



Biddick
Academy

Application Pack
Faculty Leader
Engineering and Vocational Learning

Closing Date: 12th April 2021 – 12 noon

Dear Applicant

Thank you for your interest in the post of Faculty Leader Science at Biddick Academy.

Our aim is to inspire children to learn, unlock their potential and achieve success. We are passionate and determined that every student feels a sense of achievement, enjoys their learning, is happy and cared for, and develops as a well-rounded individual.

At Biddick Academy, we are preparing students not just to excel in examinations but also to have the skills and attributes to be successful in life. Our curriculum is designed with the intention of developing curious, resilient, aspirational young people who leave us, truly ready for their next steps. We recognise the importance of the informal and formal curriculum and actively encourage a wealth of extra-curricular activities.

I am proud to lead a team of exceptional staff who develop positive relationships with students and are committed to providing opportunities so that students fulfil their potential. You will be joining a team that works together, supporting and motivating each other to ensure our students thrive and flourish.

Biddick Academy is at the heart of the local community and for this reason; the Academy is a warm, energetic and supportive environment. We provide a comprehensive induction programme for new colleagues and offer a range of high quality professional development opportunities.

I would like to wish you the best of luck with your application and should you require any further information please do not hesitate to contact the Academy.

A handwritten signature in black ink, appearing to read 'K. Morris', with a stylized flourish at the end.

Miss K. Morris
Headteacher

Academy Information

As an oversubscribed school, Biddick Academy has an excellent reputation in the local community. With 1111 students on roll and a specialist ASD provision comprising of 35 places, Biddick Academy is a dynamic place to work. We have 6 feeder primary schools and our catchment area is comprehensive, encompassing a wider variety of backgrounds.

The Academy has benefited from significant investment over a number of years and has excellent facilities, including a purpose built Engineering workshop and Hair and Beauty salon. After school hours, the Academy is busy with many community groups using the 3G pitches and leisure facilities.

As an organisation, we want everyone, students and staff alike, to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

Curriculum

Key Stage Three

In Years 7 to 9 students study a broad range of subjects that, at the end of Key Stage Three, enable them to make informed choices for their GCSEs. For example, at present students study the following subjects: English, Mathematics, Science, Geography, History, Religious Education, Physical Education, Music, Art, Design Technology, ICT, IAG (Information, Advice and Guidance), Accelerated Reader, Spanish/French.

Key Stage Four

At the end of Year 9, students make choices regarding the courses they would like to study in Years 10 and 11. All students study GCSEs in the following subjects: English Language, English Literature, Mathematics, Science, History and /or Geography. In addition, all students must also continue to study Physical Education, Ethics, and IAG (Information, Advice, Guidance) as part of the non-examined curriculum.

Students may then choose from a wide variety of further subjects to make up their option choices. At present GCSEs and vocational courses are available in: French, Spanish, Philosophy and Ethics, Engineering, Computer Science, Creative iMedia, Business and Enterprise, Food and Nutrition, Fine Art, Art and Design, Textiles, Digital Art, Hair and Beauty, Physical Education, Dance, Drama and Music.

Engineering and Vocational Learning Faculty

The Engineering and Vocational Learning Faculty at Biddick Academy consists of a team of 5 vibrant and innovative teachers who teach a variety of disciplines at both KS3 and 4. The faculty is extremely well-equipped with state-of-the-art industrial machinery and equipment. The Engineering area benefits from two lathes, a mill, laser cutters and industrial CNC lathe and mill machinery all housed in a well-equipped engineering workshop. We have an up-to-date Hair and Beauty studio that also is fully equipped with 9 work stations and specialist basins. Our food room is spacious and well-equipped with 20 cookers (including two lowered cookers). The faculty also benefits from a full computer suite which is wholly utilised by the faculty. The team work collaboratively to ensure that students are inspired, curious and have the resilience to develop both their practical and knowledge expertise.

