



Valentines High School

A career with passion,
heart and soul

#myvalentinescareer

Teacher of Design Technology Candidate Information Pack



“Staff find leaders approachable and considerate.
They said that leaders take care of their wellbeing
and take effective steps to reduce their workload.”

OFSTED 2021





In Harmony – Achieving Excellence

We have an exciting opportunity to appoint a Teacher of Design Technology!

Valentines High School is a highly successful mixed comprehensive enjoying Teaching School and Leading-Edge Status. In October 2021, Ofsted judged our school to be 'Outstanding in all categories'. Public examination results are excellent. Valentines is known for its high standards of pupil behaviour and orderly learning environment. The school is centrally located in the London Borough of Redbridge, with very good transport links to central and outer London.

This post provides an ideal opportunity for an enthusiastic and outstanding candidate to support the development of our vibrant Design Technology department within a very successful, harmonious and thriving secondary school.

We are seeking a qualified teacher with a strong background in Design Technology. The successful candidate will have experience in teaching DT across Key Stages 3,4 and 5 and will have a passion for innovation and creativity in teaching and learning.

This is an exciting opportunity for an Early Careers Teacher, or an experienced teacher wishing to pursue their career in an outstanding school.

The school provides a supportive environment along with excellent professional development opportunities.

Closing date: 22nd April 2025, 9:00am

Interviews to be held week commencing 22nd April 2025

Job Description

Job title: Teacher of Design Technology

Grade: Teachers Main or Upper payscale

Reports to: Head of Design Technology

Supervisory Responsibilities: Design Technology Technicians

Job Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

Key Purpose

- To monitor and support the overall progress and development of students as a teacher/ Form Tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth support the designated curriculum portfolio.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice

with regard to punctuality, behaviour, standards of work and homework.

- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Operational / Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the Head of Department, the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives

Responsibilities

Staffing

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management information

- To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning

Communications and Liaison

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.

- To contribute to the development of effective subject links with external agencies
- To ensure that all members of the department are familiar with its aims and objectives.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

Pastoral system

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHCE and citizenship and enterprise according to school policy.
- To apply the Behaviour Management systems so that effective learning can take place.

This job description will be reviewed on an annual basis and, following consultation with the post holder, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Person Specification

| Assessment Criteria | Essential | Desirable | Evidence Interview (I) Application (A) Reference (R) |
|--|-----------|-----------|---|
| Teaching and Learning | | | |
| Appropriate teaching experience | * | | A / I / R |
| Honours degree or equivalent | * | | A |
| Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community. | * | | A / I / R |
| Experience of working in more than one school | | * | A / I / R |
| An appreciation of current research on Teaching and Learning | * | | A / I |
| Knowledge and Understanding | | | |
| Knowledge and understanding of the current OFSTED model | * | | A / I |
| Proven track record of raising achievement and leading change | * | | A / I |
| Strong track record in leading a team of teachers in improving teaching and learning | * | | A / I |
| Evidence of excellent knowledge and understanding of current educational issues and impending whole school curriculum changes | * | | A / I |
| Evidence of continuing professional development (eg. higher degree begun or completed, NPQSL or similar CPD) | | * | A / I / R |
| Secure knowledge and understanding of all curriculum requirements, new accountability frameworks and National agenda in relation to the curriculum and assessment at all key stages | * | | A / I |
| Secure knowledge and understanding of all the assessments at KS3/4 and all benchmarking documents eg. FFT | * | | A / I |
| Knowledge of valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum | * | | A / I |
| Knowledge and experience of using ICT to drive progress across the school | | * | A / I |
| Knowledge of effective strategies to raise achievement | * | | A / I |
| Professional competencies | | | |
| Evidence of excellent teaching skills and examination outcomes | * | | A / I / R |
| Able to persuade colleagues to try out innovative ideas in the classroom and take calculated risks to improve teaching and learning | * | | A / I / R |
| Confident in the use and analysis of assessment data and assessment for learning strategies to track the achievement of a range of student groups and drive forward student progress | * | | A / I / R |
| Hold others to account by clearly communicating expectations, giving constructive and specific feedback ensuring goals or objectives are achieved. | * | | I |
| Competence in using ICT in the classroom to drive progress forwards and ability to embrace new technologies | * | | A / I |
| Effective communicator using both spoken and written word | * | | A / I |
| Able to organise time efficiently and work to deadlines | * | | R |

Design Technology at Valentines

The Design and Technology department at Valentines High is housed in a suite of rooms comprising three purpose built multi-purpose workshops, a Graphics/ICT room, a food room, a textiles room and some material preparation areas. Our curriculum is developed so that the students have a well-rounded and balanced understanding alongside participating in practical activities that are engaging.

We expect the post holder to play a full part in creating the very highest quality technology learning environment and utilise the outstanding CAD/CAM facilities that we have available to their full potential.

At key stage 3 Years 7, 8 and 9 are taught in mixed ability groups. At GCSE the department offers Graphics, Product Design, Food and Textiles. Product Design is offered in Key Stage 5. An investigative and experimental approach to learners work is encouraged, in addition to ample opportunities for developing practical skills and knowledge.

The department is very well resourced and facilities include.

- 3 Mercury Laser cutters.
- An Alaris 30 3D printer.
- Horizontal CNC router.
- A Mimaki Large format printer
- PCB etching station.
- Injection moulding centre.
- Traditional machinery including lathes and a vertical milling machine.
- CNC sewing machines
- A rollo oven that replicates industrial batch producing food products.
- Ricoh sublimation printer and heat press.

All teaching rooms have computers and interactive whiteboards. We have two highly skilled and dedicated technicians to support teaching staff in all aspects of lesson preparation.

Valentines High School Values & Ethos

- To play a full part in the life of the school community, to support its distinctive mission and ethos and where applicable encourage and ensure staff and students to follow this example.
- Support the school in meeting its legal requirements for collective worship.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate



“Teachers take part in high-quality training opportunities. These aid them to strengthen their subject expertise and ensure that they are highly skilled in teaching the planned curriculum.”

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Valentines High School

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