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### Job description

**Post Title:** DT Leader

**Salary:** MPS+ TLR2B

**The post holder is immediately responsible to:** Deputy Head Teacher – Curriculum and Standards

This job description will be subject to review during the next three years.

**Job purpose:** To assist in the promotion, direction and oversight of the highest of standards of teaching and learning, pupil achievement and progression in Design Technology and supporting the new Curriculum.

### General Professional Duties and Responsibilities

The DT Leader will:

- demonstrate exceptional leadership behaviour through innovation, motivation, passion, and drive and championing their subject throughout their work
- support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate;
- Set a good example through own presentation, personal and professional conduct.
- Design a challenging and engaging curriculum, linking together other STEM subjects, allowing all children to succeed at the highest level

### Strategic Direction and Shaping the Future

- Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability for Design Technology provision;
- Help manage the implementation of the school development plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for Design Technology
- Contribute action-planning in the subject for the School Improvement Plan;
- To take overall responsibility for the leadership of Design Technology, including liaising and working with other senior leaders to design appropriate Project Based Learning approaches;

- Keep yourself fully apprised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
- Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.
- liaise closely with other professionals, throughout the Trust, participating in subject meetings where necessary to drive through improvement in their subjects;
- be responsible for the budget allocated to the subject area, and prioritise resource needs as indicated in the School Improvement Plan;

### **Teaching, Learning and Assessment**

- Undertake full time teaching and provide an outstanding professional model as a classroom practitioner.
- review, monitor and evaluate current practice (including schemes and policies, timetabling, teaching, progress and attainment through data analysis) and provide feedback to the Senior Leadership Team;
- to provide a model of excellent classroom practice for all staff to raise the standard of teaching and learning within their subject;
- Develop understanding of learning needs and the importance of raising achievement among pupils
- To lead and manage individual Design Technology learning programmes and coordinate the development of a cohesive and effective long-term plan in your subject to ensure that medium-term planning meets all National Curriculum requirements;
- Identify and adopt the most effective teaching approaches for those pupils with special educational needs;
- Monitor Design Technology teaching and learning activities to meet the needs of pupils with special educational needs;
- Identify and teach Design Technology skills that will develop pupils' ability to work independently;
- Set targets for raising Design Technology achievement among pupils;
- Collect and interpret specialist assessment data;

### **Leading and Managing**

- To lead and embed our Design Technology provision;
- disseminate information to the staff, and provide INSET to promote staff development and improve classroom practice;
- Attend relevant training, participate in research, and share knowledge, skills, expertise, and enthusiasm with colleagues, including information from local & national sources

- plan an annual calendar of extra-curricular, enrichment, trips and other activities which enhance enjoyment of learning collaboration with other curriculum areas ;
- To be a member of the middle leadership Team to promote the development of Design Technology through collaboration with colleagues
- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down;
- Provide professional leadership for teachers and support staff in their understanding of the Design Technology agenda
- To develop innovative approaches in raising student & parental understanding about the role of Design Technology both at secondary and primary school level;
- Identify resources needed to meet the Design Technology needs and advise the Head Teacher of priorities for expenditure.
- Lead and attend team and staff meetings;
- produce a termly impact report to the SLT demonstrating how their work has impacted upon raising standards in their subject;
- Ensuring their subject has a high profile in the school community through regular updates and celebrations to parents, pupils and staff in newsletters, on Twitter and other suitable media
- Update the Head of School and School Improvement Committee on the effectiveness of provision for Design Technology.
- To develop links with governors, Local Authorities and neighbouring schools
- To develop and embed relationships with key Design Technology industries, providers and other educational institutions.

This job description is not necessarily a comprehensive definition of the post and may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually. The particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the Head Teacher and post holder, to reflect or anticipate changes in job, commensurate with the salary and job title.

**Job description issued:**

**Head of School .....**

**Postholder .....**

**Date: .....**

## DT Leader Person Specification

	Essential	Desirable	Interview	Application
<b>QUALIFICATIONS AND TRAINING</b>				
• First degree or equivalent	✓			✓
• Degree in DT or STEM subject		✓		
• Qualified teacher status	✓			✓
• Attendance at relevant courses	✓			✓
• (Evidence of further advanced study, e.g. a second degree)		✓		✓
<b>EXPERIENCE</b>				
• Evidence that as a teacher, the candidate has raised standards for all groups of pupils;	✓			✓
• Evidence of successful organisation and administration	✓		✓	✓
• Teaching experience in more than one school		✓		✓
• Experience of teaching in Primary/ Early Years settings		✓		
• Experience of curriculum management and planning		✓	✓	✓
• Experience of dealing, and negotiating, with outside agencies to benefit whole school change		✓	✓	✓
<b>PERSONAL QUALITIES</b>				
• Personal “presence” and confidence; warmth and sensitivity: flexibility and maturity of approach; enthusiasm and a sense of humour	✓		✓	✓
• Drive, energy, inspiration, innovation, commitment, proven capacity for hard work and discretionary effort ; capacity to manage own work pressure and that of others effectively	✓		✓	✓
• Commitment to partnership between school, parents, community, governing body and others who have an interest in the school	✓		✓	✓
• Leadership skills, e.g. ability to influence positively and provide a structure for others in formulating policy, solving problems and implementing decisions effectively; caring and approachable; capacity to motivate and inspire teachers		✓	✓	✓
• Proven ability to work as a team member	✓		✓	✓
• Outside interests		✓		✓
• Is able to align themselves to the values of the School and Trust	✓		✓	✓
<b>INTERPERSONAL SKILLS</b>				
• Ability to develop and maintain good working relationships with students, teaching and non-teaching colleagues, parents, governors and others associated with the school	✓		✓	
• Ability to mediate, arbitrate and negotiate in appropriate circumstances	✓		✓	
<b>JOB RELATED APTITUDES, SKILLS AND KNOWLEDGE</b>				
• Ability to effectively use knowledge of current educational management, personnel and curricular issues, recent reports and legislation	✓		✓	✓

• Ability to communicate effectively with different audiences, orally and in writing	✓			✓
• Management skills, e.g., the ability to successfully build teams; motivate others; contribute to staff development; delegate; manage time; chair meetings		✓	✓	✓
• Willing to respond wholeheartedly to the need for good public relations and school promotion	✓		✓	
• Knowledge of curriculum developments and related matters	✓		✓	
• Good I.T. skills	✓		✓	
• A clear understanding of the essential strategies for improving the quality of learning and teaching in primary schools.		✓	✓	✓
• An excellent understanding of successful strategies for meeting the needs of all pupils.	✓		✓	✓
• Knowledge of a range of good classroom and behaviour management strategies	✓			✓
• Ability to analyse data, to evaluate performance, and plan an appropriate course of action for improvement.	✓		✓	✓
• An in-depth knowledge of the primary curriculum	✓		✓	✓
• A sound knowledge of Safeguarding and Child Protection policies and procedures	✓		✓	✓
• Knowledge of formative and summative assessment procedures in Design Technology		✓	✓	✓

Parkfield Community School is part of Excelsior Multi Academy Trust (MAT) and is a unique, innovative and friendly school, where all staff are valued and supported in their personal and professional development within a nurturing environment. We actively promote the Equality Act and will expect all applicants to demonstrate their commitment to equality in order to improve outcomes for all children who attend the school.

Applicants will also be required to demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitudes to the use of authority and maintenance of discipline.