



# Deputy Head of Technology Full Time

## Candidate Briefing Pack 2022-2023



## Welcome from our Headteacher

Dear Candidate,

Thank you for your interest in the post of Deputy Head of Technology here at The Heathland School. It gives me great pleasure to write to you as the Headteacher of our School. All children deserve a great school on their doorstep and our talented and committed staff play a pivotal role in enabling our young people to become those who develop;

### **The Heathland Heart**

We wish for all members of our school to develop great confidence, personal resilience and compassion for themselves and others.

### **The Heathland Hallmark**

We aspire for our pupils and staff to experience great teaching and learning underpinned by a deep and meaningful curriculum.

### **The Heathland Horizons**

We wish for our pupils and staff to have big dreams and to achieve their best.

Whilst the educational landscape and the way schools are organised and led are constantly changing, the foundations of The Heathland School and its long-standing traditions have not. The 'Heathland Experience' has benefitted generations of past pupils since the school opened in 1973. Over the years we have consistently been placed in the top 5% of all schools for pupil progression from Years 7 to 11.

The Heathland School offers an enriching and meaningful curriculum, enabling pupils to achieve their best qualifications, growing their confidence and developing a love of learning. At the heart of our ethos is a 'Commitment to Excellence'. We have always set high standards for achievement in an environment where pupils demonstrate courtesy, self-discipline and respect for each other. The Hallmark of a great school are great results. A place where great teaching and learning is routinely part of the DNA of the school. We have an exceptional and long track record of university successes for our Sixth Form students, including Oxbridge and Russell Group universities.

This role comes at an exciting time, and we are filled with great optimism, and working in partnership with the Governing Body and the Local Authority together with Heathland Leadership Team (HLT), teachers, support staff, parents, carers and pupils.

Communication is paramount in this role and our foci has been to insist upon accurate, transparent, clear and positive messaging in all of the work that we do. We have a framework for both staff and pupils and these Principles of Excellence provide a benchmark for our high aspirations and high expectations.

Pupils feel safe and enjoy school. Every child is an individual and is entitled to an encouraging and optimistic diet of teaching and learning. We have a continued focus on reducing the disadvantaged gap whilst continuing to challenge the most able.

We are seeking someone who is committed, enthusiastic and keen to support our young people to strive for excellence and be the best version of themselves. Being a team builder and team player is an integral part of The Heathland School, which will offer you access to the resources and support you need.

We are very proud to be a diverse and inclusive community and we want every child, young person and member of our staff, regardless of where they are from and who they are, to thrive and believe that they can and will achieve great things. As an employer, we are committed to fairness and opportunity, and within the School, we proudly promote and celebrate the Heathland culture and ethos which is genuinely diverse and inclusive.

I very much look forward to hearing from you.



Mrs Seema Huxley  
Headteacher

# Our Mission

## Committed to Excellence

Central to our mission statement is our firm belief that students learn best within a secure, well-disciplined learning environment that provides a broad and balanced curriculum. We challenge our students to become ambitious learners who strive for excellence and the highest levels of achievement across all school life. In order to achieve this we will:

- Provide an environment where individual learners thrive as confident, independent and informed citizens of the future
- Celebrate and value the diverse nature of the school community and ensure our core values of respect, tolerance and empathy underpin all we do
- Ensure our learning and teaching responds to curriculum development in an exciting and innovative way
- Work in close partnership with parents to unlock their children's potential
- Develop all students' understanding of the importance of safe and healthy lifestyles
- Promote a vision of science and mathematics which gives all our students and the wider community the opportunity to excel

### Our Goals:

- To promote high achievement and outstanding academic success
- To prepare students for their future life and role in society
- To involve students and parents in the life of the school
- To foster a sense of community and traditional values based on discipline and mutual respect
- To provide an orderly, attractive and stimulating environment
- To be a leader in meeting the challenges of the future

### To Achieve These Goals:

- Provide effective leadership
- Seek continuous improvement
- Provide a broad, balanced and challenging curriculum
- Recruit, retain and motivate a highly qualified, committed and caring staff
- Uphold the school's Behaviour Policy and Code of Conduct

*"The warm and good-natured environment of the school enables excellent learning in every lesson".  
"Teachers are encouraged to deliver a combination of tried and tested, and innovative, methods of teaching, in order to achieve excellent learning on a regular basis".*

Head of Department

# Principles of Excellence

At The Heathland School, we want children to have an inspiring and challenging learning experience in a well-ordered environment that engenders a love of learning. We believe that all students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. High quality and creative teaching by dedicated professionals with strong subject knowledge lies at the heart of our academic success. Central to all great teaching practice is teachers using the most effective pedagogies to ensure that pupils have a positive and fulfilling learning experience.

