



# Job Description & Person Specification

## Teacher of Design and Technology

### JOB DESCRIPTION

<b>Responsible for</b>	<ul style="list-style-type: none"><li>Student progress and achievement.</li><li>Effective teaching in the specified subject area.</li><li>Support staff assigned to the area.</li><li>Working collaboratively with subject colleagues to develop the curriculum provision.</li></ul>
<b>Job Purpose</b>	<ul style="list-style-type: none"><li>To deliver the highest quality of Teaching and Learning through being an effective teacher and tutor who challenges and supports all students to achieve their best by:</li><li>Inspiring trust and confidence in students and colleagues.</li><li>Building team commitment amongst students and colleagues.</li><li>Engaging and motivating students.</li><li>Analytic thinking.</li><li>Taking positive action to improve the quality of student's learning.</li></ul>
<b>Duties</b>	<ul style="list-style-type: none"><li>To maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and to take account of wider educational developments relevant to your work.</li><li>To plan tutor sessions, lessons, and sequences of lessons to meet the individual, personal and academic developmental needs of students and so build their capacity as independent learners.</li><li>To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li><li>To use a range of appropriate strategies and follow school policies for teaching, tutoring, behaviour management and classroom management.</li><li>To use and analyse information based upon prior attainment data and benchmark examination performance data to establish and set expectations, targets, and action plans for students in your teaching and tutor groups.</li><li>To assess, monitor and record progress of students in your teaching and tutor groups, giving them constructive feedback and advice.</li><li>To enable students to achieve well, relative to their prior attainment and to make progress as good or better than similar students nationally.</li><li>To communicate and discuss students' progress with parents and, where appropriate, to communicate and cooperate with persons or bodies outside the school.</li><li>To follow agreed policies for communications in the school.</li><li>To take part in marketing and liaison activities such as Open Evenings, Parents/Carers Consultation Evenings, review days and liaison events with partner schools/colleges and to contribute to the development of effective subject links with external agencies.</li><li>To engage actively in the school's Performance Management review process.</li></ul>



	<ul style="list-style-type: none"><li>• To take responsibility for your own professional development within the context of the school's Continuing Professional Development Policy and use the outcomes to improve your tutoring and teaching and your students' learning.</li><li>• To make an active contribution to the development of the school's policies, including team development plans and the overall School Improvement Plan.</li><li>• To contribute to the process of school self-evaluation as it relates to School Improvement and Ofsted requirements, taking full account of quality standards and performance criteria.</li><li>• To ensure the effective and efficient deployment of classroom support while working as a member of a designated team and contributing positively to effective working relations within the school.</li><li>• To co-operate with colleagues to ensure a sharing and effective use of resources to benefit the school, department and students and inform the process of ordering and allocation of equipment and materials by assisting the team leader(s) in resource management.</li></ul>
<b>General</b>	<ul style="list-style-type: none"><li>• Participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with their line manager.</li><li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace.</li><li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment.</li><li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy</li><li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li></ul>
<b>Exercise of Particular Duties</b>	The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2005 and updated every year), specifies the professional duties required to be carried out by all teachers. In addition, "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Headteacher from time to time, such particular duties as may reasonably be assigned to them".



## PERSON SPECIFICATION

### POST: TEACHER OF DESIGN AND TECHNOLOGY

(PART TIME)

In due course we would expect all the qualities and attributes listed below to be acquired by the successful candidate. Those marked 'Essential' must be demonstrable at the point of interview.

Qualifications And Experience	Essential	Desirable
Good quality honours degree.	✓	
PGCE, or equivalent, in Secondary Education	✓	
Qualified Teacher Status	✓	
Experience of teaching design and technology at KS3.	✓	
Experience of teaching design and technology at G.C.S.E.		✓
Qualities And Attributes		
Strong subject knowledge.	✓	
The ability to engage students and generate high levels of commitment from them by using well-judged and imaginative teaching strategies.	✓	
Good and imaginative use of resources including new technologies	✓	
Good understanding of Assessment for Learning and the ability to put this into practice	✓	
Well-developed behaviour for learning skills	✓	
An ability to forge good working relationships with staff and students	✓	
Organisational skills		✓
Knowledge and understanding of current developments in design and technology.		✓
Ensure that whole school policies are implemented consistently, including those relating to safeguarding, child protection and student behaviour.	✓	
Personal		
Ability to prioritise and meet deadlines	✓	
Commitment to continued personal development		✓
Commitment to contribute to extra-curricular activities and educational visits		✓
General		
Good attendance and punctuality record	✓	
Professional dress	✓	

