



CHESHAM  
GRAMMAR  
SCHOOL



SUBJECT LEADER FOR DESIGN AND  
TECHNOLOGY  
with responsibility for Engineering  
Information Pack

# SUBJECT LEADER FOR DESIGN AND TECHNOLOGY

(with responsibility for Engineering)

MPS / UPS with TLR1a

FULL TIME PERMANENT

START DATE: September 2022



## SUBJECT LEADER OF DESIGN AND TECHNOLOGY with responsibility for Engineering

An exciting opportunity has arisen for an outstanding and inspirational colleague to provide exceptional leadership of our Design and Technology team. The successful candidate will also have responsibility for Engineering. Design and Technology is an important part of our curriculum, with Engineering, Food Technology and Textiles being popular subjects at both Key Stages 3 and 4. The successful candidate will have the experience and vision to motivate our students and staff and develop the subjects within our school.

Chesham Grammar School is a successful and popular co-educational grammar school with over 1300 students on roll (400 in the Sixth Form).

We are looking for:

- a well-qualified and experienced teacher with a proven track record of inspiring students and staff
- excellent leadership and management skills
- a commitment to providing students with outstanding curricular and extracurricular Design and Technology experiences

We offer:

- high attaining learners who achieve excellent results
- commitment to professional development
- great support and team work
- superb teaching and staff facilities
- priority admission for qualified children of staff
- on-site accommodation
- an opportunity to work in an area of outstanding natural beauty 30 minutes from London

## Applications

Completed applications should be emailed to: [recruitment@redkiteschoolstrust.org](mailto:recruitment@redkiteschoolstrust.org)

Closing date for applications: Monday 7 March 2022, midday

Interviews: Friday 11 March 2022

**We reserve the right to interview and appoint on application**

Red Kite Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment.

Applicants will be required to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service



February 2022

Dear Colleague

Firstly, I would like to thank you for your interest in Chesham Grammar School and in this post. I hope this information will help you decide whether you wish to apply for this exciting position. CGS is a co-educational selective school with 1300 students, 400 of whom are in the Sixth Form. We have around 120 teaching and support staff who work hard to ensure our students enjoy the best possible educational experience. We admit 180 students into Year 7 each September, drawn from a wide geographical area. We also take around 50 students into Year 12 each year.

Chesham Grammar School opened in April 1947 as Chesham Technical School, one of the new schools set up after the 1944 Education Act. In the 1960s, it became a co-educational grammar school but we have never lost sight of the school's roots; design and technology plays an important part in the curriculum and the general life of the school. We are the only grammar in the local area offering Engineering to our students. The school celebrates its 75<sup>th</sup> anniversary this year.

CGS is an outstanding school. That is the conclusion Ofsted reached when they last inspected the school in March 2014, although they didn't tell us anything we didn't already know. However, it is very much our mantra that outstanding doesn't mean perfect and we are constantly seeking ways to make CGS better still; in short, to make it a truly exceptional place in which to study and to work. Our examination results at GCSE and A level are excellent, testament to the dedication and commitment of both our staff and students. The vast majority of our students progress to university, with a good number each year winning offers of places at Oxford or Cambridge.

As you would expect in this sort of school, our curriculum is broad and balanced from Year 7 with all students studying traditional academic subjects as well as having the opportunity to explore a range of disciplines within the creative arts and technology. At GCSE, students can choose from a wide range of subjects with still more on offer when they get to the Sixth Form. But what goes on inside the classroom, day in, day out, is only part of the story. Beyond that, there is a real richness of experience as well as a genuine warmth and openness in the relationships between students and staff, all of which combine to make CGS a hugely rewarding place in which to work.

Our pastoral care is superb and vertical tutoring (currently suspended due to government Covid19 guidance), organised around our strong House system, gives the school a very distinctive 'feel' and enables every student in the school to be known well by their tutor. It also ensures that those who join us are very quickly integrated into the life of the school. We place a huge emphasis on support and guidance and this is a real strength of CGS. The House system also ensures that healthy competition is an integral part of school life. Students belong to one of four Houses and there are competitions between them throughout the year in a range of sporting disciplines as well as in music, art and drama.

