



YSGOL UWCHRADD CEI CONNAH

Lon Golftyn, Cei Connah, Glannau Dyfrdwy, Sir y Fflint CH5 4BH

CONNAH'S QUAY HIGH SCHOOL

Golftyn Lane, Connah's Quay, Deeside, Flintshire CH5 4BH

Pennaeth/ Headteacher: Mr James Forber BSc (Hons) NPQH

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CONNAH'S QUAY HIGH SCHOOL

Appointment of a Teacher of Design & Technology

Commencing January 2024

Closing date for applications: **Friday, 13 October
2023, 12:00 pm.**



Teacher of Design & Technology

We are looking to add to our excellent team of teachers at Connah's Quay High School with the appointment of a Teacher of Design & Technology in the Technology Department.

The successful candidate will have the opportunity to teach Design & Technology across Key Stage 3 and 4. The person appointed will have well developed skills and will be able to work both independently and as a member of the extended team. He/she will be able to inspire and motivate learners and adults alike. Exceptional NQTs will be considered for this role.

Connah's Quay High School is situated on the edge of Connah's Quay, close to Coleg Cambria, within easy reach of Chester, Liverpool and Manchester as well as the North Wales coast and Snowdonia.

The closing date for applications is **Friday, 13 October 2023 at 12:00 pm**. Interviews will be held week commencing **16 October 2023**. All applications must be submitted using the Flintshire County Council school [application form](#) located on our vacancy website.

Should you wish to discuss this opportunity further please contact the school via heads.pa@connahsquayhs.org.uk. Visits to the school are welcome.



Technology Department

The Team

The Technology Department is a positive and dedicated team of seven, led by our enthusiastic Curriculum Leader, who is keen to develop creativity, problem solving skills and an exciting curriculum which also encourages the development of extensive practical skills through real life context.

Facilities/Resources

The department has excellent facilities through the new school build in 2018. These facilities include a dedicated engineering workshop, general purpose workshop and a construction workshop including an area with 16 bays. The department also has a machine room with specialist equipment including a laser cutter, other CAD CAM equipment and dedicated ICT resources.

In the ICT / Computer Science area there are 3 dedicated IT rooms, each with 30 computers and interactive whiteboards. Each room is equipped with a variety of software packages, include Adobe Creative, Microsoft Office, Python and Scratch.

There are a number of extra-curricular activities offered after school which include STEM competitions such as F1 In Schools, Raytheon Quadcopter Challenge, Airbus Go4Set and EESW Project.

The Curriculum

Technology

At KS3 we deliver a wide range of focussed activities that challenge and develop learners design and practical skills, as well as establishing their ability to analyse, problem solve and develop creative and functional outcomes. ICT skills are enhanced through investigation activities and ideas modelled through the use of CAD CAM.

Learners will be introduced to the design process when they join the school and follow a structured journey with the aim of developing specific skills within each project. Within these activities specific integral skills and cross-curricular skills are embedded and promoted. Alongside this learners are also introduced to safe working practices.



Our schemes are devised to recognise the impact and applications of technology to pursue a design and make route utilising skills to enhance creativity and innovation. Schemes of learning have been developed to enable learners to adapt independent skills, enhance their depth and breadth of understanding to conceptualise and justify their discoveries in order to design and manufacture solutions to problems that affect both society and environment.

At KS4 learners have chosen their pathway choice with Vocational Engineering or Construction that offer exciting work related activities and career opportunities focusing on innovation, creativity, solving practical problems and exploring how products work through a series of realistic work-related contexts. In addition, building and compliance standards are investigated and applied to real life context within written and practical activities.

Quality Assurance

The team meets on a weekly basis to ensure that problems can be dealt with quickly and efficiently. Here new ideas can be shared, good practice disseminated, support, and praise given.

We are committed to the pursuit of excellence in teaching and learning and feel that the cycle of monitoring, tracking progress, evaluating and reviewing is at the heart of this.

Vision

It is our belief as a school and department that:

- Technology must be taught in context of Curriculum for Wales.
- Learners should be given the opportunity to extend their learning outside of curriculum time.
- Our schemes of work must be progressive, stimulating and challenging for our learners.
- Methodology is as important as content. 'How' it is taught as well as 'what' is taught.
- Shared marking, reading and discussion are effective ways of improving learning.



- Suitable work should be provided for learners of all abilities.
- The environment of the classroom and workshop is vital for learning.
- Literacy, numeracy and digital competency are whole school initiatives and we must play our part in raising learners' levels in these areas.
- There is a common standard of marking and presentation across the department.
- Assessment is on-going as well as summative and clearly communicated to our learners.
- Monitoring the quality of teaching and learning is essential.
- Our Development Plan is achievable and realistic as well as progressive.
- ICT, library research and work-related skills be actively encouraged.
- Our schemes of work and methodology need to adapt to innovations and external factors.
- All our learners deserve full access to the Science and Technology curriculum.

Aims

Our overall aims are:

- To encourage learners curiosity about science and technology that leads them To ask questions about the world around us.
- To guide learners to be able to evaluate scientific claims to help make informed decisions that affect our environment and well-being.
- To apply their experiences, skills and gained knowledge, learners can design and shape innovative engineered solutions.
- Investigate, explore, analyse, problem-solve, and design are key skills necessary for learners to work along the continuum of learning in this area.
- To enable learners to experience the four purposes of 'Curriculum for Wales' therefore preparing learners for the future.



DESIGN & TECHNOLOGY TEACHER TECHNOLOGY DEPARTMENT TEACHING RESPONSIBILITIES

SALARY: MPS / UPS

RESPONSIBLE TO: Headteacher and Senior Leadership Team (SLT) through your Line Manager (Technology Department)

RESPONSIBILITIES: Teachers must meet the Professional Standards for Teaching and Leadership (Wales 2019) at the end of the induction period and must continue to meet them throughout their teaching career.

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and the Professional Standards for Teaching and Leadership Standards (2018)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

Teaching



- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with additional educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

Behaviour and Safety



- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities



- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher



Safeguarding Children

We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:
 - a. An enhanced Disclosure and Barring Service check;
 - b. Checks of professional status (EWC; QTS etc.);
 - c. Confirmation of professional qualifications;
 - d. Receipt of strong references; and
 - e. Medical clearance.
2. We only accept applications completed on the Flintshire application form with a covering letter. Please do not send CVs or open testimonials. More detail about the content of applications is provided in this pack.
3. Please ensure that application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.
4. The referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy / Assistant Headteacher.
5. When seeking references, we will request information about your suitability to work with children.
6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.



APPLICATION PROCEDURE

To apply for this role you should complete the application form, giving the names and addresses of two referees, and submit a **concise** letter of application. Please type information into the application form and include the following information:

1. A brief outline of what you have achieved in your present post and / or during your teacher training.
2. A statement about why you want this job.
3. An indication of the strengths and expertise you could offer the school.

All points should address the detail in the job specification and other points made within the information sent to candidates.

Candidates are kindly requested not to submit a CV instead of the application form. Additional sheets may be attached to the back of the application form if there is insufficient space.

Applications should be submitted via our [recruitment website](#).

Completed applications should be returned to Mr J Forber (Headteacher), to arrive by **Friday, 13 October 2023 at 12:00 p.m.** Please note that we will only consider applications submitted on the school's application form.

Please contact the Head's PA if you would like to discuss the role further, or to arrange a tour of the school.

Tel: 01244 813491

E-mail: heads.pa@connahsquayhs.org.uk