



Boroughbridge
High School

Head of Design Technology

Pay Scale: MPS/UPR +TLR 2.2

Contract: 0.8 FTE

(Alternative working hours will be considered)

Contract Term: Permanent

Start Date: January 2025

Are you a committed, inspiring and enthusiastic teacher who is seeking a new middle leadership role in a school where 'Aspiration for all' is always at the forefront of students' learning? A fantastic opportunity has arisen at Boroughbridge High School for a Head of Design Technology to join our innovative, supportive and friendly team.

What makes Boroughbridge High School a great place to work and learn?

Thank you for considering Boroughbridge High School for the next stage of your career where our belief in 'Aspiration for All' means that our students are at the heart of our decision making. With around 450 students, we serve the community of Boroughbridge and the wider rural area, attracting students from more than 35 partner primaries which gives our school a welcoming, inclusive atmosphere. We feel like a family and, as such, we know our students well making Boroughbridge High School a good place to work and learn. We all understand our responsibility to ensure that everyone within our school community is safe, happy and successful.

Success, in its widest sense, underpins our mission which is to ensure that all students leave our school, not only with the qualifications that they need to access the next stage of their education or career of choice, but with the skills and confidence to make an active contribution to the communities to which they belong. We understand that this can only happen in an environment where there are high expectations with staff who have the skills and confidence to create high quality, engaging learning experiences which secure good



student progress. We also understand the benefit of partnership working and are federated with King James's School in Knaresborough.

Just as we know our students well, as a member of staff you will be part of a staff team of 63 with 28 teaching staff, 14 of whom are part-time. You will be known and will have the capacity to make a significant difference to our school community.

What is our curriculum?



High quality teaching within an ambitious, engaging and inspiring curriculum ensures that students are motivated to learn. Ofsted recognised the quality of our curriculum in May 2023 judging it to be 'Good', saying 'Curriculums are well thought out and sequenced.'

At Key Stage 3

We have a three-year Key Stage 3 curriculum enabling students to study the full range of National Curriculum subjects in depth along with an extensive PSHCE (Personal, Social, Health, Citizenship and Economic) programme. Students begin to personalise their curriculum at the end of Year 8 before making their GCSE option choices at the end of Year 9.

At Key Stage 4

At GCSE, students are taught Core GCSEs across the two years. For Option Subjects, students follow a Stage not Age curriculum which means that they study two of their four option subjects in Year 10, taking the exam at the end of Year 10. This enables students to secure two GCSE/BTEC qualifications whilst developing deep knowledge of exam technique in Year 10 which they can then apply to their subjects during Year 11. All students have access to an EBacc curriculum. This is complemented by the PSHCE curriculum.

The Design Technology Department

As Head of Department, you will work within the Middle Leader team and will have the opportunity to build upon this successful department and make a significant contribution to whole school priorities. You will lead an experienced team of two further teachers.

Design Technology is taught in well equipped specialist classrooms. Our two current areas of delivery are Product Design and Food Technology. You will teach these two areas across Key Stages 3 and 4. In Years 7 and 8, students are taught Design Technology one hour per week and Food Technology one hour per week. At the end of Year 8, students can choose Design Technology and Food Technology as one of their Year 9 options and, during Year 9, they study 3 hours per fortnightly cycle where they deepen, develop and enrich their knowledge. Students are taught in mixed ability classes throughout. Product Design and Food Technology are both popular GCSE options. Students study Edexcel Design and Technology and AQA Food Preparation and Nutrition.

You can find out more about our Design Technology and Food Technology curriculum by viewing our Curriculum Progression maps at <https://www.boroughbridgehigh.com/curriculum/subjects/>

Why is this an exciting time to join Boroughbridge High School?

This is an exciting time to join Boroughbridge High School. Following our Ofsted Inspection in May 2023, we have introduced 'Learning Phases' so that our expectations for each phase of learning, Whole class work, Group and Pair work and Individual work, are clear. We have also been working with the DfE Behaviour Hub programme since January which has supported us in embedding our phases of learning and deepening our Behaviour for Learning system. This has enabled us to have significant impact on the standard of behaviour across the school and, as a school community, we are proud of our progress to date. This good progress has been validated during visits from our Local Authority adviser. However, don't just take our word for it. If you would like to see for yourself, then please contact us at schooladmin@boroughbridgehigh.com and we would be delighted to show you our school on a working day.

In return for your hard work and dedication to our school we can offer you a range of benefits. As an employee of Boroughbridge High School you will be entitled to our range of rewards on the NYCC 'Everybody Benefits' scheme and, as a school we will also strive to support you through high quality professional development.

If you would like to discuss the post, please contact the Deputy Headteacher, Rob Grierson, on rgrierson@boroughbridgehigh.com

Information on How to Apply

Application forms and further details are available from the school website www.boroughbridgehigh.com Please download an application form and complete. Please use the section 16 "Supporting Evidence" on the application form to demonstrate how you can meet the criteria given in the advert.

Please note CVs will not be accepted. Please do not enclose a covering letter as this will not form part of your application.

We are committed to safeguarding and promoting the welfare of young people and expect all members of staff to share this commitment.

Closing date: **Midday, Monday 14th October 2024.**

Interviews: **To be confirmed**

Enhanced Level DBS Disclosure is required for appointment to this post. This will be arranged for the successful candidate.

We are committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. We expect all staff and volunteers to share this commitment'.

Completed application forms should be returned via email to vacancies@boroughbridgehigh.com or by post to Boroughbridge High school, Wetherby Road, Boroughbridge, YO51 9JX and marked for the attention of Wendy Firth.

Thank you for your interest in this post. If you have not heard from us within 21 days of the closing date, please assume your application has been unsuccessful. In that event, we wish you well in your search for a suitable position.



BOROUGHBRIDGE HIGH SCHOOL

JOB DESCRIPTION

Job Title: Head of Design Technology

Responsible To: Headteacher

Core duties and purpose of post:

- To lead the DT Department, providing clear direction and a sense of purpose contributing to the aims and ethos of the school.
- To provide a broad, balanced, relevant and differentiated curriculum for all students in the DT Department in accordance with school policies and national requirements.
- To be accountable for the progress of students.
- To be accountable for the quality of teaching and learning.

Strategic direction and development of the subject:

- To set a well-articulated and ambitious vision, in line with school policy, that will ensure high achievement and effective teaching and learning.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To select and lead the development of appropriate specifications.
- To ensure that teaching in the DT Department contributes to students' spiritual, moral, social and cultural development.
- To follow the agreed department QA schedule to produce a robust evidence base to support accurate self-evaluation and development planning.
- To maintain a current SEF with Departmental Action Plan to reflect departmental and whole school priorities.

Leading Teaching and Learning:

- To model high quality teaching.
- To promote high quality teaching and learning across the subject by ensuring that agreed practice on Teaching and Learning, Feedback and Assessment and Homework are consistently applied.
- To ensure that teachers are aware of current subject pedagogy.

Securing Student Progress:

- To be accountable for student progress and development across the subject and Key Stages.
- To analyse data following each progress review point, identifying underachieving groups and individual students, implement targeted intervention and monitor the effectiveness of the intervention.
- To monitor and implement the agreed practice on behaviour management and ensure that behaviour management supports effective learning.
- To liaise effectively with Heads of Learning to secure student progress.

Leading and managing staff:

- To ensure that all colleagues within the department follow the Teacher Standards.
- To monitor and ensure that colleagues are consistently following school agreed practice.
- To support the professional development of colleagues in the DT Department, identifying and supporting opportunities for their development.
- To carry out Appraisal/PM of colleagues.
- To hold colleagues to account regarding student progress and quality of teaching.
- To share good practice with colleagues across the school.



Person Specification: Head of Design Technology

Attributes	Essential	Desirable	How identified
Education and Qualifications	<ul style="list-style-type: none"> • A good relevant honours degree and PGCE or QTS. 	<ul style="list-style-type: none"> • Evidence of further professional study e.g. MA, NPQML or NPQSL or willingness to do so 	Application form. References.
Relevant experience	<p>A successful record of:</p> <ul style="list-style-type: none"> • teaching DT and, in particular, Product Design and Food Technology at KS3 and KS4. • proven successful outcomes • initiating and implementing strategies for improvement • contributing to decision-making and leading initiatives • leading teams and participating as a team member • setting high standards to staff and students by personal example • contributing to raising standards in teaching and learning to improve achievement • setting targets for students and monitoring student performance • setting targets for own work, for the work of colleagues and reviewing progress/outcomes • dealing with day-to-day issues while remaining focused on longer-term goals • initiating and implementing whole school developments (individually or as part of a team) • participating fully in self-evaluation • professional development 		Application form. References.
Special knowledge and skills	<p>Able to demonstrate ability to:</p> <ul style="list-style-type: none"> • teach using a range of styles and resources • lead and inspire others • work on their own initiative and be part of a team • see tasks, plans and ideas through to completion • think strategically but have an 'eye for detail' 	<ul style="list-style-type: none"> • Evidence of project management. 	Application form. Probing at interview. References.

	<ul style="list-style-type: none"> • undertake complex, problem solving tasks such as data analysis • assimilate information quickly and prepare helpful summaries • awareness of current educational research • communicate effectively in a wide variety of forms to a range of audiences • have a clear vision for the future based on an understanding of how a school can thrive through collaboration within the local and national educational framework • use emotional intelligence to manage change effectively • develop links and access resources 		
Attitudes	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • they value the education of every student as equally important • a commitment to equal opportunities • a clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues • be committed to high quality in all aspects of their work • they understand and practise the principles of change management • a collaborative approach to partnership working • a deep understanding of school systems, data tracking for students, development, planning and implementation • experience as an outstanding teacher • the ability to maintain strong relationships with governors and parents. 	<ul style="list-style-type: none"> • Experience of working with a range of community partners 	Probing at interview. References.
Personal qualities	<ul style="list-style-type: none"> • Ability to contribute to curriculum development • Excellent organisation • Creative and imaginative • Efficient • Ambitious • Committed to improving standards • An effective lead motivator • Good sense of humour • Genuine concern for others • Decisive, determined and self-confident • Integrity, trusted, honest and open • Empowers, delegates, develops potential • Accessible and approachable • Clarifies boundaries, keeps others informed and involves others in decision making • Encourages critical and strategic thinking • Intellectual tenacity and resilience • Excellent attendance and punctuality 	<ul style="list-style-type: none"> • Enthusiasm for a wide range of extra-curricular activities. 	Probing at interview. References.

Other Requirements	<ul style="list-style-type: none">• Motivation to work with children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children and and young people• Emotional resilience in working with challenging behaviours; and attitudes to use authority and maintaining discipline• Commitment to safeguarding		
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