



NESTON
HIGH SCHOOL



Neston High School
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Cheshire
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www.nestonhigh.com

Headteacher: Mr K Simpson

**Teacher of Design Technology
with Food Specialism
(potential for TLR 2.1)
Application Pack**



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Open letter from Mr K Simpson (Headteacher)

Dear Colleague,

Thank you for showing interest in our school and our community. Below I have outlined some key notes for you. This is in order to help paint the picture that this outstanding opportunity provides and allow you to appreciate the importance of this role. The successful colleague will join a dedicated team, as we set out on a new adventure for all involved in the life of the school. For further information on the school, a more global understanding can be found from the website at www.nestonhighschool.com.

Neston High School is a large 11-18 rural comprehensive school with 1750 students on roll. We are an oversubscribed school, serving not only our local families, but also students who travel from Chester, Wales, and the Wirral to be a part of our thriving community. In this school every student, every parent and every member of staff really does matter, as this partnership allows the greatest opportunity for all to flourish and grow.

It is a truly exciting time to be joining our school, with our state-of-the art £22 million new build and our recent accolades and successes. Every student is assured of an exciting, stimulating and challenging educational journey here at Neston and already since my own appointment I know all colleagues strive to ensure we provide the best opportunities for all our young people. I have now been in post since January 2019 and I am humbled and excited to be leading this well-respected learning organisation.

Kindest regards

Keith Simpson
Headteacher



The practical subjects are an essential part of the curriculum at KS3. They are a key contributor. The end result of a good, well-taught curriculum is that pupils know more and are able to do more. Within the department the doing is a major component but it must be accompanied by an understanding of: “why are we doing this?”

Students are encouraged to challenge themselves, engaging in new experiences and as a result become more confident learners. They should be prepared to make mistakes and, as a result of feedback, understand and demonstrate progress. We want to help engender an appreciation of human creativity and achievement and provide life skills which support independence. Students should be ambitious, whatever their level of ability, and be able to use appropriate subject specific language with understanding when analysing their own and others' works. Students will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

About the Department. (incorporates: D&T, Food Tech, Art)

There are currently 13 teachers in the department, three of which are part time. Whilst there are subject specialists in each area, many staff have a broad range of skills that they contribute to different disciplines. The versatility of staff is encouraged as this ensures sharing of good practice, and provides individuals with fresh challenges. There are three technicians who are assigned to: Art, Food and DT.

Colleagues in the department are encouraged to deploy as wide a variety of teaching techniques and resources as suits their individual skill sets. Innovation is encouraged as we are a department on a constant cycle of review and improvement. A key strength of the department is the quality of teamwork and openness to new ideas.

The Key Stage 3 teaching is set out in broad themes within each area. Contained in these are a series of prescribed skills that underpin knowledge and understanding that are enhanced and embedded over the three years.

With particular reference to Food Tech these themes are:

Year 7	Personal hygiene, kitchen safety and use of equipment
Year 8	Food nutrition and health
Year 9	Food choice and culture

Our aim is to encourage a love of learning and provide experiences that enthuse and inform individuals as well as providing skills for life.

Independent study is encouraged by home learning challenges that allow students to demonstrate their analytical and expressive skills. Students are assessed using formative and summative assessment of written and practical components and AFL is embedded in the schemes of work.

At Key Stage 4 we are in a great position to offer a wide range of options across the department. These include:

- AQA Art options (Graphics, Fine Art, Photography, Textiles and Product Design)
- WJEC Eduqas GCSE) in Food Preparation and Nutrition
- WJEC Level 1/2 Vocational Award in Hospitality and Catering
- OCR Level 1/2 Cambridge National Certificate in Child Development
- WJEC Level 1/2 Vocational Award in Constructing the Built Environment
- Pearson BTEC Level 1/Level 2 Tech Award in Engineering
(currently looking to re-introduce vocational Catering course)

At Key Stage 5 we offer a range of A level and vocational courses which build on those delivered at Key Stage 4. We expect students to be motivated, independent thinkers, supported by collaboration with staff who offer constructive advice and encouragement.

Courses offered include:

- AQA Art options (Graphics, Fine Art, Photography, Textiles and Product Design)
- AQA Level 3 Foundation Technical Level Engineering
- Pearson BTEC Level 3 National Extended Certificate in Health and Social Care



It would be desirable to have the skills and experience to contribute to other areas of the Design and Technology curriculum.

Full Time Permanent position with a potential for TLR 2.1 for experienced candidates from September 2021

- Do you have a passion for learning and strive to be an outstanding classroom practitioner?
- Do you create engaging and challenging experiences for your students?
- Do you have an excellent track-record of inspiring students to reach beyond their potential?
- Do you want to join a supportive and enthusiastic team striving to build upon their strengths?
- Do you want to join a heavily oversubscribed school in Cheshire with an excellent reputation?
- Do you want to join a large school that supports the professional development of their staff?

If you are excited by your answers to these questions, then you may be our next teacher to enhance our Design Technology team.

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 with Food and Nutrition Specialism to expand our DT team who can bring creative new ideas to further enhance the learning experience of our students.

The successful applicant(s) will have the following attributes:

- a passion for Food Technology and a willingness to contribute to other aspects of the practical curriculum we deliver as well as excellent subject knowledge,
- the ability to stimulate students' curiosity, interest and enjoyment,
- a keenness to work as part of a team, promoting the work of the department and contributing to its development in the curriculum. A commitment to the extended curricular culture that is well established in the department.
- a forward-thinking philosophy of improvement and innovation.

Closing date: 9am Monday 19th April 2021

Proposed interview date: Thursday 22nd April 2021

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The successful applicant must have enhanced DBS disclosure and satisfactory references.

The School is an equal opportunities employer.

For full details of the post please visit the school website

<http://www.nestonhigh.com/page/?title=Vacancies&pid=20>

To obtain an application pack contact Mrs. H. Leadbetter at Neston High School on: leadbetterh@nestonhigh.com or on 0151 336 3902.



Criteria	Essential	Desirable	Evidenced From?
Qualifications	<ul style="list-style-type: none">• A degree• A teaching qualification	<ul style="list-style-type: none">• Additional evidence of CPD in the area of Food• Experience of another DT subject	<ul style="list-style-type: none">• Application form
Experience	<ul style="list-style-type: none">• Evidence of planning and delivering schemes of work and lessons	<ul style="list-style-type: none">• Experience in an 11-19 school• A track record of high-quality teaching	<ul style="list-style-type: none">• Application form
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	<ul style="list-style-type: none">• A good level of ICT proficiency	<ul style="list-style-type: none">• Letter of application• Selection process• References

	<ul style="list-style-type: none"> • Efficient resource management 		
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
Knowledge	<ul style="list-style-type: none"> • Current thinking and initiatives around Home Economics and the National curriculum assessment. • Effective teaching and learning strategies 	<ul style="list-style-type: none"> • School performance data 	<ul style="list-style-type: none"> • Letter of application • Selection process • References



Job Title: Teacher of Design Technology
Responsible to: Head of Department / Senior Leadership Team Line Manager

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 capital 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 behavior 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.

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 contributing 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
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. Understand 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.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review.

These additional tasks are seen as an important part of the School's professional development programme:

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.