In order to implement excellent and effective lessons at The Heathland School, there are key principles of learning that should inform the planning and delivery of a lesson. These principles are enriched by the approach of Barak Rosenshine and understanding of learning process through cognitive load theory. There is no one way to teach an excellent lesson, and we recognise, value and celebrate our autonomy as teaching professionals and this is always focused on delivering the highest quality learning for the students in our care. Our teaching principles of excellence, and our student principles of excellence provide a guide for enabling effective student learning in lessons.

## Before the lesson:

### Preparation

Long term goals, and the sequence of learning are carefully planned. Consideration is given to cognitive overload and opportunities to respond to feedback. Resources are challenging and flow well.

### Organisation

All lessons have appropriate seating plans. Teachers have an excellent understanding of prior attainment and individual needs in order to support learning and plan effectively.

### Quick Starter

Teachers greet students warmly at the door. The title, topic, and date should be shown visibly on the board. The students complete a starter activity as soon as they enter.

### Big Picture

Learning intentions/objectives/journey are explicitly shared. Why are we learning this, and how will today's learning fit into the bigger picture (*with what has been learnt already, and what will be learnt next?*)

## During the lesson:

### Practice

Teachers provide opportunities for independent and substantial practice that is focussed and challenging. Subject knowledge and curriculum skills are secured before moving forward.

### Model

Live worked examples and prepared examples will be used to give students a clear idea of excellence.

### Explain

Teachers will chunk information so as not to cognitively overload students. Clear instructions and high expectations for work lead to progress. Teachers should use powerful analogies and diagrams to support this.

## After the lesson:

### Question

Teachers use a variety of highly skilful questioning to clarify misconceptions and enhance learning. High participation strategies, like think-pair-share, ensure all students are engaged and are thinking. A high success rate will demonstrate appropriate stretch and challenge.

### Strong Finish

Teachers ensure work is well organised before the lesson ends. Lessons have calm and purposeful exit routines to support secure transition between classes.

### Reflect

What were the successes? What will you adapt? What will you happily continue? What will you share with colleagues?

### Feedback

High quality feedback is given to students to enable the next steps of improvement. *What needs more practice next time?* Teachers plan future lessons accordingly.

### Homework

Purposeful homework is set that helps students learn, recall and extend work completed. This enables excellent progress in and outside the classroom.

We have the highest standards and expectations built on our traditional values. Students are provided with clear boundaries and self-belief which allows them to learn and behave exceptionally well. Pupils feel safe and a calm and purposeful atmosphere around the school enables our children to achieve their best, grow and flourish.

# Student Principles of Excellence

High quality learning by dedicated students is facilitated by teachers with strong subject knowledge and who care deeply about supporting children in school. Mutual respect and hard work lie at the heart of our academic success. The Heathland students are always willing to go the extra mile to excel and grasp the many opportunities in school in order to develop a love of learning.



**Behave exceptionally well: respecting all others, including yourself, around the school. A calm and purposeful atmosphere around the school enables everyone to achieve their best, grow and flourish.**



## Organisation

Arrive to school and lessons on time.

Wear your uniform with professionalism and pride: inside school and when travelling to and from school.



## Preparation

Ensure you have all the equipment, books and stationery you need for the day.

Complete homework to the best of your ability in good time.



## Quick Starter

Arrive to lessons punctually.

Greet your teacher politely and with a smile.

Get straight to work and write the title and date down.



## Big Picture

Think about how what you are doing in lessons links to what you have already learned.

Make sure you understand how the lessons link together.



## Explain

Listen carefully to teacher explanations.

If you are unsure about what you need to do you should ask.



## Model

Use the examples provided by the teacher and examined in class to understand what excellent work looks like and to ensure you are using the correct and accurate methods and processes required.



## Practice

Make the most of your time in lessons by working hard and practicing. Always try your best.

