

Job title: Teacher of Design Technology

Salary: MPS

Reporting to: Head of School

Overall purpose of the post:

To promote a secure, caring and challenging educational environment for each class taught and the individual pupils within it.

Key responsibilities:

- To share and support the school's responsibility to secure the highest possible standards of learning and pupil progress
- To contribute to the high expectations for achievement in the school.
- To be aware of the established policies and practices of the school and share in collective responsibility for their implementation and for its ethos
- To share and support the corporate responsibility for the well-being, education and discipline of all pupils.
- To be aware of the professional duties of teachers and the statutory framework in which we work.
- To support the work of the Leadership Team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, in accordance with the aims and objectives of the school.
- To have a secure knowledge and understanding of the subject(s) being taught and the relevant pedagogy to teach effectively across the full age and ability range.
- To know, understand and use the relevant statutory and non-statutory curricular and frameworks for the subject(s) or curriculum area taught

Responsible for:

- Teaching, support and accountability of assigned pupils to ensure high expectations and high standards of learning and good progress for individuals and groups of pupils.
- To set, monitor and evaluate individual pupil progress targets to make a measureable contribution to whole school targets.
- To monitor and evaluate the curriculum target in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To assess, record and report relevant to teaching and learning making effective use of Assessment for Learning Strategies and intervention as appropriate.

Key Tasks:

Teaching & Learning

- Ensure the provision of an appropriately broad, balance, relevant and differentiated curriculum for pupils, in accordance with the aims and ethos of the school.
- To know how to make effective personalised provision for those taught, including those for whom English is a second language, have special needs or disabilities or other groups of pupils.
- To establish a purposeful learning environment within the classroom.
- To teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning which meet pupil's needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that pupils meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable pupils to apply new knowledge, understanding and skills.
 - Adapt their language to suit the pupils they teach, introduce new ideas and concepts clearly, and using explanations, questions discussions and plenaries effectively.
- To plan, mark and monitor set homework or other out-of-class work to sustain pupil progress and to extend and consolidate their learning.
- Know how to use skills in literacy, numeracy and ICT, including iPads and digital learning to support teaching and wider professional activities.
- To assist in the development of appropriate syllabi, resources, Schemes of Work, marking policies and teaching strategies.
- To contribute to the school improvement plan and its implementation.
- To plan and prepare lessons that address individual gaps in learning and promote progress.
- To participate in 'learning walks' and other learning evaluation and quality assurance strategies in accordance with school policy.
- To design opportunities for pupils to develop their literacy, numeracy, ICT, thinking and learning skills and cross-curricular themes so that they are reflected in the teaching and learning experience of pupils.

Achievement/Progress

- To use statistical and other information to evaluate the effectiveness of teaching and monitor the progress of those taught.
- To plan for progression across the age/ability range being taught, designing effective learning sequences within lessons and across series of lesson, informed by secure subject/curriculum knowledge.
- To make effective use of a range of assessment, monitoring and recording strategies, including writing reports in line with published deadlines.
- To know and apply the particular assessment requirements and arrangements for the year group being taught, including internal and external assessments and assessment for learning strategies.
- To maintain appropriate records and to provide relevant, accurate and up to date information using the school's data collection systems.
- To complete the relevant documentation to assist in the tracking of pupil progress.
- To mark, grade and provide written, verbal and diagnostic feedback as required.

- To establish a clear framework for class discipline in line with school policy to manage pupil behaviour constructively and promote self-control and independence.
- To know the legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children.
- To comply with the school's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.
- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Know how to identify and support young people whose progress and development of well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- To contribute to the preparation of education plans, progress files and other reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff according to the school's Policy.
- To contribute to PSHE and enterprise activities according to school policy.
- To register pupils accurately, accompany and supervise them in assemblies and worship activities and encourage their full participation in other aspects of school life.
- To support the school's extra-curricular offer.

