



# JACK HUNT SCHOOL (TRUST)

A Specialist Language and Sports College



## Application Pack





# Jack Hunt School (Trust)

A Specialist Language College and Sports College

Bradwell Road, Peterborough, PE3 9PY  
Tel. 01733 263526 Fax 01733 330364  
email [info@jackhunt.net](mailto:info@jackhunt.net)  
website ~ [www.jackhunt.net](http://www.jackhunt.net)

Headteacher: Mrs P J Kilbey, BEd (Hons), PG Dip Ed, NPQH

Group 8 (11-18), Roll 1748 (258 in Sixth Form)

***"A securely good school" – Ofsted January 2017***

## **CURRICULUM AREA LEADER DESIGN & TECHNOLOGY (TLR 1b - £9,473)**

Required from September 2018 a well qualified and enthusiastic Teacher of Design Technology to help lead a friendly, supportive and well-resourced curriculum area.

This opportunity will be particularly attractive to a teacher aspiring to a leadership position. The successful candidate will be required to teach both KS3 and KS4 with the possibility of KS5.

**Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.**

**The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.**

***The Governing Body of Jack Hunt School is committed to safeguarding and promoting the welfare of children and young people.***

***Further details and how to apply are available on the Jack Hunt School website:  
[www.jackhunt.net](http://www.jackhunt.net)***

**Closing date: Wednesday 31 January 2018 at 9.00 am**



Our Head Prefect Team 2017-2018



JACK HUNT TRUST  
The Education & Well-being Trust





# JACK HUNT SCHOOL (TRUST)

## A Specialist Language and Sports College

Bradwell Road, Peterborough, PE3 9PY Tel: (01733) 263526 Fax: (01733) 330364 web: [www.jackhunt.net](http://www.jackhunt.net) email: [info@jackhunt.net](mailto:info@jackhunt.net)  
Headteacher: Mrs P J Kilbey, BEd (Hons) PG Dip Ed NPQH  
Deputy Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH Deputy Headteacher: Ms A M Ford, MA (Hons) Cantab Med PGCE AST

### Welcome Letter from Headteacher

January 2018

Dear Applicant

#### Application for post as Curriculum Area Leader Design & Technology

***The 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.***

Thank you very much for your interest in the above vacancy. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

Our priorities as a school are to continue the laser sharp focus on raising attainment and improving progress whilst providing a caring and aspirational environment for our students where they are given a range of opportunities to experience and excel in. We are an inclusive, truly comprehensive school committed to achieving the best outcomes for all our students. We want them to achieve more than they themselves thought possible.

We have won a number of awards for our work, especially the exceptional progress our students make from their starting points; our students attend Russell Group Universities; represent England and Great Britain in a range of Sports; and contribute positively to the school and wider community. The successes we have had and the excellent reputation we have in the City has been as a result of the relentless hard work of the entire staff body.

In this post we are seeking someone who is keen to develop professionally and who is prepared to work in a collaborative way with colleagues. Individual contribution to teamwork and a positive 'can do' outlook is essential.

Our selection criteria for the post are clearly outlined in the documents on the school website for applicants. If you do truly want to make a difference to the lives and aspirations of our students and if you aspire to work in a supportive, professional environment with a learning and reflective culture, we would be very pleased to receive an application from you.

Yours sincerely

Mrs P J Kilbey  
Headteacher



Our Head Prefect Team 2017-2018



JACK HUNT TRUST  
The Community & The World





## **THE DESIGN TECHNOLOGY CURRICULUM AREA**

Design Technology is taught by a team of 6 teachers. The responsibility structure is built around the Curriculum Area Leaders who are responsible for co-ordinating curriculum developments, student assessment, monitoring of progression and the day to day running of the Curriculum Area.

In Years 7 and 8 all students follow courses in Product Design, Food and Textiles Technology. At Year 9 all students choose one of the areas they have previously followed in Years 7 and 8. Work carried out by students is structured towards the Programmes of Study and incorporates CAD/CAM where they have the opportunity to explore problems and produce solutions which can be justified and evaluated.

At Key Stage 4 students follow the AQA Board for Design and Technology, AQA for Food Preparation and Nutrition and VCERT for Food and Cookery.

The Curriculum Area follows the design process closely but believes very strongly in developing individual skills and interest and is committed to providing equal opportunities for all students. Although based in a material area for a project the students are not confined to working with one material but are encouraged to explore a range of suitable materials which best suit the situation and proposed solutions. The use of IT forms an integral part of the design process and students use a wide range of software to present, analyse and disseminate information in addition to modelling ideas.