You should push yourself and seek out challenge.



## Question

Participate in your class. Learning doesn't happen to you; you have to be part of the process.

Give detailed and well explained answers.

When speaking to the class project your voice demonstrating confidence and self belief.



## Strong Finish

Make sure your work is finished to a high standard and carefully organised.

Leave your classroom tidy. Calmly exit your lesson and get to the next lesson promptly.



## Homework

Make sure you record homework clearly and give yourself clear reminders about it.

Spend the right amount of time doing the best work you can outside of school.



## Feedback

Listen to and read your teachers' feedback carefully. This will help you to correct mistakes and improve your work for next time.



## Reflect

What were the successes in the school day? What did you enjoy? What do you want to be better at tomorrow?

# Job Role

Job Title:	<b>Deputy Head of Technology</b>
Contract Length:	Permanent
Contract Type:	Full time
Salary:	UPS/MPS + OLW+TLR2a
School:	The Heathland School
Location:	Hounslow
Accountable to:	Head of Department

## About the role

The core purpose of this post is to commit to excellence at The Heathland School. Central to our mission statement is our firm belief that students learn best within a secure, well-disciplined learning environment that provides a broad and balanced curriculum. We challenge our students to become ambitious learners who strive for excellence and the highest levels of achievement across all school life.

### JOB PURPOSE

To support the Head of Department in leading and developing curriculum provision in order to ensure high standards of teaching and learning are maintained in accordance with the aims and policies of the school

To lead curriculum development and manage staff and resources within Resistant Materials

This post is important to the subject outcomes of our pupils and their continuing success. Teachers are the driving force behind subject development and hence, impact widely on the academic outcomes of the School. The successful candidate will be line managed by the Head of Department.

Teachers must reflect and be positive thinkers and be able to identify methods in which teaching and learning can be enhanced, across all phases. It is expected that the successful candidate will consistently plan and deliver lessons to an expected standard within the department.

We are looking for an innovative and forward-looking individual who can inspire students and contribute fully to building confidence, encouraging pupils to come out of their comfort zone, academic rigour and a curiosity for this subject.

## Professional Development

Our staff are important to us. We know that without great staff, our children will not be as successful. Therefore, professional development is key to our success, we grow, develop and nurture our staff. We have a wide variety of in house and external professional learning and development.

# Key Responsibilities of the Role

## Teaching, Learning & Assessment

- To be responsible to the Head of Department for the co-ordination, development, evaluation and modification of differentiated Schemes of Work in Resistant Materials
- To be responsible for the effective operation of assessment, recording, monitoring and reporting systems within Resistant Materials
- To promote a love of learning and children's intellectual curiosity in this subject area
- To demonstrate and develop strong knowledge of a wide range of teaching methods and to implement these in the classroom
- To ensure that all practices for teaching are in harmony with DfE Teaching Standards, Heathland Teaching Principles of Excellence and Department Schemes of Work
- To keep up to date with developments in the subject nationally and to respond to initiatives/changes in content, methodology and examination practice
- To benchmark and use any resources/strategies as advised by the School or other evidence based practices

## Staffing and Resources

- To be responsible for health and safety within the Resistant Materials department (including ensuring all staff are health and safety trained)
- To assist the Head of Department in formulating and monitoring the Departmental Development Plan so that it reflects the requirements of the School Development Plan
- To deputise for the Head of Department in his/her absence
- To co-plan and work with teachers and classroom support staff to develop skills in teaching, learning and assessment
- To support professional learning by attending sessions, meetings and forums as required so that staff can learn from one another
- To work in partnership with the Head of Department to review the availability and use of resources to improve Teaching and Student Principles of Excellence
- To support the department leaders with arrangements for classes requiring cover within the curriculum area for minimal disruption to pupil learning
- To have high standards of professionalism, judgement, and attendance in line with the School's culture and expectations
- To support the members of the curriculum team in maintaining high standards of delivery and discipline

## Management Information

- To ensure that pupil data is used effectively to improve pedagogy and practice within this subject
- To analyse and evaluate performance data both from within the department and externally provided to ensure student progress
- To take action in relation to any identified concerns regarding student progress
- To adapt any teaching and learning to respond to the strengths and needs of pupils
- To evaluate and use reports analysing examination performance (both internal and external) identifying areas for further action and support that is required
- To ensure that students' work is marked regularly providing effective feedback in line with the department's marking policy
- To set and mark internal assessments and formal examinations

