



The  
Blue Coat School  
Basingstoke

Member of the South Farnham Educational Trust

We are looking to appoint a

## Teacher of Design and Technology

Grade	MPR/UPR
Working hours	Full time
Start Date	January 2025 or as soon as possible

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school.

If you would like to arrange an informal chat with Rebecca Richardson, Assistant Headteacher, then please call 01256 322691 or email [Rebecca.richardson@aldworth.hants.sch.uk](mailto:Rebecca.richardson@aldworth.hants.sch.uk)

*The Blue Coat School, Basingstoke is committed to safeguarding and promoting the welfare of children young people and vulnerable adults and expects staff and volunteers to share this commitment.*

**CLOSING DATE**  
11 October 2024

**INTERVIEW DATES**  
WC 15 October 2024

# Teacher of Design and Technology

## The Blue Coat School

The Blue Coat School joined the South Farnham Educational Trust and is the second, secondary school alongside Brighton Hill School. As such, we are in a great position to be at the forefront of educational developments to provide the best possible school experience for our students.

There is a strong sense of community within the school and a real desire amongst staff to grow and develop our teaching and provision. We are committed to ensuring a truly inclusive, enjoyable and successful school environment for all children.

Every student has a place in our school and the team are committed to high standards and expectations in every aspect of our work. We aim to grow and develop as a school community to meet these expectations which will best prepare our students for a successful and happy life after their journey with us.

## Design and Technology Department

The Design and Technology Department is well-resourced and offers a range of disciplines at KS3 including Product Design, Textiles, Food and Media. We currently offer GCSE Design and Technology alongside courses in Food and Media at KS4, and are looking for someone with the ability to offer Product Design.

We are seeking an inspirational teacher to join our team of experienced teachers.

## Candidates

We welcome applications from a range of staff from more experienced teachers to those newer to the profession; we can somewhat shape the position for the correct person and will look positively on all applicants. The school actively encourages applicants from a range of backgrounds and is proud of the diversity of the staff.

The Blue Coat School is committed to safeguarding young people and we ensure that all our recruitment and selection practices reflect this commitment. All appointments are subject to full safeguarding checks, including an enhanced DBS check. Any candidates selected for interview will be subject to an online search as part of our due diligence checks. The school reserves the right to close the position early on receipt of a strong application, so if you are interested we would urge you to apply sooner rather than later.

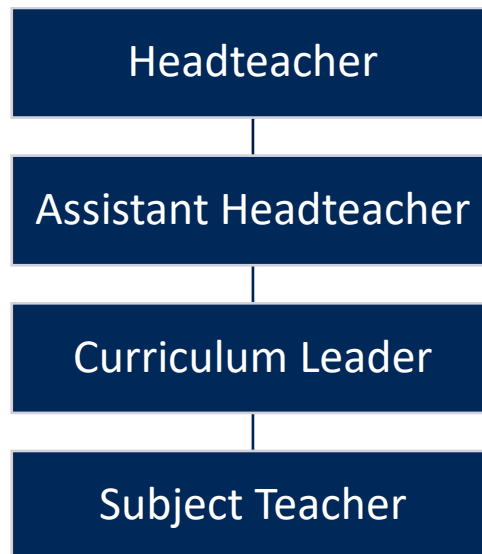
To apply, please complete the SFET Teaching Application form (available on our website) and send by email to [recruitment@aldworth.hants.sch.uk](mailto:recruitment@aldworth.hants.sch.uk)

For further information or enquiries, please use the above email address or contact us on 01256 322691.