Post 16 courses include AQA Board A Level Design and Technology: Product Design. This is becoming an increasingly popular option in the Sixth Form for both male and female students.

Design Technology has become a popular area of the curriculum and this is in recognition of the important and valuable contribution it can make to the learning experience of each student. The Curriculum Area has expanded over recent years, offering some excellent facilities including a large specialist workshop with a machine area that has four large lathes and milling machine. Attached to this area is a foundry area, with a brazing hearth, enamelling kiln and welding bay. Materials are stored in a secure area and are prepared in a separate machine area where there is a planning machine and circular saw facility. Generally, there are good facilities to carry out all manufacturing processes. A part time Technician supports the work of the teachers.

There is a well equipped and purpose built IT room and the Curriculum Area have invested in 5 CAD/CAM machines and 2 laser cutters. In addition, there are two well-equipped food areas. Access between the work areas is quite easy as they are self-contained. In total there are 8 work areas, good storage and a staff planning area.

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The Curriculum Area has been involved with the 'Engineering Education Scheme' sponsored by the Royal Academy of Engineering. This has involved our A Level students working on realistic problems set by a local industry. To date twenty of our 'A' Level Technology students have gained the Crest Gold Award and three students have successfully been awarded the Arkwright Scholarship. A group of Designers and Engineers from Anglian Water have worked with 'A' Level students to help inspire current design work and give practical advice about possibilities for post 18.

The Curriculum Area runs a range of enrichment activities including Young Engineers, GCSE support sessions, Gifted and Talented Club, trips to industrial sites, and the Design Museum. The department has also been involved in the Comenius project, which involved Year 12 students working and designing with students from schools in Germany and France. A group of Year 9 students have been involved in a cross curricular extended project, which resulted in a Headteacher reward and whole school recognition.

The Curriculum Area supports work in the relevant sections of the Duke of Edinburgh Award Scheme.

The Design Technology Curriculum Area is lively and enthusiastic and teachers work extremely well as a team with relationships between colleagues being excellent. As a team we are committed to preparing our students by giving them opportunities and involvement in developing their technological understanding and capability.

# **JACK HUNT SCHOOL**

## **JOB DESCRIPTION**

*The 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.*

**Post:** Curriculum Area Leader – Design and Technology

**Allowance:** TLR 1b

**Accountable to:** Associate Assistant Headteacher (currently)

**Date reviewed:** January 2018

The following job description refers the main duties and accountabilities of a Curriculum Area Leader. In respect of these duties the Curriculum Area Leader is accountable to and supported by the Senior Leadership Team (SLT) link person.

### Purpose of Job

The role of the Curriculum Area Leader is to ensure that high quality teaching and learning are promoted and supported within the Curriculum Area to ensure all students can achieve their potential.

#### **1. Teaching, Learning and Standards**

The main accountabilities are to:

- ◆ lead curriculum development and assessment within the curriculum area
- ◆ ensure that the National Curriculum and elements of the appropriate cross-curricular themes are delivered effectively
- ◆ ensure the production, evaluation and revision of schemes of work and subject syllabuses to meet the needs of each individual student
- ◆ use attainment data provided by the school (SATs, NFER, SIMS, 4MATRIX, ALPS Connect) to monitor the progress of students taught in the Curriculum Area. Ensure that effective use is made of the data to set targets for achievement in the department
- ◆ monitor the progress of students and identify underachievement ensuring programmes of support are in place to maximise the potential of all students
- ◆ Monitor the progress and attainment of Pupil Premium students to ensure the department is closing the gap
- ◆ ensure that individual learning targets are set for all students
- ◆ ensure that classroom expectations are enforced across the Curriculum Area and that the Positive Behaviour Policy and Rewards Policy to support learning are implemented
- ◆ monitor and sample the quality of reports to parents written for the department
- ◆ monitor and evaluate teaching and learning in accordance with the school policy, including classroom observation and sampling of student work

- ◆ liaise with Learning Support Leader to ensure access and equality of opportunity for all students
- ◆ ensure a prompt response to parental enquiries about individual student progress within the Curriculum Area
- ◆ liaise with other subject areas on issues of common curricular concern
- ◆ collaborate with partner primary schools to ensure progression in learning.

