

Chislehurst & Sidcup Grammar School



Full-time Permanent Curriculum Leader Technology

Required for January 2019

Information for Candidates



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Our school

The school opened in the Autumn Term of 1931 and has been at three different sites since then. 'Chis & Sid' has been at the current site for over fifty years and has undergone considerable building development, which includes a new Art & Technology block.

Chislehurst and Sidcup Grammar School aims to educate and prepare for life, able students from all backgrounds. This mission is dynamically carried forward within a caring, happy and supportive community. The education that 'Chis & Sid' offers develops its students intellectually, emotionally and physically. The ingrained idea of excellence in school life allows students to reach the highest academic, sporting, cultural and aesthetic standards. The special quality of learning in the classroom is equally matched by the richness of teaching that students experience.

Whilst healthy competition is central to the 'Chis & Sid' ethos, there are also many opportunities for students to enter into the wider life of the school. Service to the school and community is enthusiastically performed and high levels of leadership and responsibility are actively taken on by students at all levels. There is a supreme belief that building 'Chis & Sid's' tradition of excellence comes not from dwelling on yesterday's successes but performing tomorrow's tasks. The continued success of 'Chis & Sid' is matched by an ongoing focus on site development and improvement. Upon extremely attractive grounds, almost unique in the south east of England, a heavy investment programme in new facilities is unfolding. Aside from a range of well resourced specialist teaching areas, the school continues to add new buildings. In 2005, the Jubilee Pavilion was opened and the new Art, Design and Technology building opened in Spring 2007. The construction of the Sidcup Leisure Centre provides yet another development for the school; a modern sports hall further augments 'Chis & Sid's' great sporting tradition. Significant enhancements to the Sixth Form Centre have also provided our Year 12 and 13 students with a dedicated study facility closely attached to the school's Learning Resource Centre.



Mission, Aims & Values

Mission

Helping the learners of today become the leaders of tomorrow

This school aspires to educate, in partnership with parents and students, inquiring, well informed and compassionate citizens who will go on to make a better world by occupying positions of responsibility and influence.

Aims

- To teach with high expectations, striving to ensure students fulfil their potential in both the academic and complementary curriculum.
- To develop inquiring, knowledgeable, creative and articulate lifelong learners.
- To encourage students in leadership and other positive contributions to the life of the school and wider community.
- To encourage students to adopt healthy, physically active and safe lifestyles.
- To develop students who are both happy and capable of future independence.
- To develop students who will respect others, take responsibility for their own actions and become good citizens.
- To ensure students display self-discipline and responsible behaviour that makes a positive difference to the life of the school.
- To develop excellent working relationships between all those involved in the life of the school.

Values guiding the work of staff and students

- To be excellent role models in all we do.
- To strive to make a positive difference.
- To ensure that health and safety are never at risk.
- To show respect for the environment.
- To be calm, polite and fair in all our relationships.
- To allow no place for any form of aggression or violence.
- To act with open-mindedness, understanding and forgiveness.
- To ensure the needs of the individual and school community are in harmony.
- To show respect for each person's unique role in the life of the school.



Curriculum

The school's curriculum is designed to:

- prepare students for the opportunities, responsibilities and experiences of adult life
- be balanced, broadly based, relevant and differentiated to match student needs, aptitudes and abilities
- promote the spiritual, moral, social, cultural, mental and physical development of each student

Students have equal opportunities to the curriculum at all key stages; where options are available, every effort is made to provide students with the options of their choice. Student progress is assessed and the results recorded and reported to parents.

Year 7: On entry, our students study the full range of traditional subjects in addition to German, French and Latin as part of Key Stage 3.

Year 8: Students continue to study the full range of subjects as in Year 7.

Year 9: Students continue to study the full range of subjects as in Years 7 and 8. The end of Year 9 marks the end of Key Stage 3 and final assessments are made at that point.

Years 10 and 11: All students take GCSE in Mathematics, English Language, English Literature, Biology, Chemistry, Physics, PE, at least one Language subject and RS.

Years 12 to 13: GCE A Level courses are followed by all students in the Sixth Form - it is expected that all students follow three courses from the beginning of Year 12. The range of A Levels offered include, Mathematics, Further Mathematics, English, PE, Drama, Music, Music Technology, Chemistry, Physics, Biology, Business Studies, Economics, Psychology, French, German, Classics, Art, Product Design, Food Technology, Computing, ICT, Geography, History, Religious Studies (Philosophy) and Government & Politics.

The Department

The department currently consists of seven members of staff. All DT lessons are taught in the specialist Quentin Blake building, which includes 2 workshops, a prep room, an IT suite, a graphics room, two food kitchens and a textiles room. Access to the school computer network is via a wireless network with a laptop computer provided by the school. There are excellent reprographic and computer facilities within the school.

The department's approach to the teaching of DT is very much focused on problem solving and the learning of key techniques and processes. Staff are encouraged to discuss the subject and its teaching both informally and in departmental meetings.

Recent results in the department have been very good. Over the last three years, 66% to 70% of students achieved A*-A grades in the GCSE examination including a very pleasing 66.8% of students gaining grades 7 to 9 in the new more demanding GCSE.

Every year, a large number of students gain places at university to read engineering, architecture and product design. Our students are always keen to keep in touch and come back to share with current students how universities work and the projects they are undergoing at university.



Design Technology Curriculum Overview

Design Technology at Chislehurst and Sidcup Grammar School is taught at a high standard where we aim to develop students' problem solving skills and technical skill. Our aim is that all students will have the basic set of skills that are required for their future work and life. Key Stage 3 covers a rotation of textiles, food and product design; 1 a term for the whole year. At Key Stage 4 students have the option to study Design Technology at GCSE, and in which case, they can choose between Product Design, Textiles or Resistant Materials specialisms, and Food Technology. Key Stage 5 Design Technology is available for Product Design students where we deliver the two year AQA Product Design 3D course.

Key Stage 3

At Key Stage 3, we aim to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook

We do this through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They should work in a range of domestic and local contexts (for example, the home, health, leisure and culture), and industrial contexts (for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.

Key Stage 4

At Key Stage 4, we continue to develop the skills learnt at Key Stage 3, whilst exploring more complex problems. We build on investigation and exploration, such as the study of different cultures, to:

- Identify and understand user needs.
- Identify and solve their own design problems and understand how to reformulate problems given to them.
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use a variety of approaches, for example, biomimicry and user-centred design, to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.

Our technical focus is on:

- Understanding and using the properties of materials and the performance of structural elements to achieve functioning solutions.
- Understanding how more advanced mechanical systems used in their products enable changes in movement and force.
- Understanding how more advanced electrical and electronic systems can be powered and used in their products, for example circuits with heat, light, sound and movement as inputs and outputs.

- Applying computing and using electronics to embed intelligence in products that respond to inputs, for example sensors, and control outputs, for example actuators, using programmable components, for example microcontrollers

Key Stage 5

At Key Stage 5, we achieve great product outcomes and a really good take up, with a current cohort of 22 pupils. There are currently 3 specialist A level teachers delivering 3D Product Design, with the support of a highly skilled technician. Pupil outcomes vary from high level prototyping to high end bespoke furniture and textile products.

Enrichment

The Design Technology Enrichment programme is thriving in our department and it is considered a very important part of what we do. As well as catering for the needs of our brightest students, we try to encourage as many students (and staff) as possible, regardless of ability, through these events and activities.

The department runs several clubs, from STEM, to sewing bees to cooking and craft club.

Each year we run competitions locally, nationally and offer the opportunity to take part in trips and visits to local business, museums and places of interest.

We are keen participants in the IET Faraday challenge. The 2017/18 teams from Chislehurst and Sidcup Grammar School reached the National final and won the award for best product design.

The department runs a comprehensive mentoring scheme where our prefects aid pupil learning lower down the school and run a weekly STEM club.

We organise annual trips to the V & A and Jimmy's Farm as well as getting in regularly STEM Ambassadors and local designer makers to share their knowledge and skills.

JOB DESCRIPTION

CURRICULUM LEADER TECHNOLOGY

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

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

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually as part of the performance management process.

LINE MANAGER: Head of Art, Computing and Technology Faculty (ACT)

In addition to the requirements of a class teacher, areas of responsibility and key tasks will be:

GENERAL RESPONSIBILITIES:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF THE SUBJECT

Within the context of the school's aims and policies, curriculum leaders will develop and implement subject policies, plans, targets and practices.

They will:

1. Meet regularly with the designated Line Manager;
2. Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, and effective teaching and learning;
3. Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
4. Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
5. Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
6. Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
7. Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - a. contribute to whole-school aims, policies and practices, including those in relation to rewards, behaviour, discipline, bullying, and racial and sexual harassment;
 - b. are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - c. identify realistic and challenging targets for improvement in the subject;
 - d. are understood by all those involved in putting the plans into practice;
 - e. are clear about action to be taken, timescales and criteria for success;
8. Monitor the progress made in implementing subject improvement plans and achieving subject examination targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;

9. Ensure the curriculum area is compliant, as appropriate, with the *Every Child Matters* agenda (i.e. 'Being healthy', 'Staying safe', 'Enjoying and achieving', 'Making a positive contribution' and 'Achieving economic well-being');

B. TEACHING AND LEARNING

Curriculum leaders will secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

They will:

1. Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational, emotional, behavioural or linguistic needs;
2. Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
4. Ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
5. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement (formative assessment);
6. Ensure that assessment opportunities are in place for learners to show what they know, understand and can do;
7. Ensure that teachers of the subject write comprehensive reports and reviews for publication to parents and also ensure these have been proofread;
8. Ensure that all teachers of the subject keep up-to-date records of pupils' achievement and progress and that this information is readily available for potential use;
9. Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
10. Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching;
11. Establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational, emotional, behavioural or linguistic needs;
12. Monitor and evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
13. Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
14. Ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
15. Ensure that teachers of the subject know how to recognise and deal with racial and other types of stereotyping;
16. Ensure consistent, firm and fair behaviour management across the curriculum area and compliance with whole school behaviour policies;
17. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
18. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding;
19. Ensure that the requirements of Work Related Learning and Citizenship (as they relate to the subject area) are addressed through schemes of work and teaching;
20. Ensure that pupils in that curriculum area experience the ICT opportunities specified in school policy, the National Curriculum and examination syllabuses.

C. LEADING AND MANAGING STAFF

Curriculum leaders will provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

They will:

1. Help staff to achieve constructive working relationships with pupils;
2. Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
3. Ensure quality control in the completion of subject reports;
4. Ensure involvement of colleagues in the curriculum area's annual 'Self-evaluation' and 'Subject improvement plan' and ensure timely completion and submission of these documents;
5. Sustain their own motivation and, where possible, that of other staff involved in the subject;
6. Performance manage colleagues as required by the school policy and use the process to develop the personal and professional effectiveness of the colleague;
7. Audit training needs of subject staff;
8. Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as mentoring, coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAS, subject associations;
9. Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
10. Enable teachers to achieve expertise in their subject teaching;
11. Work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education and / or behaviour plans are used to set subject specific targets and match work appropriately to pupils' needs;
12. Ensure that the Headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

D. EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

Curriculum leaders will identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

They will:

1. Establish staff and resource needs for the subject and advise the Headteacher and senior leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
2. Deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
3. Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;

5. Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
6. Ensure that there is a safe working and learning environment in which risks are properly assessed.

SPECIFIC RESPONSIBILITIES:

To be agreed with Line Manager.

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.

Pay scale

Main pay range (£27,596 - £38,963)

Upper pay range (£40,310 - £43,348)

plus TLR 2C £6646

Other benefits

- Competitive pay and pension scheme
- An Investors in People employer
- Tailored induction programme
- Bluesky professional development scheme with the possibility of funding for additional qualifications.

How to apply:

Further details together are available either from the school website www.csgrammar.com (Vacancies) or by emailing jobs@csgrammar.com. Please complete your application form via www.TES.com. Applications will be considered on receipt and interviews may occur at any stage.

In section 5 of the application form, please indicate relevant GCSE and A Level teaching experience.

CVs will not be considered and should not be submitted.

If you have any questions, please contact jobs@csgrammar.com

References

Please note that it is our practice to take up references before shortlisting for interview. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your current/most recent employer. References from relatives or friends are not acceptable.

Safeguarding

Chislehurst and Sidcup Grammar School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service (DBS).

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references, which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

How to find us

The school is located within a 5-minute walk from Sidcup train station, has local bus services and is close to both the A2 and M25.