The Faculty has a culture of high aspirations and expectations for all. At Key Stage 4 students follow the BTEC Level 2 Award in Engineering, the City and Guilds Level 2 Technical Award in Hair and Beauty and the Eduqas Level 2 Award in Hospitality. Curriculum developments have resulted in a sequenced curriculum which both engages and inspires the students to be curious and inquisitive learners. The engineering and vocational learning curriculum promotes and celebrates curiosity through real-life references and provides students with the understanding and knowledge for their next steps.

Collaboration and team work are key to the Faculty and the successful candidate will have the privilege of leading enthusiastic and expert colleagues.

Students are enthusiastic and engaged in their learning in the faculty and as such, uptake at Engineering, Hair and Beauty Studies and Hospitality and Catering is very positive. Classes at Key Stage 3 are taught on a carousel in order to provide students with a broad range of art and D&T experiences while KS4 classes are taught by one teacher.



Job Description

Post Title:	Faculty Leader of Engineering and Vocational Learning
Responsible to:	The post holder is directly accountable to the Assistant Headteacher
Grade and Terms and Conditions	MPS/UPR plus TLR 2c (£7,017)

Principal Responsibilities:

General Duties of a Leader of Learning

- To raise standards of student attainment and achievement within Engineering/Vocational Learning and Key Stage 3 Design and Technology; to monitor and support all students' progress and be accountable for that progress.
- To be accountable for leading, managing, deploying and developing the teaching and support staff within the faculty; together with the accountability for the effective use of financial and physical resources.
- To be accountable for leading and developing the Engineering/Vocational/Design and Technology curriculum.
- To be responsible for self-evaluation and analysis of achievements and standards within Engineering/Vocational and Design and Technology.
- Implement appropriate plans to impact on the progress of students in Engineering/Vocational and Design and Technology from Key Stage 2 to Key Stage 4.
- To consistently teach good and outstanding lessons which bring about excellent outcomes for all students.
- To ensure good and outstanding lessons are taught by all staff in the faculty, which bring about excellent outcomes for all students.
- To assess the performance and professional development needs of the Engineering/Vocational Faculty, providing consistent feedback, guidance and support to ensure high standards.
- The Faculty Leader will be responsible for ensuring that literacy is delivered effectively across the curriculum.
- Undertake any professional duties reasonably delegated by the Headteacher.
- Any other duties that supports the development of teaching and learning.

Operational/Strategic Planning

- To lead the development of appropriate specifications, resources, schemes of learning, marking policies, assessment and teaching and learning strategies in the department.
- The day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- To implement School Policies and Procedures, e.g. Equal Opportunities, Behaviour, Health and Safety etc.
- To work with colleagues to formulate the Faculty Development Plan which meets the needs of students and the School Development Plan.
- To foster and oversee the application of ICT in the curriculum area, including the development of materials for the school website.

Curriculum Development

- To be accountable for the development and delivery of all subjects within the curriculum area.
- To lead curriculum development for the curriculum area.
- To keep up to date with national developments in the subject area and teaching pedagogy.
- To monitor and respond to curriculum development and initiatives at national, regional and local levels.

- To maintain accreditation with the relevant examination and validating bodies.
- To be responsible for the development of literacy and numeracy skills in all subjects within the curriculum area.
- To ensure that the development of all subjects within the curriculum area are in line with national developments.

Staff Development

- To ensure that staff CPD needs are identified and met.
- Where appropriate, to be responsible for the efficient and effective deployment of the faculty's technicians/support staff.
- To undertake Appraisal reviews as required within the designated department.
- To make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department to ensure effective T&L.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme.
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- Set clear expectations and constructive working relationships among staff; determine responsibilities and delegate tasks as appropriate; evaluate tasks and develop acceptance of accountability.
- Implement a departmental monitoring calendar.

Standards: Monitoring evaluation and review

- To maintain a curriculum area SEF.
- To lead the faculty in creating and implementing a Faculty Development Plan, involving all staff that meet school and departmental priorities.
- To establish consistent standards of practice within the department.
- To contribute to the School procedures for learning observation.
- To implement School Standards and to ensure adherence to those within the department.
- To monitor, evaluate and review the curriculum area in line with agreed School procedures.

