



FURTHER PARTICULARS FOR THE POST OF
Subject Leader of Technology

SUBJECT LEADER OF TECHNOLOGY (Full-time and Permanent)
MPS/UPS + TLR2A

Dear Applicant,

The post offers an exciting opportunity to teach and make a positive difference in our good school. The position would suit experienced teachers looking to develop their career in a growing school and multi-academy trust. The post offers an exciting opportunity to teach Technology (Product Design, Food & Nutrition and Textiles) and make a positive difference in our school, which is part of Moorlands Learning Trust (MLT). As a rapidly growing 11-16 school, the role may be suited to someone currently holding a subject TLR, or an exceptional practitioner seeking their first leadership position, as additional leadership support and development would be available for the right candidate if required. At Moorlands Learning Trust (MLT) we are aspirational for every student within our Trust and are committed to achieving success for all and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools. We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic, and an unwavering commitment to all students achieving their full potential in Technology. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention, and the development of the department.

This is an exciting time in the school's development. In January 2023, TSA was graded by Ofsted as a "Good" school, the first time in its history. It is pleasing that Ofsted have recognised the hard work of all staff, students, and their families for making The Skipton Academy such a wonderful place to come and learn. It is even more pleasing that for the first time in recent memory, the school is completely full in Year 7 next year. This is true evidence that the community know the school is a good one and buy into what it is being worked hard to achieve. The journey the school has been on over the last few years is truly incredible. It is fantastic that The Skipton Academy has now received this external confirmation of its strong, inclusive, and comprehensive education offer for all families in Skipton and that there is a full choice of Good schools in the area for parents to choose from. The number of families choosing to send their children show that the improvements have lasted, and the school is continuing to build a legacy for the young people and families in Skipton.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an Employee Assistance Programme. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, and a passion for working with young people to make a positive difference to their lives. If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application on **Vacancy Filler**, in the Personal Statement section (no more than 2 sides of A4 font size 11) please explain:

- how you would lead developments in the curriculum, learning, and teaching to ensure students have a memorable, enjoyable experience and make excellent progress
- your experiences, qualities, and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

The closing date for this post is: **9:00am Tuesday 2nd May 2023**

Interviews are provisionally scheduled for **8:30am Thursday 4th May 2023**

If you do not receive an invite to interview by Wednesday 3rd May we regret, on this occasion, your application will have been unsuccessful, but we wish you every success in your future career.

You are warmly invited to visit us ahead of applying to find out more about our school and what we can offer. Or, you may prefer to have a phone conversation with the Principal or Head of Faculty. Should you wish to visit or have a phone conversation then please contact Vicky O'Keefe, Operations Manager, via email at v.okeefe@theskiptonacademy.co.uk or telephone 01756 792 965.

Thank you again for your interest in our school. We look forward to hearing from you.

Richard McManus
Principal

TECHNOLOGY SUBJECT PROFILE

Overview

Technology is a growing curriculum area at The Skipton Academy. Over the last year, the curriculum has grown to include food & nutrition at both KS3 and KS4 and textiles will be taught at both KS3 and KS4 from September 2023.

Technology is part of the Creative Arts & Technology Faculty. The faculty consists of Art, Drama, Music and Technology. From September 2023 the faculty will comprise of:

- Head of Creative Arts & Technology (Teacher of Music)
- Subject Leader of Technology
- Teacher of Art
- Teacher of Drama
- Teacher of Technology (Product Design)
- Teacher of Technology
- Art Technician (0.4FTE)
- Technology Technician

Technology is a popular subject area throughout school. This is reflected in the positive attitude of students as well as the excellent uptake at KS4. Many students report that they enjoy their Technology lessons and appreciate the professionalism of staff and their expertise.

We are proud of the progress and achievement that our students make at all levels and attribute this to a positive working atmosphere in lessons and the hard work and dedication of our team. We have a firm belief in sharing ideas and resources and supporting each other in our aim to maintain consistently high standards. A genuine enthusiasm for teaching the subject ensures that our role is both demanding yet rewarding.

