**Cotham School Technologies and Visual Arts Faculty:**

**Design and Technology**

Welcome to the Modern Technologies and Visual Arts Faculty. We are one of 9 Faculties at Cotham and comprise of three specialisms Computer Science, Design and Technology and Visual Arts. The Design and Technology specialism consists of Product Design and Food Preparation & Nutrition.

Cotham School has excellent facilities with 2 Resistant Materials workshops, 2 Food Technology rooms, a CAD/CAM room, a Graphics and an Electronics suite. The Graphics room is fitted with 22 computers and we have laptop trolleys; all teaching rooms have interactive whiteboards. Our aim is to inspire and excite young people with a varied, hands-on study of all Design and Technology subjects.

Our aim is to inspire and excite young people with a varied, hands-on study of Design and Technology. We want our students to become creative, design literate and technologically competent and equipped for a range of future careers. The faculty seeks to provide a range of experiences for students to work with employers and to engage in competitive design and make challenges.

**Key Stage 3**

The Key Stage 3 course covers years 7, 8 and 9. Students are taught in mixed ability groups of no more than 22 students. A rotation of Product Design (Resistant Materials, Graphics, Electronics) and Food and Nutrition. Student groups rotate every full term approx. every 15 weeks; teachers teach mainly to subject specialisms, with development of the future curriculum staff may deliver learning of more than one material area including Food. Students experience a series of design and make assignments and focused practical tasks.

**Key Stage 4**

Students can opt to study GCSE Design and Technology (EDUQAS) Students will develop knowledge of Papers and Boards, Electronic Systems, Natural and Manufactured Timber, Ferrous and Non Ferrous Metals, Thermoforming and Thermosetting Polymers and Textile Construction.

Students will specialise in one material for GCSE, this is decided upon based on student interest in

Year 9 and teaching specialisms. Throughout Year 10 students will engage in several design and make tasks which enable experience of each material area this supports learning of Design and Technological influences in society and globally. GCSE Design and Technology consists of 50% examination Component 1 Design and Technology in the 21st Century and 50% Non-Examined Assessment consisting of design and make task

Students can also opt to study Food Preparation and Nutrition (EDUQAS). Students learn core knowledge of The Principles of Nutrition, Diet and Good Health, The Science of Cooking Food, Food Spoilage, Food Provenance and Food Waste, Cultures and Cuisines, Technological Developments and Factors affecting Food Choice. Core knowledge is delivered throughout Year 10 as students learn through Food Commodities; Cereals, Fruit and Vegetables, Dairy Foods, Meat/Fish/Eggs, Alternative Protein Sources, Fats and Sugars.

Students will have practical sessions regularly in order to develop high level practical skills for NEA 2 in Year 11. GCSE Food Preparation and Nutrition consists of 50% examination Component 1 Principles of Food Preparation and Nutrition and 50% Non-Examined Assessment Component 2; Assessment 1 The Food Investigation Assessment (15%) and Assessment 2 The Food Preparation Assessment (35%).

10% of curriculum time is given to Key Stage 4 courses.

GCSE results are normally good to outstanding. We are determined to make all our results outstanding.

Curriculum Structure: Faculty Leader; Terry Watts

Deputy Faculty Leader; Josephine Brock

Assistant Faculty Leader; Cecilia Bitterlin

Design and Technology Teaching staff:

Josephine Brock

David Saddler

Sam Lawrence

Geoff Warnock

Alison Quinton

Mike Emery

Technicians: Mike Starr (Resistant Materials)

Louise Arnold (Food)

**QUALITY TEACHING STATEMENT**

The Technology and Visual Arts Faculty believe that good learning and teaching is demonstrated by teachers who:

• are enthusiastic about their subject and convey their enthusiasm to the students;

• use high quality resources, including ICT and CADCAM;

• are confident in their own subject knowledge and skills;

• encourage students to try out new ideas and record their discoveries;

• build on students' past experiences in Design and Technology;

• promote high expectations of students' progress and the quality of their work.

Lesson preparation and organisation is central to students' learning. Good practice is demonstrated by teachers who:

• share objectives with students so that they are aware of the overall purpose of the unit of work and of each session;

• share assessment and levelling objectives with students;

• ensure each lesson is well planned and proceeds at a brisk pace and engages the students with the task;

• ensure that demonstrations of practical skills are clear;

• use opportunities to extend students' subject knowledge in each lesson;

• observe the students closely as they work, anticipating the needs of individual students;

• set realistic deadlines and monitor students' progress in meeting them;

• provide frequent opportunities for students to reflect and comment on their own work and that of peers, and on the work of professionals;

• use the assessment of students' work, including the analysis of examination data, as a way of identifying the strengths and weaknesses;

 • are clear about expectations of how students should behave

**The Future**

We are a very busy, focussed, but open minded faculty. Our success relies on good teamwork and good humour. If you feel that you can contribute to our future, enhance Design and Technology provision and enthuse the students to continue with post 16 courses, we hope you will apply for this post.

Under the line-management supervision of the Learning Co-ordinator to act as a Form Tutor or Link Tutor taking responsibility for the achievement, progression and well-being of their tutees. To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Learning Co-ordinator to ensure the implementation of the school’s Achievement, Pastoral Care and Guidance policies

**COTHAM SCHOOL**

**PROFESSIONAL JOB DESCRIPTION**

**POST:** Teacher of Teacher of Design Technology MPS, Form Tutor/Link Tutor.

**SALARY:** MPS

**LINE MANAGEMENT ACCOUNTABILITY**

Under the line-management supervision of the Faculty Leader Technologies and Visual Arts the post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school’s self-evaluation policy.

Under the line-management supervision of the Learning Co-ordinator to act as a Form Tutor or Link Tutor taking responsibility for the achievement, progression and well-being of their tutees. To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Learning Co-ordinator to ensure the implementation of the school’s Achievement, Pastoral Care and Guidance policies.

**PURPOSE OF THE POST**

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching methodology, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensuring this through the implementation of Whole School Policies.

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the “School Teachers’ Pay & Conditions Document”.

**ACCOUNTABILITIES**

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and to ensure that the school’s policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively in the Performance Management Review process working as a member of the designated team and contributing positively to effective working relations within the school.

To actively implement and promote the school’s inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

**KEY ASPECTS**

**The post holder is required to:**

To contribute to the maintenance of pupil discipline, good order, welfare, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.

**IN ADDITION THE POST HOLDER**

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Head.

**REVIEW**

This job description does not define in detail all duties or responsibilities of the post. It will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

**PERSON SPECIFICATION**

**Teacher of Design and Technology**

The following criteria will be used when shortlisting and interviewing candidates

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable****(but not essential)** | **Evidence** |
| **Qualifications** | * Degree **and** Qualified Teacher Status (QTS)
* Evidence of recent professional learning in relation to this role
 | * Interest in gaining further relevant qualifications
 | * Application form, letter and certificates
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| **Knowledge** **and Skills** | * A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation
* Ability and experience of teaching Design and Technology at KS3 and KS4.
* A record of outstanding teaching leading to exceptional student achievement
* Good understanding of implementing effective strategies for managing pupil behaviour in an ‘Inclusive’ environment
* Excellent verbal and written communication skills
* Excellent interpersonal skills including listening, negotiation, persuasion and direction and team working skills
* Creative and innovative; willing to contribute to the development teaching and learning within a forward looking faculty
* Ability to implement change and keep up with curriculum developments
* Use effective classroom systems for managing health and safety, resourcing practical work and maintenance of equipment
 | * Experience of teaching from more than one material area.
* The ability/desire to teach Food at KS3 and potential for KS4
* Experience of STEAM opportunities and/or employer engagement to engage students
* Health and Safety Certification recognised by DATA
* Relevant food hygiene certificate
* Awareness of Food teaching in Secondary schools as detailed in “A Framework of Knowledge and Skills” publication
* IT literacy
 | * Application form, letter, interview and demonstrated in observed teaching
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| **Personal****Attributes**  | * Ability to inspire trust and empower others
* Confidence, energy and enthusiasm for teaching Design and Technology
* Stamina, determination, drive and ambition
* Evidence of a range of interests and a willingness to become involved in the wider aspects of the school community
* Ability to meet deadlines and work under pressure
 |  | * Application form, letter, interview and observed teaching session
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