## 2. **Improvement Planning, Monitoring and Evaluation**

The main accountabilities are to:

- ◆ actively promote the school's aims and values within the Curriculum Area
- ◆ prepare an annual improvement plan and staff development plan for the Curriculum Area in accordance with the school planning cycle and taking into account the school's Strategic Plan and School Improvement Plan
- ◆ implement, monitor and evaluate the impact of improvements outlined in the School and Curriculum Area Improvement Plan
- ◆ provide a termly performance report on the Curriculum Area for the Headteacher
- ◆ meet periodically with the Link Governor for your Curriculum Area
- ◆ chair curriculum area meetings and attend Team Leader meetings in accordance with the published schedule
- ◆ actively contribute to the school's procedure for self evaluation.

## 3. **Leading and Managing Staff**

The main accountabilities are to:

- ◆ lead, manage and co-ordinate the work of the Curriculum Area team and encourage the process of team building
- ◆ allocate teachers to teaching groups and manage staff in the Curriculum Area
- ◆ monitor staff absence within the Curriculum Area and provide appropriate support and guidance
- ◆ oversee and support the professional conduct of Curriculum Area staff. Monitor and advise staff on appropriate professional conduct
- ◆ induct new staff to the department including newly qualified teachers in accordance with school policy and to oversee the work of initial teacher trainees as appropriate
- ◆ represent department views through attendance at appropriate meetings and provide appropriate feedback
- ◆ meet formally with the link SLT member at least on a termly basis

- ◆ ensure the school's Performance Management Policy is implemented for all Curriculum Area staff
- ◆ to participate in relevant courses related to the role of Curriculum Area Leader and keep abreast of current or new developments in the subject and the curriculum
- ◆ actively encourage and assist members of the department team in their own professional development, recognising their training needs.
- ◆ organise, chair and arrange for the recording of meetings of the Curriculum Area team according to the agreed school schedule. Ensure that minutes of meetings are circulated to team members and the SLT link member
- ◆ actively encourage and assist members of the department team in their own professional development
- ◆ participate in the selection and appointment of teaching and support staff to the Curriculum Area and to contribute to references for staff
- ◆ ensure that cover work is provided for classes when staff are absent and support the work of Class Supervisors / cover teachers within the Curriculum Area
- ◆ ensure that school policies are implemented by all staff within the Curriculum Area.

#### 4. **Efficient and effective deployment of resources**

The main accountabilities are to:

- ◆ ensure and oversee ordering, maintenance and accountability for the teaching and learning resources within the department
- ◆ ensure the care of rooms and other spaces, including furnishings and fittings, in the Curriculum Area
- ◆ ensure the school's Health and Safety Policy is implemented and monitored in the Curriculum Area including appropriate risk assessments when necessary
- ◆ ensure that all classrooms and corridors in the Curriculum Area have displays of material including students' work which is regularly updated
- ◆ manage the department budget effectively
- ◆ maintain and regularly update the Curriculum Area inventory of equipment and audit on an annual basis.



## 5. **Other Accountabilities**

- ◆ ensure a programme of extra-curricular takes place throughout the year.
- ◆ undertake Senior Staff Duty for one hour per week as part of the published rota.

This job description will be reviewed periodically.

### Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the 'Conditions of Employment of School Teacher' schedule 3 of the Teachers Pay and Conditions Act 1996, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

## **JACK HUNT SCHOOL**

### **GENERIC JOB DESCRIPTION – PERSONAL TUTOR**

**Accountable to:**      **Head of House**

**Date reviewed:**      **May 2017**

The following job description refers to the main duties and accountabilities of a Personal Tutor.

#### The Purpose of the Job:-

To ensure students' well-being and personal development and learning by collaborating/liasing with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

#### The Main Accountabilities are:-

##### **Registration Duties**

- To be responsible for the good order and safety of the Tutor Group during Lesson 5.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' and SEAL (Social, Emotional Aspects of Learning) as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.

##### **Monitoring, Support and Assessment**

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.

- To use student attainment data (SATs, NFER, 4MATRIX, and ALPS) to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.
- To attend Head of House meetings.
- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs/Disability (SENCO), CiC, (SENs) review meetings and liaison with outside agencies.

### **Rewards and Sanctions**

- To implement the school policy on Behaviour for Learning.
- To monitor and record rewards and sanctions and report to Head of House.

