

# Aylesford School

## and Sixth Form College



wonder aspiration respect discipline

May 2019

Dear Applicant

Thank you for your interest in the Teacher of Design & Technology post at Aylesford School & Sixth Form College from September 2019.

Aylesford School and Sixth Form College is a forward thinking and exciting educational environment. We pride ourselves on our commitment to our students and our community. We can offer you a very supportive school with an enthusiastic and lively staff and student body. We welcome applications from both Newly Qualified and Experienced Teachers.

I have included the following details to hopefully provide you with enough information in order for you to make a decision about whether to apply:-

- Job Description
- Person Specification
- Department and School details
- Application Form and Equal Opportunities paperwork

Closing date for applications is **Sunday 19<sup>th</sup> May 2019**

Shortlisting will take place on **Monday 20<sup>th</sup> May 2019**

Interviews will take place on **Thursday 23<sup>rd</sup> May 2019**

You can find out more about our school on: [www.aylesfordschool.org.uk](http://www.aylesfordschool.org.uk)

As a school we are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to two positive references and a full enhanced DBS check.

We very much hope to hear from you, and would like to thank you for the time it takes to make an application. If you do not hear from us within 2 weeks of the closing date, please assume that your application has been unsuccessful at this time.

Yours sincerely

Mr S Hall  
Headteacher

**'from potential to reality'**

Tapping Way, Warwick, Warwickshire, CV34 6XR

**Tel:** 01926 747100 **Fax:** 01926 494194 **Email:** [office@aylesford-elearning.net](mailto:office@aylesford-elearning.net) **Web:** [www.aylesfordschool.org.uk](http://www.aylesfordschool.org.uk)

A charitable company registered in England and Wales, company number 7848367

**Headteacher: Steven Hall BSc MA**

# **Teacher of Design & Technology**

Start Date: September 2019

Contract: Full Time, Permanent

Pay Scale: TMS / UPS

Aylesford School and Sixth Form College is a forward thinking and exciting educational environment. We pride ourselves on our commitment to our students and our community.

We are seeking to appoint an enthusiastic Teacher of Design & Technology with the ability to teach Product Design up to A Level. This post would suit either an experienced teacher or someone new to the profession as we are keen to appoint the right person who will help take the department forward.

## **Studying D&T at Aylesford School**

Technology at key stage 3 is taught in 8 mixed ability groups on a rotation with each module lasting 10 weeks; 4 lessons per fortnight. Students will study a mixture of subjects during the academic year including D&T, food and nutrition, textiles and information technology.

Students can choose a GCSE in D&T. The subjects we currently offer at key stage 4 are Product Design, Graphics, Electronics, Food & Nutrition and Textiles. We follow the OCR exam board at GCSE.

Our Sixth Form students can choose to study Product Design at A Level. We follow the Eduqas exam board.

## **D&T Facilities at Aylesford School**

Aylesford has two workshops equipped with machines such as vacuum forming, Startrite bandsaws, wood and metal lathes, milling, dip-coating, various sanders, vibro-saws, drilling and comprehensive Flamefast heat-treatment etc. A side room provides us with a machine room housing a circular saw and a planer / thicknesser.

Aylesford also has an electronics room complete with computers, soldering equipment and 3D printers. In addition to the specific D&T spaces there are two food technology rooms; a textiles room and ICT rooms which can be used for theory lessons.

Two technicians support the D&T department; one technician is based in food technology and the other supports the D&T product design, graphics and electronics classes.

Aylesford School prides itself in providing a supportive professional environment where high performing practitioners have ample opportunity to develop and grow. If you are imaginative, inspirational and want to develop your career in our supportive and stimulating environment, please complete the application form available in the application pack.

Please email completed application forms FAO Anna Timson, HR Officer & Headteacher's PA at [timson.a@aylesford-elearning.net](mailto:timson.a@aylesford-elearning.net)

or post to:- Miss A Timson, Aylesford School & Sixth Form College, Tapping Way, Warwick, Warwickshire, CV34 6XR.

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Please telephone 01926 747100 or email [timson.a@aylesford-elearning.net](mailto:timson.a@aylesford-elearning.net) with any queries or to arrange a visit to the School.

Please note we do not accept CVs - candidates should download and complete the application form available.

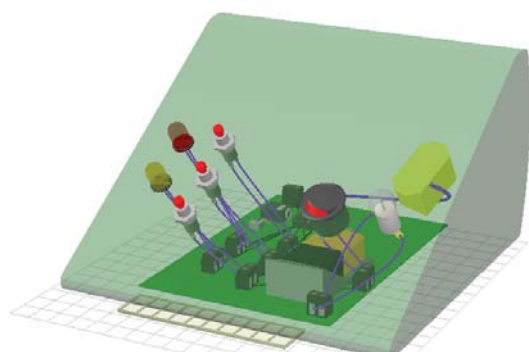
*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to two positive references and an Enhanced Disclosure and Barring Services check.*

## GCSE - Design & Technology - Electronic Product option

Course Structure			
Unit	Topics/Unit Title	Assessment	Weighting (%)
1	Core technical principles and Design & Making principles	2 hour written exam 100 marks	50
2	Substantial design and make task Practical application of Core technical principles and Design & Making principles	Non-examined Assessment (35 hours) 100 marks	50

### What does the course involve?

Year 10	GCSE Electronic Product option is for students who like to Design and Make things using electronics. It will comprise of a mix of short, focused design and make projects using electronic systems, programmable components & mechanical devices, building on their previous experiences. Along with theory lessons covering the core technical principles.
Year 11	<b>Coursework</b> Will comprise of a substantial design and make task that is based on a contextual challenge set by the exam board, assessing candidates' ability to: <ul style="list-style-type: none"><li>• identify, investigate, analyse and outline design possibilities</li><li>• design and make prototypes and evaluate their fitness for purpose</li></ul>
	<b>Exam</b> A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: <ul style="list-style-type: none"><li>• technical principles</li><li>• designing and making principles</li></ul> along with their ability to <ul style="list-style-type: none"><li>• analyse and evaluate design decisions and wider issues in design and technology.</li></ul>



design, computing and

### Skills you will develop

Design and Technology will enable you to understand and apply iterative design processes through which you explore, create and evaluate a range of outcomes. You will be able to use creativity and imagination to design and make functional prototypes that solve real and relevant problems, considering your own and others' needs, wants and values. Design and Technology will provide opportunities for you to apply knowledge from other disciplines, including mathematics, science, art and the humanities.

**Electronics is a subject I always look forward to. It's also a subject that I leave feeling satisfied as I enjoyed it greatly. The subject is very rewarding, but challenging too.**  
**Jordan Slater-GCSE student**

## **GCSE - Design & Technology - Graphic Products option**

<b>Course Structure</b>			
Unit	Topics/Unit Title	Assessment	Weighting (%)
1	Core technical principles and Design & Making principles	2 hour written exam 100 marks	50
2	Substantial design and make task Practical application of Core technical principles and Design & Making principles	Non-examined Assessment (35 hours) 100 marks	50

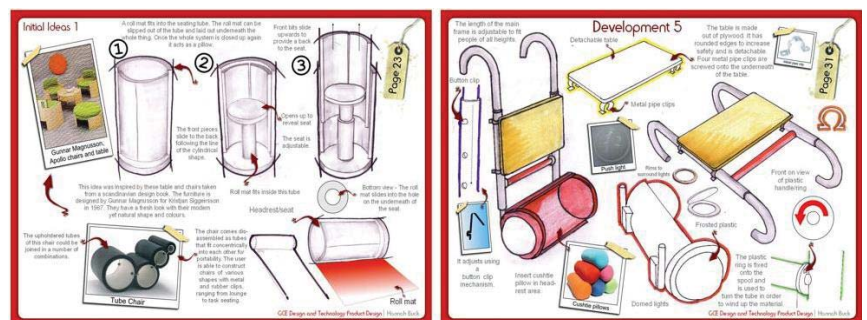
### **What does the course involve?**

Year 10	Graphic Products enables students to design and make products with creativity and originality, using a range of graphic and modelling materials. It will comprise of a mix of short, focused design and make projects. Along with theory lessons covering the core technical principles.
Year 11	<b>Coursework</b> Will comprise of a substantial design and make task that is based on a contextual challenge set by the exam board, assessing candidates' ability to: <ul style="list-style-type: none"> <li>• identify, investigate, analyse and outline design possibilities</li> <li>• design and make prototypes and evaluate their fitness for purpose</li> </ul>
	<b>Exam</b> A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: <ul style="list-style-type: none"> <li>• technical principles</li> <li>• designing and making principles</li> </ul> along with their ability to <ul style="list-style-type: none"> <li>• analyse and evaluate design decisions and wider issues in design and technology.</li> </ul>

### **Skills you will develop**

Design and Technology will enable you to understand and apply iterative design processes through which you explore, create and evaluate a range of outcomes. You will be able to use creativity and imagination to design and make functional prototypes that solve real and relevant problems, considering your own and others' needs, wants and values. Design and

**It's a great subject with a really friendly atmosphere. The projects that we do are very rewarding and fun to make. - James Harris GCSE student**



Technology will provide opportunities for you to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

## **GCSE - Design & Technology - Product Design option**

<b>Course Structure</b>			
Unit	Topics/Unit Title	Assessment	Weighting (%)
1	Core technical principles and Design & Making principles	2 hour written exam 100 marks	50
2	Substantial design and make task Practical application of Core technical principles and Design & Making principles	Non-examined Assessment (35 hours) 100 marks	50

<b>What does the course involve?</b>	
Year 10	Product Design enables students to design and make products with creativity and originality, using a range of materials (mostly wood) and techniques. It will comprise of a mix of short, focused design and make projects, building on their previous experiences. Along with theory lessons covering the core technical principles.
Year 11	<b>Coursework</b> Will comprise of a substantial design and make task that is based on a contextual challenge set by the exam board, assessing candidates' ability to: <ul style="list-style-type: none"> <li>• identify, investigate, analyse and outline design possibilities</li> <li>• design and make prototypes and evaluate their fitness for purpose</li> </ul>
	<b>Exam</b> A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: <ul style="list-style-type: none"> <li>• technical principles</li> <li>• designing and making principles</li> </ul> along with their ability to <ul style="list-style-type: none"> <li>• analyse and evaluate design decisions and wider issues in design and technology.</li> </ul>



### **Skills you will develop**

Design and Technology will enable you to understand and apply iterative design processes through which you explore, create and evaluate a range of outcomes. You will be able to use creativity and imagination to design and make functional prototypes that solve real and relevant problems, considering your own and others' needs, wants and values. Design and

Technology will provide opportunities for you to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

**D&T is a great subject that has a huge practical aspect which is a great break from classrooms and learning off a whiteboard! - Ben Oliver GCSE student**

# A LEVEL PRODUCT DESIGN

## About the course

Design and technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values

The course enables students to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Students should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture

Students should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on science and mathematics, and those subjects they are studying alongside A level design and technology.

## Assessment

Design and Make Practical project 50%

Written exam 50%

For the practical element students will be expected to identify and investigate design possibilities, then develop a design brief and specification. They will then have to generate and develop design ideas followed by manufacture of a prototype.

## Entry Requirements

At least a grade 5 or above, in either Resistant materials or Electronics products. Along with a good understanding in maths and sciences.

## Higher Education and Careers

Any product design based course along with engineering degrees or higher level apprenticeships.

## Additional Information

The course will be taught by Mr Woolley and Mr Bainbridge.

*"Design is not just what it looks like and feels like. Design is how it works."*

– Steve Jobs

*"We cannot solve our problems with the same thinking we used when we created them."*

– Albert Einstein



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### Person Specification: D&T Classroom Teacher

Attributes	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree level qualification</li> <li>Qualified Teacher Status or NQT</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach Product Design across the Secondary age group including A Level</li> </ul>
<b>Teaching Experience</b>	<ul style="list-style-type: none"> <li>D&amp;T teaching experience within the secondary phase with evidence of positive impact on student achievement or NQT</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development or commitment to training</li> </ul>	<ul style="list-style-type: none"> <li>Ability to identify own learning needs</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>An understanding of the requirements of the Changing Curriculum, and current framework in relation to the student's learning and development needs</li> <li>Understanding of a range of successful teaching and learning strategies</li> <li>Ability to use the School's assessment procedures and set appropriate targets</li> <li>Ability to assess how well learning objectives have been achieved and be able to report progress to Headteacher and Parents at appropriate intervals</li> <li>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of teaching broader than single subject would be an advantage</li> <li>A willingness to teach lessons outside of specialism when required</li> </ul>
<b>Skills, Qualities and Abilities</b>	<ul style="list-style-type: none"> <li>High quality teaching skills</li> <li>High expectations of students' learning and attainment</li> <li>Strong commitment to school improvement and raising achievement for all students</li> <li>Ability to build and maintain good relationships</li> <li>Ability to remain positive and enthusiastic when working under pressure</li> <li>Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>Empathy for young people</li> <li>Ability to negotiate effectively</li> <li>Capacity to work collaboratively as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>An ability to embrace the opportunities and challenges afforded by new technology</li> <li>Ability to build strong positive relationships with students and their parents</li> <li>Adaptability and flexibility to respond to the changing educational environment</li> </ul>

*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.*



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### Job Description Classroom Teacher

**Post:** Teacher of Design & Technology

**Grade/Scale:** TMS / UPS

**Contract:** Full Time, Permanent

**Start date:** September 2019

*This job description may be amended at any time, following consultation between the post holder and the Head teacher and will be reviewed annually.*

The post holder is responsible to the Head of Department

**All teachers, regardless of their position in the school must consistently meet the following professional standards:**

#### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

#### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **All teachers should also fulfil wider professional responsibilities in relation to the following and should comment during annual review on how these are demonstrated:**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (examples of this can vary from teacher to teacher).
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (professional development is a personal responsibility and its relevance should relate to the post held).

Other wider professional responsibilities:

- communicate effectively with parents with regard to pupils' achievements and well-being
- deploy support staff effectively

**Signed:**

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Headteacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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## Welcome to Aylesford!

We aim to jump, leap and stride to greater and better things – all the time. We believe in turning potential into reality, in chasing dreams and reaching for the stars! If you believe in the power of teaching and the influence it can have on young lives then we are interested in hearing from you. Our values underpin our determination to create a positive learning environment. See our website for more on our *raison d'être*.

## Location

Warwick is a town of international reputation, famous for its Castle and historic connections. The School itself is on the attractive southwest side, adjacent to the green belt and within easy reach of Leamington Spa, Coventry and Stratford-upon-Avon. Junction 15 of the M40 is less than a mile away and the School is clearly visible on the left on the approach to the town.



## History

The School's origins go back to the late nineteenth century. It was moved from Leamington Spa to its present site in 1964 as a response to overcrowding and the need for modernising. It opened as a School for 400, mainly Warwick students. In time it became a six-form entry Comprehensive School, attracting students from a wider area. A large prestigious housing development near the School will increase the current roll of approximately 850 to 1,000+. We became an academy on 1<sup>st</sup> January 2012 as a result of our desire to become more independent and free to control our own destiny. The school, its staff and governors have been supportive and positive in moving to this new status.

From September 2015 we have incorporated a new Primary School into our facilities and now operate as a 4-18 Academy. This is an exciting development as our fourth cohort of reception age children joined us in September 2018.



## Accommodation

Subjects are housed in curriculum areas where the clustering of classrooms ensures a team approach and helps a supportive ethos. We are constantly updating facilities and upgrading accommodation to ensure the best that we can for both students and teachers. The school is kept clean and tidy classrooms are well resourced through ICT; the site is a pleasant and attractive place to work.

## School Organisation

There are approximately 975 students on roll, including a Sixth Form of around 90. The teaching staff numbers 65 FTE. The Headteacher is aided by a Deputy Headteacher, an Assistant Headteacher and five Directors, who together form the Senior Leadership Team. The teaching staff play an active and important part in decision-making processes within the School, largely through, Middle Leaders Networks and staff meetings. Aylesford is open, honest and transparent in organisation, structure, ethos and culture.

## Curriculum

Teaching and learning in the first three years is based on a banding system, with two mixed ability in the majority of subjects. Groups are based largely on ability in English, Maths & Science in Years 7, 8 and 9. Foundation subjects are taught within the mixed ability bands. The curriculum at Key Stage 3 comprises:

### Core

English  
Mathematics  
Science  
Religious Education  
Citizenship  
PE  
History  
Geography

Art  
Music  
Drama  
Computer Science  
French  
Spanish  
Design and Technology – Systems and Control  
Textiles Technology  
Food Technology  
Graphics  
Resistant Materials





During Year 9, there is an extensive programme in which parents also play an important part to assist students in making informed subject choices at 14+. There is a wide 'Core' programme and a limited range of choice within the options system. The curriculum ensures that both breadth and balance are maintained for all until the end of Key Stage 4. The 'Core' subjects are as follows:

English Language and Literature  
 Mathematics  
 Science, Separate Sciences or Double Award  
 Physical Education  
 Religious Education  
 Personal, Social and Health Education

Students are then able to select four more subjects from the following:

History	Geography
Economics	IT BTEC
French	Art
Spanish	Physical Education BTEC & GCSE
Music/Music Technology	Child Development
Graphics	Food Technology
Product Design	Drama
Business BTEC	Media
Textiles	Electronics

In Years 10 and 11, students follow examination courses, mostly leading to GCSE. The Sixth Form generally points towards GCE 'A' Level and VCE Advanced courses (Business and PE).

The curriculum is delivered by subject departments. School self-evaluation is a valued framework for all aspects of our work and includes a full Performance Management programme, work trawls, line management support and development planning.

## CPD

The School is committed to the on-going development of its staff. There is a weekly CPD Programme, currently on Monday twilight that keeps staff up to date on key issues and asks them to explore developments in some depth. We consider active involvement in the teaching and learning process to be the best form of training and support teachers in their role. The staff are the most important resource of any school and we seek to promote an atmosphere that allows them to do their job well.

## Rewarding Achievements

The individual efforts of students are recognised. Years 7 and 8 take part in the Gold Run – a system of awarding House Points, which students collect until they receive Bronze, Silver, Gold and Platinum Certificates. In Year 9 and Year 10 Awards take place and recently we have introduced the 'ACE' Award for students in Year 11. Awards are also presented for sporting achievements. In November each year there is a formal Awards Evening, which recognises academic excellence and students' contributions in the community. The school is run so that the rewards system feeds into Houses; Stoneleigh, Ragley and Charlecote. All competitions, events and points contribute to a house total and an annual winner.



## Business and Industry Links

Aylesford School has developed excellent links with local employers. Members of the local industrial and business community are often in School to provide their advice and expertise. Projects include:

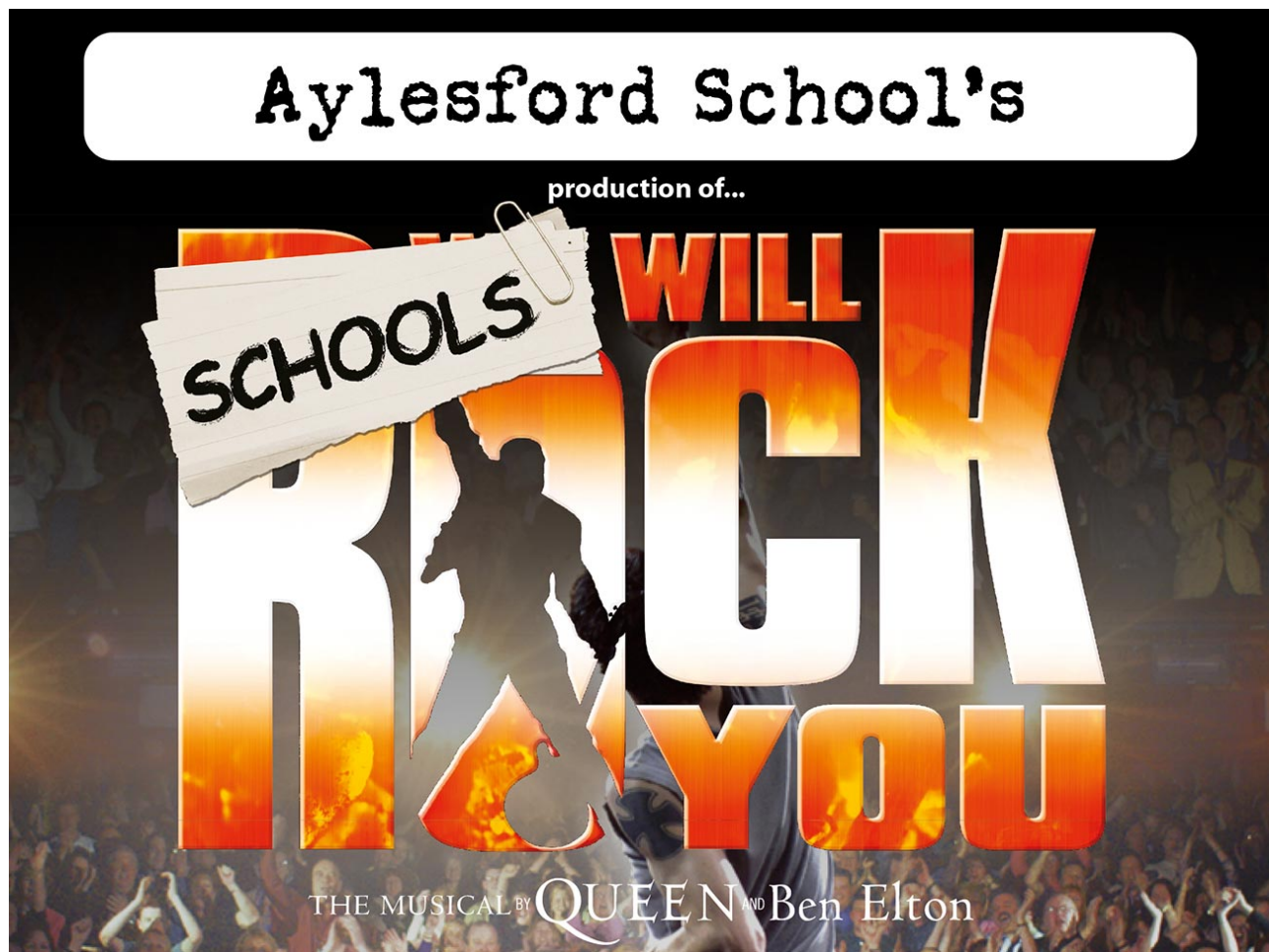
Annual Day events focusing on History (Year 7) Citizenship (Year 9) International Day (Year 8)  
Year 11 Mock Interviews  
Year 10 Careers talks/Enterprise Days  
Work Experience for Year 12 on request (including Foreign WEX placements)  
Sixth Form Industrial Conferences and UCAS preparation  
Teacher Placements

## Extra-Curricular activities/visits

The School offers a full range of extra-curricular activities, including:

Sport	Music
Drama	Continental trips and visits
Skiing	Army courses
Activity Weekends	Theatre visits
Young Enterprise	Duke of Edinburgh Award
School Council	

Educational visits are a regular feature of the work in the majority of subjects and we place great value on residential visits that broaden horizons and help create an independent spirit!



## Pastoral Care

There is no strict academic/pastoral divide. Heads of Student Progress have the responsibility for day-to-day management in social and educational matters including pupil progress. Tutor groups are of mixed ability and a Personal, Social and Health Education programme is taught in all year groups.

## School Council

The School Council consists of representatives from each Year. It regularly discusses all aspects of School life, it makes recommendations, and its views are often taken into account before decisions are made.

## Aylesford Fund Raisers

There is a long-established and active fund raising committee which supports a number of School activities and which raises substantial sums of money for the School. Almost £5000 is raised each year by the combined efforts of students, parents and staff and the money raised is ploughed back into additional resources for the benefit of the students.



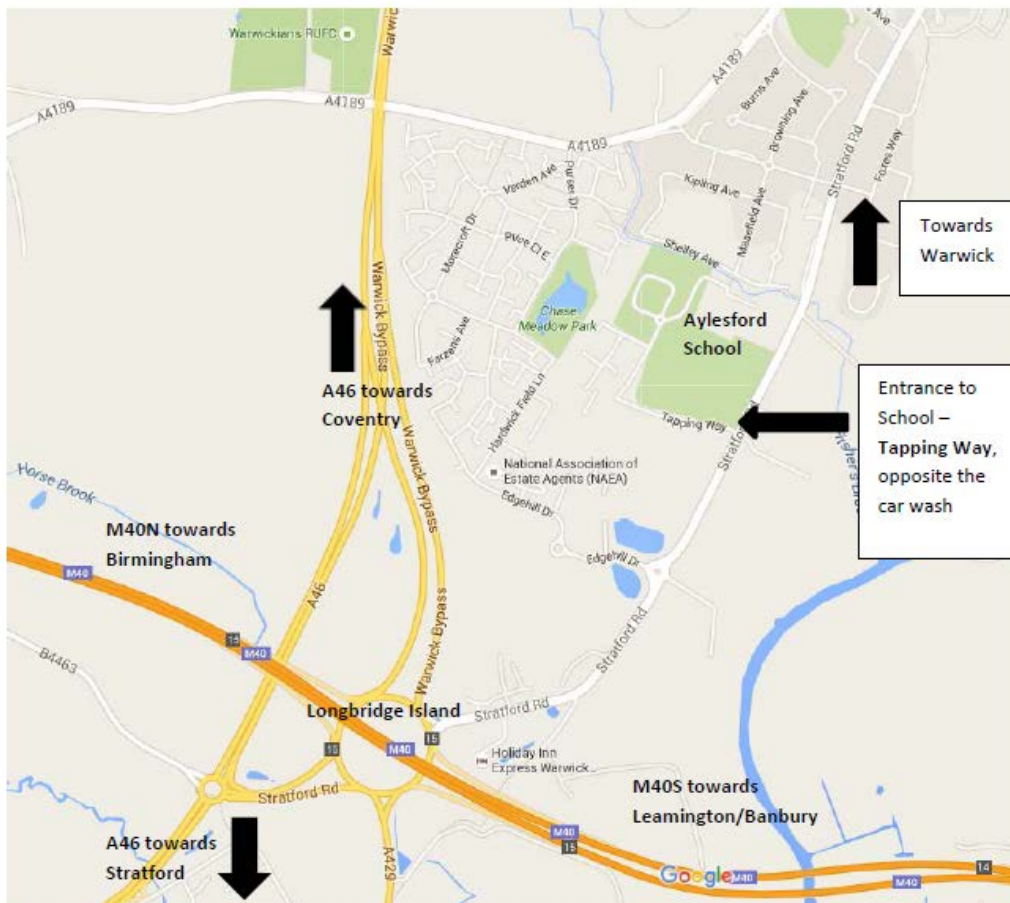
# The Future

Aylesford is a thriving, energetic place to teach and learn. On the basis of demographic changes and planned housing development, the future of Aylesford School is assured. We look forward with excitement to the continuous challenges that will arise in the years ahead.



## Aylesford School location:

Aylesford School & Sixth Form College, Tapping Way, Warwick, CV34 6XR



To find out more about our school visit [www.aylesfordschool.org.uk](http://www.aylesfordschool.org.uk)