Management Information

- To ensure the maintenance of accurate and up-to-date department information on the management information system.
- To analyse and evaluate performance data to identify priorities and intervention needs.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within agreed deadlines.
- To produce reports on examination performance within agreed deadlines.
- To manage the faculty's collection of data.
- To provide the Governing Body with relevant information relating to performance and development.

Communication

- To ensure that all members of the faculty are familiar with and contribute to the SEF and Development Plan.
- To ensure effective and professional communication with parents.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.

Management of Resources

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the Deputy Headteacher to ensure the faculty's teaching commitments are effectively and efficiently timetabled and roomed.

Pastoral System

- To monitor and support the overall progress and development of students within the department.
- To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the Behaviour for Learning system is implemented so that effective learning can take place.

Teaching

- To undertake an appropriate programme of teaching, ensuring The Teachers' Standards are met.

Professional Responsibilities	<ul style="list-style-type: none">• Ensuring that appropriate attainment targets are set and monitored for all students.• Ensuring challenging and engaging teaching and learning is evident within your classroom• Accountability for student progress/attainment outcomes at KS3 & KS4.• Excellent professional role-model to staff and students.• Strong interpersonal skills with the ability to communicate to a range of stakeholders.• A commitment to all students receiving an outstanding educational experience.• Contribution to the wider life and ethos of Biddick Academy.
Shaping the Future	<ul style="list-style-type: none">▪ Take a lead in planning and developing capacity in leading teaching and learning within the department and through the Academy.▪ Be a leader who is able to deliver a vision with detailed departmental plans with priorities identified.▪ To develop detailed schemes of work with the department, which are linked to assessment criteria.
Leading Teaching and Learning	<ul style="list-style-type: none">▪ Model innovative and effective learning and teaching strategies in own classroom practice.▪ To develop strategies to improve interest, motivation and engagement in lessons.▪ To lead staff, by personal example, in achieving 'good' and better teaching and learning.▪ To use a wide range of strategies to support the development of 'good' and better teaching and learning within the department and throughout the school.▪ Disseminate resources and advise on practice, research and professional development provision.▪ Monitor and evaluate the work of other teachers, providing constructive and developmental feedback on a frequent and regular basis and help them implement strategies to bring about improvement.▪ Undertake self-evaluation and development processes, including lesson observations, in order to identify good practice and priorities for development.▪ Co-ordinate strategies to achieve improvement priorities within the department and across the Academy.▪ Liaise with other teachers to ensure continuity and progression.
	<ul style="list-style-type: none">▪ Identify key professional development needs within teaching and learning and ensure that these are addressed through professional development provision.

<p>Developing Self and working with others</p>	<ul style="list-style-type: none"> ▪ Contribute to the professional development and performance management of colleagues using a broad range of skills appropriate to their needs, to support effectiveness relating to aspects of teaching and learning. (e.g. coaching, mentoring, induction). ▪ Work with teachers and support staff to develop their ability to effectively improve the quality of teaching. ▪ Further own professional knowledge and management skills by attending courses, reading and participating fully in the development of other staff.
<p>Student Progress and Attainment</p>	<ul style="list-style-type: none"> • Interpret data to inform effective strategies for improving student progress and attainment. • Committed to raising student aspiration and achievement. • Committed to inclusive education with good knowledge of intervention and support programmes. • Ensuring accountability measures and professional standards are upheld relating to student progress and attainment within English.
<p>Securing accountability</p>	<ul style="list-style-type: none"> ▪ Lead, manage and monitor self-evaluation within the department. ▪ Attend leadership meetings, participating fully in discussion and decision taking and then, by example, actively support and carry out disseminate agreed school policies. ▪ To demonstrate department attainment and progress data is in line with the Academy's expectations. ▪ Lead the department's and Academy's on-going self-evaluation processes. ▪ Regularly evaluate and report on the quality of teaching in the department and across the Academy, identifying areas and issues for further improvement. ▪ Keep the development plan and self-evaluation summaries up to date and report on progress to the Senior Leadership Team and to the governors. ▪ To be responsible as a Team Leader, for the annual review of teaching staff, their performance management and individual interviews in order to plan their training and development needs.
<p>Strengthening communities</p>	<ul style="list-style-type: none"> • Possess a 'can do' approach to departmental/school improvement and excellence. • Be an excellent communicator. • Work positively and in partnership with parents, governors and the community. • Support Biddick Academy's climate for learning. • Co-ordinate strategies to achieve relevant departmental and whole school improvement priorities. • To be fully involved in meetings and duties of the governing body and its subcommittees. • Work with our partner schools and leading edge network.
<p>Generic Responsibilities</p>	<ul style="list-style-type: none"> • While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

- Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers.



Faculty Leader of Engineering and Vocational Learning PERSON SPECIFICATION

Qualifications and Training	Essential	Desirable	Method
Qualified Teacher Status.	✓		A
Recognised postgraduate level qualification.		✓	A
Evidence of ongoing professional development, including further training in preparation for and to enhance leadership.	✓		A
Ability to teach Engineering at Key Stage 4	✓		A
Ability to teach across all Design and Technology disciplines at Key Stage 3		✓	A/I
Experience	Essential	Desirable	Method
Evidence of significantly improving teaching and learning at Key Stage 3 and 4 in Design Technology / Engineering.	✓		A/I
Evidence of improving outcomes over a sustained period, including evidence of good progress within Design Technology / Engineering for students.	✓		A/I
Experience of and the ability to develop and maintain a clear and vibrant vision for Engineering and Vocational Learning.	✓		A/I
Ability to develop a sequenced curriculum that is designed to allow pupils to transfer key knowledge to long-term memory.	✓		A/I
Evidence of the effective use of assessment to embed knowledge and support the teaching of the curriculum.	✓		A/I
Experience of improving teachers' subject, pedagogical and content knowledge in order to enhance the teaching of the curriculum.		✓	A/I
The ability to accurately evaluate the quality of education in Engineering, Vocational Learning and Design and Technology.	✓		A/I
Evidence of outstanding classroom management skills and consistently excellent teaching and learning.	✓		A/I

Knowledge and Understanding	Essential	Desirable	Method
In-depth knowledge and understanding of national and regional education issues relating to Engineering and Vocational learning.	✓		A/I
Proven record of target setting, tracking and monitoring student progress and implementing effective intervention strategies to raise standards.	✓		A/I
Evidence of identifying priorities and constructing an improvement plan within Design Technology / Engineering.		✓	A/I

Skills and Personal Qualities	Essential	Desirable	Method
Excellent leadership skills and a proven ability to motivate, support and challenge staff as appropriate.	✓		A/I
Excellent interpersonal and communication skills.	✓		I

Experience of strategic planning and implementing development planning.		✓	A/I
Ability to set and meet ambitious, challenging goals and targets.	✓		I
Experience of improving others (coaching/mentoring) and able to bring out the best in others.	✓		A/I
A willingness to contribute to teams across the Academy, particularly at middle leader meetings with an ability to contribute in the formulation of policy and strategy.	✓		A/I

Leadership Attributes

	Essential	Desirable	Method
High expectations for accountability and consistency.	✓		I
Genuine passion and a belief in the potential of every student.	✓		I
Motivation to continually improve standards and achieve excellence.	✓		I
Judgement, drive and influence to lead and inspire others.	✓		I

Personal Attributes

	Essential	Desirable	Method
Passion, commitment, innovation, perseverance and flexibility in supporting achievement.	✓		I
Able to work consistently at a high level of performance.	✓		I
Team player.	✓		A/I
Ability to effectively manage behaviour in the classroom / work as part of a team / undertake a full range of professional duties.	✓		A/I
Commitment to the safeguarding and promoting the welfare of children.	✓		I

A – Application Form

I - interview