Our staff feel that lessons should be engaging as well as challenging and at all levels we aim to make Technology lessons stimulating, varied and enjoyable. We also believe that it is important for students to find the content they encounter has relevance in their lives, both now and for the future.

Technology Facilities

The Technology department hosts four fully equipped rooms; two product design rooms – one of which houses a class set of computers, one food technology room and one textiles room. There has been significant investment in the department with the recent conversion of a classroom into a purpose-built textiles room, and the purchase of all necessary equipment to successfully deliver the food & nutrition and textiles curriculums at KS3 and KS4.

The Technology Curriculum

The successful applicant will have the opportunity to work with existing subject teachers and the Head of Faculty to develop a bespoke in-house curriculum in Technology. Additional non-contact time – 'Curriculum Development Time' – will be timetabled to facilitate this.

Key Stage 3

Students in Year 7, Year 8, and Year 9 study Technology for four periods per fortnightly cycle. Two periods for product design and two periods for food & nutrition / textiles. Students study food & nutrition for half of the year and then swap to textiles for the remaining half. As student numbers increase and the department grows, it is likely we will move to a carousel within Technology. All students will follow an in-house scheme of learning based on the national curriculum and developed to best meet the needs of our students and prepare them for further study. Students are taught in mixed ability groups where class sizes are capped at approximately twenty students.

Key Stage 4

Students can opt to study AQA GCSE Product Design, WJEC Level 1/2 Vocational Award in Hospitality and Catering and EDEXCEL GCSE Art & Design: Textiles for five periods per fortnightly cycle. The number of classes for the 2023 – 2024 academic year will be:

	Year 10	Year 11
GCSE Product Design	2	2 (OCR Cambridge National Engineering Design)
WJEC Level 1 / 2 Vocational Award in Hospitality and Catering	1	1
GCSE Art & Design: Textiles	1	Not previously offered

Steven Bibby
Head of Creative Arts & Technology

Job Description

Subject Leader of Technology

Responsible to: Head of Creative Arts & Technology

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

Subject Leader

Working collaboratively with the Head of Faculty:

- To contribute to the strategic development of the department
- To establish a clear and ambitious curriculum vision, consistent with the Academy and Faculty Development Plans
- To lead the design and implementation of a clear, coherent, ambitious, and carefully sequenced curriculum across all key stages
- To evaluate the curriculum area strengths and areas of development, produce a Subject Evaluation Form and Development Plan to forward plan key strategic priorities
- To promote the department and the subject areas within school and provide information as appropriate for options choices, promotional events, and careers' guidance
- To promote high standards across the department and lead by example
- To keep abreast of current educational thinking, academic research, and curriculum development
- To consult data, evidence, and research rigorously and critically to deploy the most transformative, high impact strategies to improve the quality of education in the department
- To secure and sustain effective teaching of the subjects, evaluate the quality of teaching and standards of pupil's achievements, and set targets for improvement
- To meet with the Head of Faculty to regularly review the progress and needs of the department area and forward plan

Leading and Managing Staff

Working collaboratively with the Head of Faculty:

- To promote a sense of unity across the department so teachers are well informed, enthusiastic, supported and working to a common purpose
- To monitor staff performance and develop staff by supporting, challenging, and setting targets
- To advise the Head of Faculty and principal on appointment of staff to the department
- To engage critically with research and lead the professional development of colleagues to strengthen their subject, pedagogical and pedagogical content knowledge which consistently translates into improvements in the teaching of the curriculum
- To oversee and monitor the professional development of colleagues in the department and manage appraisal as Team Leader of relevant staff
- To set professional example in terms of teaching, attendance, energy, and effectiveness
- To oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement
- To support staff wellbeing and consider workload within the department

Resource Management

Working collaboratively with the Head of Faculty:

- To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively, and safely
- To oversee stock control, storage and filing systems and regularly update inventories
- To determine a safe, stimulating, and attractive department area environment for teaching and learning
- To manage and safeguard the fabric and furniture of the department area accommodation
- To facilitate a safe working environment for students, staff, and visitors by ensuring risk assessments for materials and equipment are kept up to date

Planning

- To have deep and fluent subject knowledge and understanding of the curriculum and sequencing to allow for confident teaching
- To plan for opportunities to model excellence in your subject through analogies, explanations, and demonstrations
- To plan tasks that embed and reinforce learning, allowing opportunities to practice until learning is fluent and secure
- To personalise planning to meet the needs of all students, as individuals and as particular student cohorts (SEND, PP etc) through responsive and adaptive teaching
- To know and implement the information for students on the SEND Register
- To actively plan for the teaching of vocabulary, literacy, numeracy, and oracy when structuring learning sequences
- To support the development and revision of curriculum design and schemes of work
- To contribute to the Curriculum Area Improvement Plan, and its implementation

Teaching and Learning

- To set appropriate sequence of learning tasks including learning objectives and rationale that are well-matched to students' needs.
- To present and explain new ideas clearly, making connections to previous learning to support memory for learning.
- To employ a variety of strategies to motivate, support and engage students.
- To use questioning and dialogue to promote deep thinking amongst learners.
- To set high-quality homework that encourages independent learning and consolidates prior learning
- To support students with how to learn, using the best bets from cognitive science
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

Assessment for Learning/ Responsive Teaching

- To employ a range of responsive teaching strategies to elicit evidence of understanding and progress
- To ensure regular, high-quality, and diagnostic assessment to evidence learning
- To give students actionable verbal and written feedback to guide their learning
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To help students plan, regulate, and monitor their own learning
- To use data for future planning, support, and intervention
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

Maximising Achievement

- To promote and manage learning behaviours consistently and effectively, developing learner motivation so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing, knowing your students as individuals with specific needs
- To establish fair, respectful, trusting, supportive and constructive relationships
- To promote a positive climate of student-student relationships based on cooperation, respect, and care so that all can learn effectively
- To have high expectations for all
- To implement the Relationship Policy consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required

Enrichment

- To commit to the department/curriculum programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school’s whole-school Challenge and Celebration week

Continuing Professional Development

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share best practice and be creative
- To reflect on your practice and constantly strive to improve, using research, pedagogy, and your knowledge of the students
- To commit to the school’s CPD programme
- To contribute, as appropriate, to the selection, appointment, and induction of new staff, including ITT students and ECTs

Quality Assurance

- To contribute to the school’s self-evaluation procedures, including lesson observations and learning walks, work scrutiny, student voice and other QA activities

Professional Standards

- To meet the DfE National Teachers’ and Personal and Professional Standards
- To contribute actively to the ethos, values, and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written and spoken English
- To meet deadlines and model the highest professional standards in all aspects of schoolwork.
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

Variation in Role

Due to the structure of The Skipton Academy as an Academy, it must be accepted that, as the Academy’s work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**The Skipton Academy - Personnel Specification
Subject Leader of Technology**

Qualification and Training	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Current and successful experience of teaching at least two subject areas within Technology and the ability to demonstrate impact and improvement	E	Application and selection process
<input type="checkbox"/> Specialism in Food & Nutrition and/or Product Design	D	
<input type="checkbox"/> Experience of curriculum development across at least two subject areas within Technology	E	
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating "typicality" in technology classrooms	D	
<input type="checkbox"/> Proven impact on results at GCSE in an area of Technology	E	
<input type="checkbox"/> Successful experience of adapting curriculum to enable students with a wide range of needs to make progress	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors, and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous experience of being a form tutor	D	
Knowledge, Skills, and Abilities	Essential / Desirable E/D	
<input type="checkbox"/> A passion for teaching Technology across Key Stage 3 and 4	E	Application and selection process
<input type="checkbox"/> Excellent knowledge and understanding of current curriculum developments and how students learn	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation, or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care, and conduct	E	
Values	Essential / Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities, and inclusion	E	

<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	Application form and selection process
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors, and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness, and support	E	
Personal Qualities	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents, and students, with Governors, partners, and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience, and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential / Desirable E/D	
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context	E	
Circumstances - Personal	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential / Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature.....**

Line Manager:

Print Name **Signature**

Date:

