.
* Make every reasonable effort to ensure the Home School Agreement is adhered to.
* Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable.
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| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing, and marking.
* Make effective use of national, local, and school data to set clear targets for students’ achievement and to monitor progress.
* Meet tracking and reporting deadlines.
* Contribute to subject/Department monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress.
* Ensure effective assessment of students for external examinations, as required.
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| **Reporting/****Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents.
* Communicate as appropriate with parents of students and external bodies concerned with student welfare.
* Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Department meetings, staff meetings and other meetings/events as required.
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| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning.
* Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems.
* Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy;
* Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required.
* Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening.
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| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements.
* Review own professional development and identify training needs.
* Take part in lesson observations to share good practice and as part of the school’s self-evaluation.
* Act on advice and feedback given and be open to support to improve own performance.
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| **Other**  | * Attend assemblies
* Take registers for classes.
* Provide suitable cover work in good time for planned absences.
* Establish effective working relationships and set a good example through personal and professional conduct.
* Any other duties requested by line manager, HOF or HeDTeacher/SLT link.
* To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
* To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate.
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| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy.
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