# ROLE PROFILE

<b>Department</b>	Design and Technology
<b>Role title</b>	Subject Teacher: Design and Technology
<b>Role purpose</b>	<ul style="list-style-type: none"><li>• To teach challenging, well-organised lessons and sequences of lessons in Design Technology across the age and ability range</li><li>• To plan for progression in Design Technology across the age and ability range</li><li>• To make effective use of an appropriate range of assessment, monitoring and recording strategies in accordance with school and department policies</li><li>• To evaluate the impact of teaching on the progress of all learners in Design Technology</li><li>• To establish a purposeful and safe learning environment conducive to learning in Design Technology</li><li>• To establish a clear framework for positive classroom management based upon appropriate implementation of department and whole school policies</li><li>• To work collaboratively within both department and cross curricular teams in order to develop and share effective practice</li></ul>
<b>Reporting to</b>	Subject Leader – Design and Technology
<b>Working time</b>	Full Time or part time as specified within the STPCD
<b>Salary/Grade</b>	Classroom Teachers' Pay Scale
<b>Disclosure level</b>	Enhanced

# Section B – Organisation



Accountabilities	Accountability Statements
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential</li> <li>• Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge</li> <li>• Design opportunities for learners to develop their literacy, numeracy and ICT skills</li> <li>• Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning</li> <li>• Teach lessons and sequences of lessons across the age and ability range which:             <ul style="list-style-type: none"> <li>a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion</li> <li>b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives</li> <li>c) language is adapted to suit the learners, new ideas and concepts are introduced clearly, and explanations, questions, discussions and plenaries are used effectively</li> <li>d) demonstrate the ability to manage the learning of individuals, groups and whole classes, and teaching is modified to suit the stage of the lesson</li> </ul> </li> <li>• Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary</li> <li>• Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts</li> <li>• Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence</li> </ul>

<b>Assessment and monitoring</b>	<ul style="list-style-type: none"> <li>• Know the assessment requirements and arrangements for the subjects/curriculum areas, including those relating to public examinations and qualifications</li> <li>• Know a range of approaches to assessment, including the importance of formative assessment</li> <li>• Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor learners' progress and to raise levels of attainment</li> <li>• Make effective use of a range of assessment, monitoring and recording strategies</li> <li>• Assess the learning needs of learners in order to set challenging learning objectives</li> <li>• Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development</li> <li>• Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs</li> </ul>
<b>Subject and curriculum</b>	<ul style="list-style-type: none"> <li>• Have a secure knowledge and understanding of the subjects/curriculum area and related pedagogy to enable effective teaching across the age and ability range</li> <li>• Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for the subjects/curriculum area, and other relevant initiatives</li> </ul>
<b>Literacy, numeracy and ICT</b>	<ul style="list-style-type: none"> <li>• Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT)</li> </ul>
<b>Safeguarding, Student safety and well-being</b>	<ul style="list-style-type: none"> <li>• We are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.</li> <li>• To attend all Safeguarding and Child Protection statutory training as required by school policies and procedures</li> <li>• Be aware of Safeguarding processes and procedures, upholding professional standards at all time</li> <li>• Demonstrate empathy and kindness towards students and fellow staff members</li> </ul>

# PERSON SPECIFICATION

**POST:** Design and Technology Teacher

**DATE:** September 2024

Criteria / Standard	E/D	Source of Evidence
<b>Qualifications</b>		
Good Honours degree	E	Application
QTS	D	Application
Evidence of focused professional development	D	Application/Interview
<b>Experience</b>		
Consistently good or better classroom practice.	D	Interview/Reference
Experience of teaching across the ability range of KS3 and 4.	D	Application
Experience of teaching Design and Technology	E	Application
Experience of teaching Product Design or 3D Design	D	Application
<b>Personal skills and attributes</b>		
Excellent presentation and communication skills.	E	Application/Interview
Excellent organisational and analytical skills.	E	Reference/Interview
Ability to prioritise and work under pressure.	E	Reference
Ability to motivate and influence students.	E	Reference/Interview
Personal enthusiasm, persistence and resilience.	E	Reference/Interview
High expectations of students and self.	E	Interview
Ability to work with humour and optimism.	E	Reference/Interview
<b>Suitability to work with children</b>		
Responsible for promoting and safeguarding the welfare of children and young persons.	E	Reference
The post is subject to enhanced DBS checks		Document verification