Key Tasks continued:

Staff

- To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught.
- To participate in arrangements made in accordance with the Performance Management cycle.
- To participate in arrangements for further training and professional development as a teacher.
- To share corporate responsibility for the implementation of school policies and practices.
- To have a commitment to collaboration and co-operative working.
- To work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- To support the implementation of School policies and procedures eg Equal Opportunities, Health & Safety etc.
- To participate in the school's ITT programme where appropriate.

Pupils

- To ensure the involvement of Pupil Voice in the production of Self Evaluation and the development of the subject.

Partnership

- To communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- To follow agreed policies for communications within the school and with external partners.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner institutions.
- To contribute to the development of effective subject links with external agencies.
- To prepare and present informative reports to parents/carers and attend Parents' Evening/meetings and school events.

General Duties:

- To carry out supervisory duties in accordance with published schedules.
- To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the School.

Note:

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification 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. Elements of this Job Description, and changes to it, may be agreed at the request of the Executive Headteacher or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers' Pay and Conditions of Service document which is published annually.

**SUBJECT TEACHER: TEACHER OF DESIGN TECHNOLOGY
PERSON SPECIFICATION CRITERIA**

Qualifications		ESSENTIAL			DESIRABLE		
1	Qualified teacher status for England (or equivalent)	A	R				
2	Relevant degree (or equivalent)	A	R				
3	Recent, relevant professional learning and development	A	R				
4	Record of continuous professional development				A	R	
Professional knowledge, skills and abilities		ESSENTIAL			DESIRABLE		
1	Evidence of high expectations which inspire, motivate and challenge every student	A	R	I			
2	Evidence of track record of results that exceed expectations	A	R	I			
3	Demonstration of in-depth subject and curriculum knowledge	A	R	I			
4	Consistently plan and deliver well-structured lessons that enable all learners to make good progress	A	R	I			
5	Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning		R	I			
6	Awareness of the need to safeguard students' well-being, in accordance with statutory provisions and policies		R	I			
7	Ability to lead, motivate and develop students to work independently	A	R	I			
8	Awareness and understanding of the wider educational context and national accountability frameworks	A	R	I			
9	Knowledge of/involvement in educational research on teaching and learning				A	R	
10	Consistently good and outstanding teacher in relation to career stage	A	R	I			
11	Confident in the use of ICT to support learning	A	R	I			
12	Able to deliver all aspects of Design and Technology	A	R	I			
13	Able to teach a specification to A level/Level 3				A	R	I

Experience		ESSENTIAL			DESIRABLE		
1	Successful working relationships with students, staff, parents/carers	A	R	I			
2	Experience of pastoral/tutor role	A					
3	Experience of cross curricular initiatives/projects or whole school developments				A		I

Professional Attributes, Qualities and Values		ESSENTIAL			DESIRABLE		
1	Willingness to make a positive contribution to the wider life of the school/Academy and community	A	R				
2	Appropriate and effective professional relationships with all		R	I			
3	Ability to reflect critically, and respond to, performance and feedback	A	R	I			
4	An inspirational teacher, passionate about teaching and learning	A	R	I			
5	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour	A	R	I			
6	Ability to articulate, communicate and support the Christian ethos and values of Bishop Young			I			
7	Enabling the highest levels of student achievement through translating vision, ethos and values into practice			I			
8	Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement			I			
9	Excellent interpersonal, written and oral communication skills			I			
10	High level of emotional intelligence and self-awareness		R	I			
11	Excellent time manager		R	I			
12	Personal resilience		R	I			
13	Inspire, challenge, and motivate students towards a shared vision		R	I			
14	Foster an open, fair and equitable culture, managing conflict where necessary		R	I			
15	Prioritise, plan and organise self and others		R	I			
16	Think creatively in order to anticipate and problem solve		R	I			

The criteria will be evidenced as indicated below:

‘A’ refers to the candidate’s Application form and covering letter

‘I’ to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.