# Key Responsibilities of the Role

## Communication

- To provide pupils with regular feedback, both orally and through accurate record keeping/marking, and encourage pupils and staff to respond to the feedback
- To ensure effective communication as appropriate with students, teachers and classroom support staff
- To ensure effective communication as appropriate with the School, external bodies and other partnerships
- To represent the subject's interest within the School

## Pastoral and Behaviour Management

- To take on the role of a Form Tutor as assigned, supporting the pastoral and welfare of students as part of a year group
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the School's Safeguarding Policy
- To challenge and correct any behaviours or attitudes that are not in accordance with School policy
- To be able to check and challenge incorrect uniform and adhere to the School's Behaviour & Uniform Policy, and to manage any inconsistency or concerns
- To provide accurate information for parents/carers as directed by the School and department policy and to attend parents' evenings and other presentation meetings as required

## General Responsibilities

- To teach a timetable commensurate with the position and responsibilities
- To work within the School framework with regard to health and safety
- To promote equal opportunities in the School
- To actively promote the aims and ethos of The Heathland School
- To support the School's commitment to the continued professional learning and development of all staff
- To contribute to the ethos of the School as a caring and committed institution where the Teaching Principles of Excellent is one of our key priorities
- To undertake any additional duties as may reasonably be required by the Leadership Team and the Headteacher

## Safeguarding

- To follow all Safeguarding procedures and be committed to Safeguarding and promoting the welfare of children and young people

# Person Specification

	E S S E N T I A L	D E S I R A B L E	HOW IDENTIFIED AND ASSESSED  AP      Application  AS      Assessment I      Interview P      Presentation R      References
<b>Education/Qualification and Training</b>			
• A good Honours graduate degree with QTS	✓		AP,I, R, AS
• Further accredited study such as working towards a leadership qualification		✓	AP,I, R, AS
<b>Experience</b>			
• A track record of varied and successful teaching experience in the secondary sector within a diverse environment	✓		AP,I, R, AS
• An excellent understanding of GCSE and A Level developments within Sixth Form	✓		AP,I, R, AS
• Involvement in the formulation, implementation and progression of Sixth Form Improvement Plans		✓	AP,I, R, AS
• Outstanding contribution to extra-curricular provision in current or previous setting	✓		AP,I, R, AS
• Excellent grasp of pupil information to improve learning, progress and achievement	✓		AP,I, R, AS
• Experience and ability to motivate students at all levels of ability, thus ensuring that a wide range of students access extra-curricular provision	✓		AP,I, R, AS
• Success in leading trips and events requiring provision for risk assessments, safeguarding and parental communication			AP,I, R, AS
<b>Knowledge and Skills</b>			
• A strong vision for enrichment and experience of implementing successful strategies for a wide range of students	✓		AP,I, R, AS
• Experience of coaching or mentoring others to develop their knowledge of enrichment	✓		AP, AS, I
• Knowledge of a wide range of successful intervention and assessment strategies for pupils at Key Stages 3, 4 and 5	✓		AP,I, R, AS
• Ability to monitor, review and evaluate the work of the School against current Ofsted criteria	✓		AP,I, R, AS

• Knowledge of current educational issues including developments in the sphere of public examinations, careers and university entrance		✓	AP,I, R, AS
• Experience of timetabling		✓	AP, AS, I
<b>Professional Standards/Other Requirements</b>			
• Understanding of Safeguarding (KCSIE 2022)	✓		AP,I, R, AS
• Excellent team working skills	✓		AP,I, R, AS
• The ability to motivate and inspire others: both colleagues and students	✓		AP,I, R, AS
• A considerable work rate and high degree of administrative efficiency	✓		AP,I, R, AS
• Strong ICT skills	✓		AP,I, R, AS
• Excellent interpersonal and communication skills	✓		AP,I, R, AS
• Ability to remain calm under pressure and demonstrate sound judgement	✓		AP,I, R, AS
• Ability to work under pressure, meet deadlines, and establish positive relationships with students, parents, governors, staff and outside agencies	✓		AP,I, R, AS
• Strong 'presence' and ambassadorial skills	✓		AP,I, R, AS
• Commitment to the promotion of diversity, inclusivity, equity and equality	✓		AP,I, R, AS
• Sense of humour	✓		AP,I, R, AS
• Willingness to support human values of Democracy, Rule of Law, Individual Liberty and Mutual Respect.	✓		AP,I, R, AS
• Willingness to work with other local schools, primary and secondary partnerships, and/or the Local Authority as required in the role	✓		AP,I, R, AS
• Willingness to support and promote Heathland's Commitment to Excellence	✓		AP,I, R, AS

