



Appointment of Head of Technology

**M/UPR plus TLR2c: £25,714 to 41,604
plus £7,107 pa
Full Time, Permanent**

Required for January 2023

Closing Date: 7 October 2022



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**Kenton School, Drayton Road, Newcastle upon Tyne, NE3 3RU,
Telephone: 0191 214 2200. Email: hr@northernleaderstrust.org**



Introduction from the Principal

Dear Applicant

Appointment of Head of Technology

At Kenton we are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

Working within the successful and supportive Performing and Visual Arts faculty, as Head of Technology you would be responsible for leading a team of 6 teachers and 2 part time technicians. Our Technology curriculum starts with KS2 tasks that we deliver through transition lessons with our primary feeder schools through to A Level courses in Post 16. Our KS3 students experience all specialist areas targeting progressive design and make skills through a carousel of Food, Electronics, Resistant Materials and Engineering activities and design briefs. At Key Stage 4 students can choose to study from a range of Level 1&2 qualifications including BTEC Engineering, Hospitality and Catering, Motor Vehicles and Resistant Materials courses. At KS5, we offer Level 3 BTEC Engineering and Hospitality and Catering.

The Technology department is well resourced with an ICT design suite, laser cutters, CNC routers, metal working lathes, fully equipped and working motor vehicle garage and high specification food rooms. We believe in developing life skills through our curriculum and provide the resources and ingredients for all pupils to participate in practical cookery lessons.

This is an exciting role. If you are the person we are looking for you will be able to demonstrate:

- Demonstrable experience as a TLR holder driving performance improvements in your designated area.
- An ability to think and act strategically to deliver high quality outcomes.
- An ability to use data effectively and present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
- Ability to demonstrate high expectations and to instill these in others.

If you have the skills, commitment and enthusiasm to succeed in this role, we want to hear from you. In return we can offer you,

- Access to the Teachers' Pension Scheme
- Salary sacrifice schemes including cycle to work and childcare voucher schemes
- Free on-site parking
- Free gym access at Kenton School

Yours sincerely



Bill Jordon CBE, Principal





Head of Technology

Job Description

Range: M/UPR plus TLR2c

Responsible to: Head of Visual and Performing Arts

Responsible for: Staff as allocated, in line with designated areas of responsibility

Job Purpose: To be accountable for educational progress of learners within the faculty by effectively leading teaching and learning, developing associated curriculum areas and managing staff, budget and resources.

Key Accountabilities

The postholder will be accountable for the following:

- Promoting the values and vision of the Trust and using them to inform decision-making
- Performance of staff they lead against the criteria below
- Outcomes of students at KS4 against the FFT 5th percentile of national target standards and KS 5 against the upper quartile of national performance standards
- Quality of teaching and learning across the faculty as measured by:
 - Progress of students in subjects that can be reasonably expected against their previous starting points
 - Progress of students with SEND in subjects that can be reasonably expected against their previous starting points
 - Progress of students with EAL in subjects that can be reasonably expected against their previous starting points
 - Progress of Pupil Premium students in subjects that can be reasonably expected against their previous starting points
- The design of the scheme(s) of study setting out the aims of a programme of study, including the knowledge and skills to be gained at each Key Stage
- The design of teaching activities that lead to learning the knowledge and skills intended by the programmes of study
- The design and delivery of intervention strategies to support students in making the progress which can be expected of them in subjects
- The impact of reading and literacy programmes on standards of student competence
- Participation rates of students in extra-curricula provision offered by the faculty in each year group are seen to be rising year-on-year
- Standards of behaviour of students against the One Trust Rule in lessons

Main duties and responsibilities:

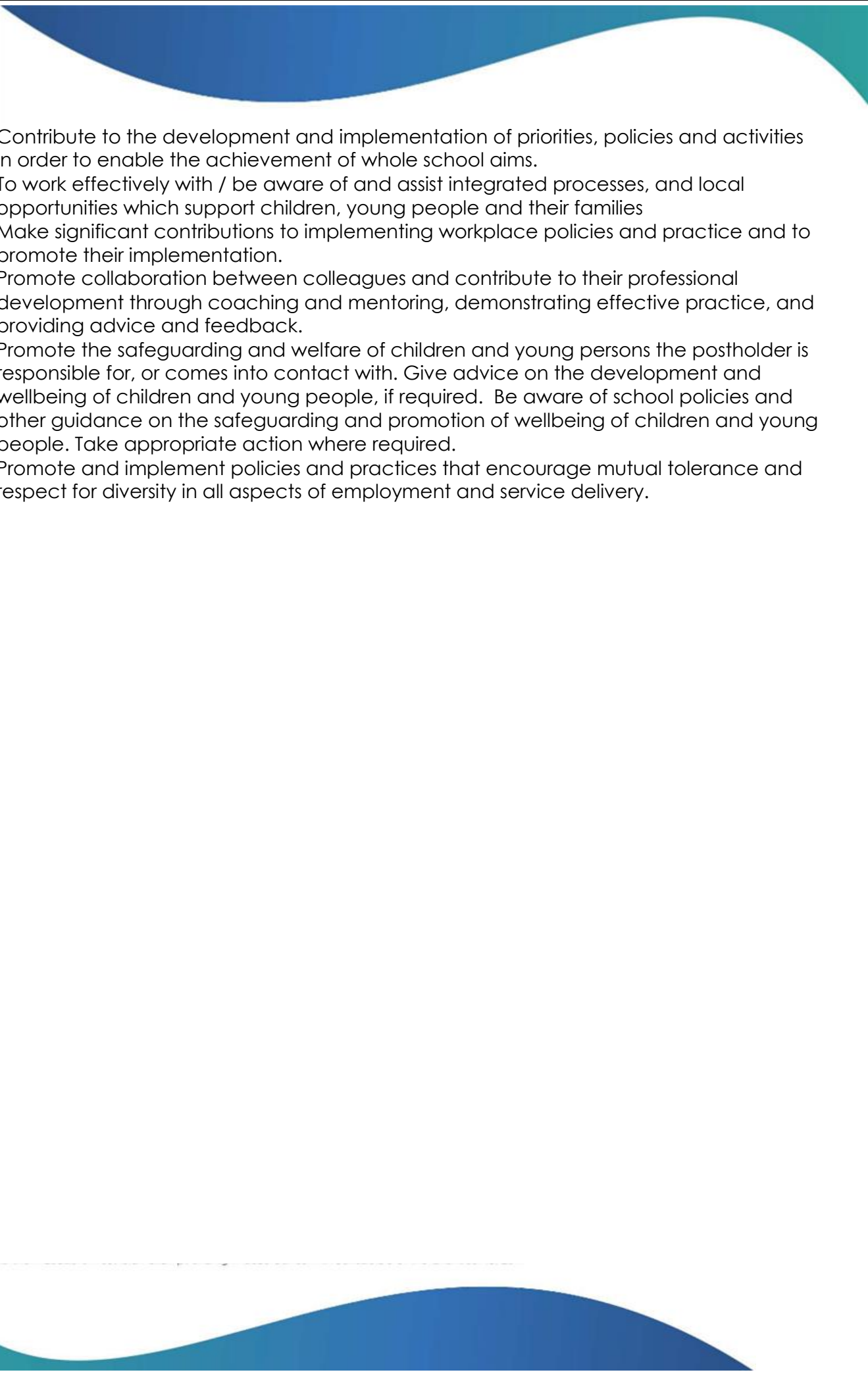
The following list is typical of the level of duties which the Vice Principal will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Lead Teaching and Learning Responsibilities

1. Lead and develop teaching and learning within the faculty by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
2. Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
3. Lead, manage and develop the curriculum to provide programmes/activities that match learner aspirations and potential and achieve excellence and enjoyment for learners.
4. Line manage a team of staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved.
5. Manage allocated faculty budget and resources.
6. Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.

Generic Teaching Responsibilities

7. To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document and carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
8. Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
9. Plan effectively in the short, medium and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
10. Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
11. Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
12. Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
13. Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.

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14. Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
 15. To work effectively with / be aware of and assist integrated processes, and local opportunities which support children, young people and their families
 16. Make significant contributions to implementing workplace policies and practice and to promote their implementation.
 17. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
 18. Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Give advice on the development and wellbeing of children and young people, if required. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
 19. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

Head of Technology



Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1	Graduate with Qualified Teacher Status, e.g. PGCE, BEd or equivalent.
2	Demonstrable experience as a TLR holder driving performance improvements in your designated area.
3	Evidence of consistently outstanding classroom teaching.
4	An ability to use data effectively and present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
5	Evidence of effective assessment and behaviour for learning.
6	Knowledge of the key principles and practices of school effectiveness and improvement.
7	Demonstrable knowledge of Health and Safety requirements in relation to leading a department or faculty including ability to assess and adapt to risks.
8	Experience planning and leading professional learning activities.
9	Effective organisational and ICT skills with the ability to analyse and interpret data to inform practice.

Desirable

10	Proven track record of raising educational standards.
11	Experience in budget and resource management.
12	Evidence of involvement in specific learning and teaching projects.

Part B: Assessment Stage

The following criteria will be further explored at the assessment stage in addition to criteria as outlined in Part A:

Essential

1	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none">• Motivation and commitment to work with children and young people• ability to form and maintain appropriate relationships and personal boundaries with children and young people• emotional resilience in working with challenging behaviours• attitude to use of authority and maintaining discipline.
2	Ability to think and act strategically to deliver high quality outcomes.

3	Ability to describe a vision for the development of technology and to develop effective plans to implement that vision.
4	Ability to work effectively with a wide range of people, e.g. colleagues, pupils, governor, parents/guardians, other professionals and the wider community.
5	Knowledge of key education legislation and current issues.
6	Ability to present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
7	Ability to demonstrate high expectations and to instill these in others.
8	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> • Motivation and commitment to work with children and young people • ability to form and maintain appropriate relationships and personal boundaries with children and young people • emotional resilience in working with challenging behaviours • attitude to use of authority and maintaining discipline.
9	Ability and flexibility to take an active part in extra curricular provision.
10	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.
11	Committed to working with young people and contributing to trust ethos.

Assessment/Selection Methods

Lesson observation, Task, Interview

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
2	Additional criminal record checks if applicant has lived outside the UK
3	Children's Barred List Check*
4	DfE Prohibition List Check including GTCE Check
5	Confirmation of Qualifications and Qualified Teacher Status, including confirmation of professional status from relevant professional regulatory body for teachers who have worked overseas.
6	Medical clearance
7	A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).
8	A Section 128 Education and Skills Act Prohibition from Management list check.

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974). This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process.



Additional Information for Applicants

Terms and Conditions of Employment

The conditions of service applicable to this post are the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) and the School Teachers Pay and Conditions document, as amended/supplemented by local decisions made by Northern Leaders Trust.

Salary

The salary range for the post is Main/Upper Pay Range plus TLR2c. The Main/Upper Pay Range scale runs from £25,714 to £41,604 pa. The Teaching and Learning Allowance for this post is £7,107 pa. Starting salary will be dependent upon current pay point and relevant experience. Progression through the main/upper range is subject to performance appraisals and meeting progression criteria.

Start Date

The start date of the post will be 1 January 2023. This is a permanent role.

Pension Scheme

The postholder will be automatically enrolled in the Teachers' Pension Scheme. There is an option to opt out for those who wish to. Further details on the Teachers' Pension Scheme can be found at www.teacherspensions.co.uk and www.twpf.info.

Equal Opportunities

The school is opposed to any form of unfair discrimination and is publicly committed to be an equal opportunity employer.

Safeguarding

Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Application Process

Candidates can apply by downloading a Word version application from our website ks.northernleadertrust.org which can be returned by email to hr@northernleadertrust.org

Closing date: 12.00 Noon 7 October 2022

