CHIPPING NORTON
SCHOOL

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Leadership Team: Barry Doherty (Headteacher)
Natalie Hancock, Alan Trainer and Daniel Gent

Chipping Norton School

Advert

Chipping Norton School is looking for the right person to take on the role of:

Design and Technology Teacher
Permanent post
Full time/Part time
MPS-UPS (£23,720-£39,406)

We are seeking to appoint an inspirational teacher from January 2020 to join our experienced and successful Design and Technology team at Chipping Norton School. The school is a popular, rural comprehensive school, set in the heart of the Cotswolds. The Design and Technology department is extremely well equipped and refurbished and students are able to take advantage of the full range of Design and Technology subjects. In order to appoint the very best candidate we invite applications from all Design and Technology specialists.

The successful candidate will be required to teach at Key Stage 3 and Key Stage 4, with some teaching at KS5. The successful candidate will continue to support the Head of Department in raising attainment and engaging and motiving students to improve their outcomes.

If you are interested, please complete a Chipping Norton School application form and include a letter outlining your reasons for applying and your suitability for the post. Application forms and further details are available on the school's website or from Morag Robinson (tel. 01608 649500; email office.4010@chipping-norton.oxon.sch.uk). The closing date for receipt of applications is the Monday 7 October 2019.

Chipping Norton School and the River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role. Chipping Norton School is an equal opportunities employer.

RLT RIVER LEARNING TRUST

Chipping Norton School is an academy which is part of the River Learning Trust which is an exempt charitable company limited by guarantee registered in England and Wales with registered company number 7966500 and its registered office is The Cherwell School, Marston Ferry Road, Oxford OX2 7EE.

CHIPPING NORTON SCHOOL
JOB DESCRIPTION: CLASSROOM TEACHER

JOB PURPOSE
- To support the aims and ethos of the school.
- To deliver high quality teaching and learning in accordance with school and department policies and procedures.
- To support the school's responsibility to provide opportunities for the academic and personal development of students.

OBJECTIVES
- To raise standards of student achievement.
- To develop confidence and competence in teaching your subject/subjects.
- To carefully monitor the progress of students as both teacher and tutor.

PRINCIPAL RESPONSIBILITY AREAS

A. Teaching and Learning
- Plan teaching of well-structured lessons in accordance with the schemes of work and exam specifications to ensure that the needs of all students are met.
- Liaise with relevant colleagues to secure good practice in teaching (including Learning Support team).
- Keep subject knowledge and pedagogy up to date and contribute effectively to the development of schemes of work; examination entries and new course developments.
- Attend department and other meetings as appropriate and as directed.
- Set sufficient and meaningful work in case of your own, or student, absence.

B. Achievement and Standards
- Set challenging targets for students based on effective use of data.
- Monitor student learning and progress through careful assessment and regular analysis of data.
- Ensure high standards of behaviour for learning and manage inappropriate behaviour according to school policy.
- Regularly mark work according to school policy and provide feedback related to target levels and grades that enable students to make progress.
- Review attainment and progress as required in order to report as part of the assessment and reporting cycle.

C. Personal Development and Well-being
- Ensure students understand progression in the subject and its place in the wider world.
- Develop opportunities for students to extend their learning through extra-curricular opportunities.

D. Leadership and Management
- Lead by example, creating a positive ethos and modelling high standards of professional behaviour and dress.
- Uphold the school's policies and procedures, especially those related to teaching, learning and behaviour.
- Lead your own professional development and actively participate in activities related to effective appraisal.
- Undertake school lesson observation as part of department and school observation schedules
- Promote and model good relationships with students, parents and staff and seek their views as part of self-evaluation.
- Support the social, personal, spiritual and cultural well-being of students as an effective tutor.
- Supervise students outside of lessons, during lesson change over and during breaks according to policy and best practice.
- Attend and contribute to parents' evenings, staff meetings, open evenings or as otherwise directed.
- In your teaching spaces implement school policies and procedures related to Health and Safety. Report all Health and Safety issues and defects to your Head of Department. Be fully familiar with emergency evacuation plans and potentially hazardous resources or activities.

Accountable to: *Head of Department*

PERSON SPECIFICATION

| Criteria	Essential	Desirable	How Assessed
Student Wellbeing	Enhanced DBS		Certificate
Experience	Qualified Teacher Status Classroom Teaching at Key Stages 3/4	Sixth Form teaching	Application form References
Knowledge and Understanding	Knowledge of effective teaching and learning styles and assessment methods Thorough knowledge of subject area Good ICT skills	Ability to use and understand assessment data Familiarity with assessment and marking framework	Interview Application form Lesson observation
Teaching and Learning	Commitment to raising achievement across a key stage Willingness to learn, develop and share skills High expectations of all pupils Ability to create an effective learning environment for all students	Evidence of successful lesson planning and delivery	Lesson observation Sample marking Application form
Skills and Attributes	Ability to establish good working relationships with colleagues Ability to work in a team Good time management Good communication skills	Evidence of innovative practice	Interview References
Personal Qualities	High expectations of students and colleagues Enthusiasm and commitment A sense of humour Open–mindedness A forward thinking approach	Potential for promotion Charismatic	Interview Lesson observation

Design & Technology Department

Courses and Students

Key Stage 3
In Years 7, 8 and 9 pupils undertake a range of projects over an 11 week period. These include projects in modelling, electronics, wood, mechanisms, graphics, food and textiles.
Food modules are currently taught to students in Year 9.

In all design based projects, students are given the knowledge they need when designing and making and are then encouraged to use this information to research and design their own product in a creative and imaginative way.
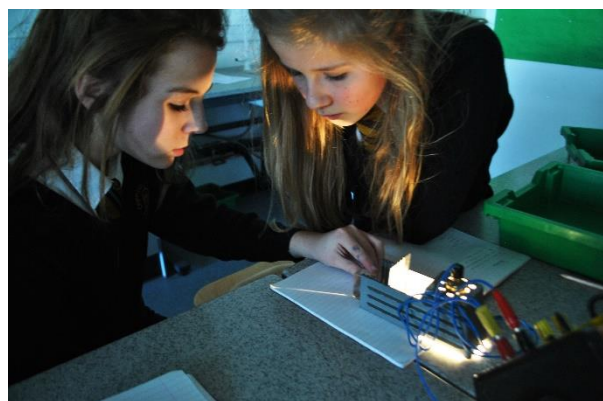
Key Stage 4
Design and Technology is a popular option choice and students can choose from one of the following:

GCSE Food Preparation & Nutrition (WJEC Eduqas)
Food and Nutrition includes studying food nutrition, diet, health, factors affecting consumer choice and health and safety. Students are assessed on two pieces of practical work.

GCSE Design & Technology (AQA)
Imaginative practical work is at the heart of Design and Technology. Students explore, design, create and evaluate prototypes to solve real world problems. They will gain a broad understanding of technical, designing and making principles and there are no restrictions on materials when making prototypes.
There are however opportunities to explore a particular material area in greater depth. Students study a common core of knowledge and then specialise in one particular area, either: Resistant Materials or Graphics.
The structure of this course lends itself to future studies at A level.

Textiles Technology (Edexcel)

During Year 10 students undertake short skills based projects before starting their GCSE coursework. As part of the course all students also visit the Clothes Show. Year 11 coursework is varied, the course is popular with students and high quality work is produced.

A level Design and Technology (AQA)

In Years 12 and 13 we currently offer two A level courses, both (AQA), Product Design and Textiles.

Staffing

The Design and Technology curriculum is delivered by six specialist teaching staff, supported by 1 full-time Resistant Materials technician and one part-time technician in Food. We collaborate as a whole on all aspects of the delivery of the curriculum. Staff development, in particular Health and Safety, and support, is a priority and training needs are met whenever possible.

Accommodation

The department has three Resistant Materials workshops, a Resistant Materials preparation workshop, one Food room, one Graphics room, two Textiles rooms and a CAD/CAM suite which includes a Laser Cutter, 3D Printer and 33 desktop computers.

Resources

Design and Technology receives an appropriate level of capitation to fund all projects.