# Why Work at the Heathland School?

We are proud of our people. Working in education is not always an easy task. We see the effort, the creativity, the hours our staff put in. We show our appreciation by:

## Providing Talent Development Opportunities

We want the best people to join the Heathland community because they are dedicated, talented and want to make a difference to children and young people. We offer an excellent programme for external and internal professional development, including an extensive in house yearly internal promotions to support career progression, including secondments.

## Workload

We have a clear focus on prioritising teaching in the classroom and regularly review the work load of our staff. For example we have removed time consuming subject reports and each department has a bespoke marking policy. All departments have dedicated administration support and/or department technicians reducing workload. There is a generous non-contact time to ensure staff have sufficient time for planning and preparation.

## Providing a Good Pension

When you join the Heathland community, you can join an excellent Pension scheme, either the Teachers' Pension scheme or the Local Government Pension Scheme depending on your role.

## Offering Flexible Working

We are able to consider flexible and family friendly working opportunities to include part-time, term-time working and job-sharing arrangements. We are able to consider all requests for flexible working after 26 weeks of continuous service.

## Supporting your Health and Wellbeing

Balancing everyday life with the requirements of work and home can create pressures for all of us. Work is a large part of people's lives. We support a, healthy work environment that is conducive to a healthy lifestyle. All employees have free access to a 24-hour confidential counselling service, designed to help support our staff.



*"The students are aspirational and work hard to succeed. There is always someone you can go to for help or support".*

**Senior Deputy Head of Year**

# Why Work at the Heathland School?

## Staff Discounts

The London Borough of Hounslow offers employees a number of benefits including arrange of discounts and exclusive offers with local and national companies, including theatre offers, discount on gym membership, childcare vouchers, healthcare services and cash-back plans.

## Location

We are located 40 minutes from Central London connected by Hounslow Overground Station the Piccadilly Line, are within close proximity to the M4 and we are 11.4 miles from Central London.

We have free secure parking for all staff on site.

## We also provide

- ✓ Exceptional facilities at all key stages with specialist classrooms offering Technology and a wide of resources (including visualisers for each member of staff)
- ✓ The use of excellent ICT facilities
- ✓ A dedicated whole staff wellbeing programme
- ✓ Recognition for staff 100% attendance
- ✓ Superb on site fitness suite & staff shower facilities
- ✓ Resources Centre available for staff and students providing stationary and display materials
- ✓ Exceptional catering facilities providing a range of freshly prepared meals at reasonable prices, there is no charge to staff supervising a club/activity at lunchtime
- ✓ Staff social committee providing social events throughout the year
- ✓ A variety of freshly prepared meals by our chef provided during INSET days and Parents' Evening
- ✓ Complimentary tea and coffee at break time and for events

*"Our staff are dedicated, passionate and supportive, enabling our students to thrive and achieve high aspirations and our students are well mannered, hard working with a desire to be successful"*

**Deputy Headteacher**

# Recruitment and Application Process

**Closing date: Thursday 26<sup>h</sup> January 2023 9am**

Interview will take place in the week commencing 30<sup>th</sup> January 2023  
Interviews will be held as and when applications are received.

## **Recruitment Process:**

Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include:

- Written tasks
- Classroom visits
- Panel Interviews on a variety of topics

## **Special Requirements**

If you require reasonable adjustments prior to your interview, these can be arranged by emailing  
RTICKNER@heathland.hounslow.sch.uk.

## **Equality and Diversity**

We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference. We ensure that we have a fair and rigorous process and adhere to Safer Recruitment Processes.

## **References**

Before you are invited to interview, we will obtain references from your referees. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

## **Right to work in the UK**

Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

## **Data Protection**

Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

## **Criminal Convictions**

All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence.