



TEACHER OF DESIGN TECHNOLOGY – DUNRAVEN SECONDARY PHASE

Pay Scale: Inner London - Required for Sept 2023

We are looking to appoint a well-qualified, enthusiastic and successful Teacher to join our thriving, oversubscribed and outstanding all-through school. Successful candidates will be required to teach Design Technology across Key Stage 3 and 4. There will be some second subject teaching on the timetable, an ability to offer ICT and/or Food Technology would be an advantage in this role. The school's aim is "Excellence for All" and the governors wish to appoint candidates of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic coeducational school.

DUNRAVEN SCHOOL OVERVIEW

Dunraven School's results are strong, remaining well above national averages and representing positive 'value-added'. Recognition of its marked progress has been significant and its journey as a school is important to us. **For example:**

- In February 2011 we were designated as both a National Support School and a Leading Edge School.
- In August 2011, we converted to Academy status.
- In 2012 we began our development as an All Through School with children starting in Reception in September 2013.
- In summer 2013 our £20 million BSF programme was completed.
- In October 2014 we were judged as outstanding in all areas, including both Early Years and the Sixth Form, by Ofsted.
- In 2016 we were designated as a National Teaching School and an Academy Sponsor. The Dunraven Educational Trust was established.
- In September 2018, our Multi Academy Trust was formally set up with the integration of Van Gogh Primary, followed by Goldfinch Primary school in January 2019.

If you are successful in your application, you will share in the leadership and management of a staff who are hardworking, committed, positive in outlook and dedicated to the achievement of our students. **We offer:**

- a high standard of professional practice, with bespoke in-house CPD provision, and affiliation to nationally recognised courses and providers (SSAT, Teaching Leaders, Future Leaders, NPQs);
- clear pathways for career development and progression with a proven track-record of success in developing leaders;
- a supportive and collegiate environment, with regular staff social and sporting activities (such as yoga, football and House events);
- excellent opportunities for leading work with external partners (National Support School, National Teaching School);
- a culture of high trust and accountability that values creativity and innovation, leading practice locally and nationally in a range of fields.

The closing date for receipt of applications is Tuesday 9 May 2023

Interviews are planned for as soon as possible thereafter

Dunraven School is committed to the safety and protection of its students. An enhanced DBS check with barred list check is a condition of employment for this post.



THE INFORMATION AND PHYSICAL TECHNOLOGY (IPT) DEPARTMENT

The IPT Department combines the IT and the DT departments under one Director of Learning and the inextricable relationship between the two areas in education and industry is explored in lessons. The staffing for DT currently consists of a Director of Learning for DT, one full-time member of staff and two part-time members delivering a wide DT offer from KS3 through to KS4. The department also has the full-time support of a specialist technician.

Facilities

There are two resistant materials workspaces, a textiles room and a food room all of which are fully equipped to a high standard. At Dunraven the workshop facilities allow the students to mix their manufacturing skills using the fully equipped traditional workshop using woods, metal and polymer tools and processes together with Computer Aided Design and Manufacturing facilities which offer specialist CAD/CAM equipment, including a laser cutter, a vinyl cutter.

Timetabled DT

DT is taught to all students in Years 7-9 in rotation with IT and students complete a variety of design and make projects over the course of the year. Areas covered include workshop skills and textiles technology as well as electronics. The department offers GCSE Design and Technology and GCSE Food Technology as options in KS4.

The broader DT curriculum

We recognise the need to encourage students and staff to develop their DT expertise beyond the classroom so offer enrichment clubs for sixth form students as well as textiles and making sessions for staff.

We run both clubs and extra classes for students outside lessons and work with our primary school. DT staff are often busy supporting KS4 students with DT coursework after school, but we also wish to develop a range of extension classes to develop students' knowledge further in areas such as textiles and food.



JOB DESCRIPTION

Teacher of Design Technology

Responsible To: Director of Learning – Design Technology
Gross Salary: Inner London Pay Scale
Contract type: Full time

Main 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.

Duties and Responsibilities

Operational / Strategic planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- To contribute to the 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 Director of Learning and 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 to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

Staffing (Staff development, recruitment / deployment of staff)

- 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 Appraisal 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

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of resources

- To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate 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 Director of Learning - Year 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 apply the behaviour management systems so that effective learning can take place.

Teaching

- 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.



Other specific duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.

Whilst 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.

Selection Criteria

Candidates will be expected to have the following skills and knowledge:

1. A thorough knowledge of their subject area, particularly in relation to the new National Curriculum, and GCSE and A Level as appropriate.
2. The appropriate skills required to be an efficient and effective teacher and interest in developing this practice further.
3. The ability to plan, organise, assess, monitor and evaluate effectively, and to maintain a stimulating learning environment
4. Effective interpersonal, written and oral communication skills.
5. Skills in the use of ICT
6. The skills required to be an effective form tutor.
7. The ability to devise strategies for implementing policies leading to equality of opportunity.
8. An understanding of and commitment to whole-school issues in a diverse school and the willingness to be involved in all aspects of the work of the department and to contribute to the wider life of the school.
9. The potential to develop management and leadership qualities.



Equal Opportunities

Take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Safeguarding

Have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

Health and Safety

Work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.

Ensure compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information. Be informed of the data held on you during our recruitment process as explained in the recruitment privacy notice on our website.

Safer Recruitment Statement

Dunraven School is committed to the safety and protection of its students. An enhanced DBS check with a barred list check is a condition of employment for this post.

Dunraven is a non-smoking and non-vaping environment.