|  |
| --- |
| HighGrangelogo_rgb_new**Job description** |
|  | Employment details |  |
|  | Job title: | **Design Technology (wood & metal / resistant materials) teacher Key Stages 2 to 5**  |  |
|  | Reports to: | **Gavin Spicer – Principal, Philip McBride – Head Teacher** **School board of directors / school governors**  |  |
|  | Type of position: | **[Full-time]** |  |
|  | Hours of work: | **(37.5 hrs. per week )** |  |
|  | Grade: | **High Grange School teacher’s terms and conditions**  |  |
|  | Job purpose: **Exciting opportunity!****High Grange School is looking for a Design Technology (wood and metal) teacher for January 2020.** The design and technology teacher will be responsible for delivering learning in accordance with national guidance. The Design Technology teacher is responsible for teaching classes of up to five children across Key Stages 2, 3, 4 and 5 students. All the students have a diagnosis of high functioning ASD (ASC) with a possible further diagnoses of PDA, ADHD and/or mental health difficulties. High Grange School will be looking to appoint a qualified teacher of Design Technology (wood and metal), preferably with some SEN experience who can deliver entry level and GCSE qualifications. The school has an excellent practical work shop and separate theory room next to each other. Ideally but not essential, we are also looking for a second subject specialism or working knowledge of Music Technology. The successful candidate would work alongside students who are interested in Music Technology. Students at High Grange School have been working towards starting a BTEC Level 2 qualification in Music Technology. There is an extensive and very well-equipped recording studio set-up at the school, situated within the Music Department. |  |

|  |
| --- |
| Main duties and responsibilities |
| To undertake your duties, as required by the Teachers’ Standards.  |
| To be committed to the ethos and success of the school. |
| To keep up-to-date with, and remain knowledgeable of, the requirements of Ofsted and the National Curriculum.  |
| To have regard for continuing professional development (CPD) and contribute to the school’s process of self-evaluation and development. |
| To be familiar with the school’s systems, structures, policies and procedures. |
| To effectively plan a varied, balanced and appropriate curriculum which emphasises raising standards and achieving excellence. |
| To adapt teaching styles to suit all learners and provide a supportive learning environment. The successful applicant will have to be flexible and adapt to the individual needs of the learners and ensure that the provision meets students EHCP outcomes.  |
| To differentiate resources and equipment so lessons may be accessed appropriately by all students. |
| To work as part of a team to evaluate and develop students’ learning needs. Manage teaching assistants as students will be staffed one-to-one in the main.  |
| To follow and implement the school’s Behaviour Policy and be trained in ‘team teach’  |
| To encourage students to develop and use their creativity, initiative, independence and manage responsibilities. |
| To be familiar with the 0-25 Special Educational Needs (SEN) Code of Practice, and support and plan for students accordingly. |
| To self-evaluate your teaching in order to improve effectiveness. |
| To be committed to the school’s target and monitoring system for pupil progress – (B-Squared) |
| To systematically assess and record students’ academic and social, emotional and behavioral progress and use the results to inform lesson planning decisions.  |
| To monitor class work, provide constructive feedback and set informed targets for pupil progress. Write Annual Review paperwork based on the students EHCP.  |
| To report on each individual pupil’s progress to the Principal, Head-teacher, Divisional Lead and parents as required.  |
| To actively support school activities, on occasion, such as weekly offsite educational visits, extra-curricular activities and clubs, and parents’ evenings, which may require some out-of-hours availability. |

| **Person specification** |
| --- |
|  | **Essential** | **Desirable** |
| **Qualifications and experience** | * Qualified Teacher Status
* Degree-level qualification
* Delivery of Design Technology
* Willingness to undertake CPD
* Previous experience working in a school delivering Key Stages 3 and 4 curriculum
 | * Relevant post-graduate professional teaching qualification
* Previous experience teaching Key Stages 2, 3, 4 and 5 in an SEN school
* Knowledge of Music Technology within the curriculum at Key Stages 4 and 5
* Knowledge and experience of a working Music recording studio
* Experience of working with children and young people with autism and associated difficulties
* Previous experience working in partnership with parents
 |
| **Knowledge and skills** | * Experience of teaching children with SEN – preferably children and young people with autism (high functioning)
* Sound understanding of the secondary curriculum
* Excellent behaviour management skills
* Excellent inter-personal skills
* Ability to work as part of a team
* Excellent planning and organisational skills
* Effective oral and written communication skills
* Knowledge of key performance indicators and the ability to use them to monitor progress
* An understanding of how a pupil’s learning is affected by their intellectual, emotional and social development, and the stages of child development
 | * Experience working as part of a team
* First Aid skills
* Team teach trained / de-escalate behavior’s that challenge
* An understanding of the importance of parental involvement
* Experience working with children who have SEN and/or disabilities
* Experience working with children who have behavioral problems
 |
| **Personal qualities** | * Committed to teaching
* Supportive of colleagues
* Good attendance and punctuality
* Good sense of humour
* Ability to be flexible and think ‘outside the box’ in order to best meet needs
* Pro-active in the working environment
* Enthusiastic and positive attitude
* Ability to accommodate changes in work priorities
* Ability to anticipate workload and plan ahead
* Ability to develop effective relationships with parents
* Ability to encourage and enable others to reach their full potential
 | * Self-confidence
* Ability to relate well to other professionals
* Patience, perseverance and persistence
 |
| **Prepared by** |
| Name:  | Gavin Spicer | Signature:  |  | Date: | 24/9/19 |
| Title and/or department: | Principal  |