CGS has excellent facilities and is forward thinking and innovative. We have a passionate belief in our bright and articulate young people, seeking to equip them with the skills to succeed in the 21st century not just with excellent results. To this end, over the last few years, we have developed our own



approach to learning. The 'CGS Learner', as we call it, seeks to develop students who are able to learn effectively both independently and collaboratively and who leave us ready to face the challenges which lie ahead. We are constantly seeking ways in which to develop wider skills too and there are many opportunities for students to take a leadership role within the school or to participate in extra-curricular activities in a wide range of spheres. None of this would be possible, of course, without the

dedication, commitment and boundless energy of our staff who are always willing to give up their time to provide outstanding opportunities both within and beyond the classroom.

At CGS we want our staff to continuously develop too. Much of our CPD is 'in-house'; we have a very clear focus on the sharing of good practice within the school where there is already so much expertise. We regularly host visitors from other schools who come to experience at first hand various aspects of life at CGS, such as vertical tutoring, or, perhaps to see what the CGS Learner looks like in action. In addition, we encourage staff to visit other schools and to bring back ideas which can be shared with colleagues and which might in some way lead to further improvements here. We work collaboratively with several local schools and are very pleased to be members of both the Herts-Bucks Challenge Partners group and of a Teaching School Alliance, the Astra Alliance, which means we are fully involved in teacher training. This collaboration between schools has also enabled us all to expand our CPD for NQTs and for more experienced staff.

When making appointments, I am, first and foremost, seeking to recruit the kind of person who 'fits' our ethos. It is a privilege to work with the students at CGS; they are mature, committed and hard-working but they are also great fun to be with and, when you visit the school, you will see that there are very warm relationships between staff and students, based on mutual trust and respect. This helps to make CGS a hugely rewarding place to work. We want our students to have a superb experience at CGS both within and outside of the classroom and to learn to build positive relationships with others during their time here so that when they leave, they are ready for life beyond school in social as well as in academic terms. Of course we also want them to benefit from outstanding teaching and to be taught by passionate and committed subject specialists who will be willing to go that extra mile to give them the very best education possible.

I hope this letter gives you some feel for CGS and for this post. I imagine that you will be looking at our school website for further information, [www.cheshamgrammar.org](http://www.cheshamgrammar.org) which will give you a good deal of information about and a genuine feel for the school. If you would like to pay us a visit before applying, please do get in touch.

I look forward to hearing from you.

Yours sincerely,

Annmarie McNaney  
Headteacher



# CHESHAM GRAMMAR SCHOOL

## SUJECT LEADER FOR DESIGN AND TECHNOLOGY with responsibility for Engineering

Job Description





## **SUBJECT LEADER FOR DESIGN AND TECHNOLOGY with responsibility for Engineering AT CHESHAM GRAMMAR SCHOOL**

Responsible to: Assistant Headteacher

Grade: MPS / UPS full time permanent

### **Overview**

Teachers at Chesham Grammar School are effective professionals who are thorough in their curricular knowledge and take responsibility for their professional development. The teacher's role is to promote the academic and personal development of all students.

### **Key elements of the role**

- To be accountable for the professional leadership, management and development of Design and Technology
- To ensure there is a coherent, appropriately sequenced curriculum in place which reflects the whole-school curriculum intent
- To secure high quality teaching, effective use of resources and high standards of learning and achievement for all students
- To develop and enhance the teaching practice of others
- To monitor and support student learning and progress
- To effectively manage and deploy resources in the delivery of Design and Technology
- To promote positive values and attitudes
- To demonstrate professional values and practice

### **Teaching and Learning**

- Ensure that lessons which incorporate an appropriate range and depth of subject knowledge are planned and taught within Design and Technology
- Ensure that lessons within Design and Technology have clear objectives and well-pitched tasks which provide pace and challenge using a variety of learning strategies including ICT
- Lead the department in tailoring teaching and learning strategies for individual students accordingly

- Ensure that a variety of assessment, marking and feedback strategies are used within Design and Technology department to inform planning, develop learning and evaluate students' progress
- Lead the department in providing constructive feedback to help students reflect upon and improve their work
- Ensure the highest possible standards of student behaviour
- Responsible for the department development plan
- Responsible for the efficient and effective deployment of members of the support staff where appropriate.

### **CPD**

- Be responsible for the line management of staff, ensuring that all staff in the department demonstrate an unwavering commitment to continuing professional development, taking part in both the whole-school staff development programme and a personal development programme
- Lead professional development of staff in Design and Technology through example and support including where appropriate, the use of coaching, appropriate training providers and CPD courses.
- Ensure early career and trainee teachers are monitored, supported and trained.

### **Pastoral**

- To be a form tutor to an assigned group of students, promoting their general progress and wellbeing and encouraging student participation in the extra-curricular activities programme

### **General School**

- To demonstrate consistently high expectations of all students and a commitment to raising their achievement
- To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration
- To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary
- To contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare
- To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities and comply with policies & procedures relating to child protection, health, safety, welfare, confidentiality and data protection
- To undertake any other duty as specified by the Headteacher not mentioned above



## SUBJECT LEADER FOR DESIGN AND TECHNOLOGY with responsibility for Engineering: Person Specification

	Essential	Desirable
<b>EDUCATION AND QUALIFICATIONS</b>		
A good honours degree and qualified teacher status	✓	
Evidence of relevant CPD	✓	
<b>EXPERIENCE</b>		
A proven track record of impact as a teacher and at departmental level	✓	
A thorough knowledge and understanding of current development in teaching, learning and the curriculum	✓	
Excellent wider subject knowledge	✓	
<b>PERSONAL SKILLS AND QUALITIES</b>		
A demonstrable passion for Design and Technology	✓	
Excellent communication skills and the ability to foster positive relationships	✓	
The ability to think analytically and strategically	✓	
The ability to set high standards	✓	
A strong moral purpose and drive for continuous improvement	✓	
Ability to work under pressure	✓	
Excellent record of attendance and punctuality	✓	
A good sense of humour		✓



## About Design and Technology

The Design and Technology department comprises the subjects of Engineering, Food Technology and Textiles, each with their individual Subject Leader. The team of four highly qualified specialist teachers and four skilled technicians are housed in a suite of rooms well equipped with all the facilities required to deliver a high quality Design and Technology curriculum from Year 7 to Year 11. All three Design and Technology subjects are popular choices at Key Stage 4. The Design and Technology department is currently led by an experienced Subject Leader who also has responsibility for Engineering, supported by two highly skilled Subject Leaders in Food Technology and Textiles.

At Key Stage 3, students learn all three Design and Technology subjects in each year on a rotation basis. Many of our students enjoy the breadth of experience that this gives them and go on to study one, or in some cases, two of the Design and Technology subjects at GCSE.

The curriculum is designed with a focus on independent learning and encouraging students to work out concepts for themselves, in line with our whole school approach (the “CGS Learner”). Results are excellent. Our students make excellent progress against their individual targets, with the vast majority of candidates in Year 11 gaining a top grade

The Design and Technology department offers a range of extracurricular opportunities for students, including a GCSE Engineering visit to Bologna, as well as more local visits that immerse students in food and textile production in the local area.

### The Role

This is an opportunity for a passionate, innovative and forward thinking graduate teacher of Design and Technology (QTS) to lead our Design and Technology Department. The successful candidate will also have responsibility for Engineering and therefore must be able to teach Engineering to Year 11.

We are looking for someone who shares our commitment to providing a range of high quality learning experiences for our students, who is willing to lead on sharing good practice with colleagues, and who will contribute to our extra curricular programme.





### How to apply

To apply for this position, you will need to complete an application form, which can be downloaded from our website.

Completed applications should be sent to Clare Harvell, HR Manager [recruitment@redkiteschoolstrust.org](mailto:recruitment@redkiteschoolstrust.org)

### Shortlisting

Subject to the number of applications, shortlisting may take place before the deadline for applications has passed.

If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

### Interview

Shortlisted candidates will be invited to interview. The Interview will consist of a panel interview (including a member of the senior team), lesson observation and tour of the school. Some roles may have a student and staff panel interview and a written task.

Selected candidates may be interviewed by the Headteacher or other members of the management team.