## THE FACULTY

The Technology Faculty consists of Design and Technology, Art, Photography, Food Technology and Child Development. It is led by a dynamic and successful Head of Faculty who is also the Subject Leader for Art. The successful applicant would be joining a forward looking and supportive team.

There are three Design and Technology teachers, two of whom are part time. A DT technician supports their work.

## CURRICULUM

KS3 students are allocated two hours of discrete Design and Technology lessons a fortnight. The school does not operate a carousel or rotation system for technology.

In Year 7 students identify hazards in a workshop environment and suggest appropriate control measures. They study how ergonomics data can suggest how a design will be affected and produce two varied and creative design ideas developed with inspiration from other designs. They learn how to draw shapes with accuracy, of a good quality and which include some enhancement in Oblique and 2D computer aided design. There are opportunities for students to develop their computer aided design technical skills (including use of the laser cutter) and apply these to create a promotional product. Students learn about the characteristics and uses of different timbers: hardwood, softwood, manufactured boards.

In Year 8 students learn how to produce a developed response to a theme, analysing a basic challenge in depth. This involves how to undertake a life cycle analysis of an identified product, considering the environmental impact at all stages of its life and how to produce a specification, including points that are mostly technical, measurable, and partly justified. Students also learn how to produce accurate designs with some enhancement, including freehand sketching and exploded drawing. In the Spring Term students use 2d design drawing tools to design an identity product, including creating a mould designing to use in pewter casting. This involves learning about the pewter casting process and using of a range of abrading tools and papers safely and accurately to shape and finish a metal product to a high standard. Ferrous metals, non-ferrous metals, alloys and their typical applications and characteristics are also covered.

In Year 9, students develop relevant research skills, including writing pertinent questionnaires and analysing responses. They produce a specification which is technical, measurable and partly justified and evaluate these ideas. The learn how to make detailed technical annotation of design ideas and to draw high quality shapes with accuracy and effective enhancement, using isometric, computer aided design and partly representative sketch modelling (3D). they model card accurately and develop a design for a lighting product. This includes use of advanced computer aided design to create parts suitable for laser cutting, accurate assembly and electronics theory (familiarity with electrical resistors and components used in a colour changing night light). Students are taught how to use a soldering iron and equipment to assemble the printed circuit board element safely and accurately.

At Key Stage 4 the Edexcel G.C.S.E.in Design and Technology is offered. Take up is good with two groups running each year.

At Key Stage 5 the Edexcel A Level in Product Design is an established feature of the post-16 curriculum.

## RESOURCES

There are three well-equipped workshops, each with easy access to a suite of computers for CAD and a laser cutter. Each classroom is equipped with an up-to-date smart screen. All members of staff have a laptop so that they can make full use of the technology available to support their teaching.

### **ENRICHMENT**

Some enrichment activities are offered by the Design and Technology team, including the KS3 jewellery club.

### **OUTCOMES 2024**

#### **G.C.S.E.**

	<b>% Grades 9-7</b>	<b>% Grades 9-5</b>	<b>% Grades 9-4</b>
Design and Technology	14.29	52.38	71.43

#### **A Level**

	<b>% A*-B</b>	<b>% A*-C</b>	<b>% A*-E</b>
Product Design	75	100	100

### **THE POST**

This part time vacancy has become available due to the partial retirement of the current postholder. The successful candidate will be expected to teach design and technology at KS3. G.C.S.E. teaching could also be possible.

#### **NOTE:**

All staff at Moulsham High School are expected to:

- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- Ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Local Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Child Protection and Safeguarding policies can be found on the school website: [www.moulshamhigh.org](http://www.moulshamhigh.org)

This post is subject to an enhanced DBS check and is not suitable for anyone who has been barred in any way from being teacher.

(April 2025)