### **Liaising with Others**

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

### **Performance Management/Professional Development**

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.
- To undertake Professional Development concerned with the role of the Personal Tutor.

### **Staff Attached to a House**

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

### Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the "Conditions of Employment of School Teachers" schedule 3 of the Teachers Pay and Conditions Act 1991, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.



## **APPOINTMENT OF CURRICULUM AREA LEADER DESIGN & TECHNOLOGY (DT) (TLR 1b £9,473)**

***The 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 Post**

We are seeking to appoint an experienced, innovative and dynamic teacher to play a leading role in the DT Department. We welcome applications from current teachers, especially professionals aspiring to a leadership role. The successful application will play a key role in the continuing development of the learning and teaching in DT.

If appointed you will, besides teaching DT, join a House team in the school and have responsibility for a Tutor Group. A generic job description for a Curriculum Area Leader is enclosed in this application pack.

### **Pay and Conditions of Service**

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the "School Teachers Pay and Conditions Document 2017". The Governors have their own pay policy in line with this document.

The successful applicant will be registered with the National College of Teaching and Leadership (NCTL) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Governors of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo a DBS check and if necessary, a medical examination.

### **Relocation**

You may qualify for the school's relocation package, details of which are found in the School Information Booklet for Applicants on the school's website.

### **Application Procedure**

To apply you will need to go the Careers Page on our school website [www.jackhunt.net](http://www.jackhunt.net) and click on the relevant post and then click on "apply now" button. As part of the application you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed on the following page and also comment on:

- Your views on the teaching and learning of Design Technology.
- Your approach to the leadership of students and staff.

Closing date for the post is **Wednesday 31 January 2018 at 9.00 am.**

Interviews will be held shortly afterwards.



**Person Specification**

<b>Attributes</b>	<b>Essential</b>	<b>✓ Desirable</b>	<b>✓ How Assessed</b>
1. Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Graduate</li> <li>• Evidence of preparation for a management post</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• References</li> </ul>
2. Experience	<ul style="list-style-type: none"> <li>• Evidence of successful and effective teaching to the secondary age group</li> <li>• Experience and understanding of teaching a wide range of ability including SEN and Gifted and Talented</li> <li>• Experience of teaching GCSE and AS/A2 Level or equivalent</li> <li>• Experience of implementing systems and processes to monitor and evaluate learning and teaching</li> <li>• Experience of strategies for the raising of student achievement/attainment</li> <li>• Experience of strategies for the effective management of students</li> <li>• Experience of working successfully with partners in the local community</li> <li>• Experience working with parents and external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Post 16 experience and understanding of lifelong learning principles</li> <li>• Experience of a multi-cultural school</li> <li>• Experience of a large 11-18 school</li> <li>• Experience of leading policy development and implementation</li> <li>• Experience of Performance Management</li> <li>• Awareness and commitment to achieving key targets within the 14-19 local and national agenda</li> <li>• Experience of evaluating the quality of learning/teaching using Ofsted criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• References</li> <li>• Interview</li> <li>• Teaching task</li> </ul>
3. Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Ability to lead and work in a team</li> <li>• Secure subject knowledge</li> <li>• Ability to motivate staff and students and to convey enthusiasm for learning and teaching</li> <li>• Keep abreast of subject developments</li> <li>• Understanding of equal opportunities issues in schools</li> <li>• Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the importance of Specialist School ethos</li> <li>• Sound knowledge of national policies and developments in education</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• References</li> <li>• Interview</li> <li>• Teaching task</li> </ul>



## Job Specific Information

Attributes	Essential	✓ Desirable	✓ How Assessed
4. Skills and Personal Qualities	<ul style="list-style-type: none"><li>• Enthusiasm, ambition and vision</li><li>• Commitment to raising achievement, attainment and aspirations of students</li><li>• Personal and professional commitment to the philosophies of the school</li><li>• Able to communicate effectively orally and in writing</li><li>• Ability to form good relationships with students, adults and parents</li><li>• Proven classroom management skills</li><li>• Ability to work collaboratively within a team</li><li>• Ability to be well organised and efficient including completing agreed tasks within set timescales</li><li>• High level of interpersonal skills</li><li>• Sound ability to use ICT packages and systems</li><li>• Have the ability to fulfil all spoken aspects of the role with confidence through the medium of English</li></ul>		<ul style="list-style-type: none"><li>• Application</li><li>• Letter of application</li><li>• References</li><li>• Interview</li></ul>