

**KENTON SCHOOLS ACADEMY
TRUST**



Appointment of Head of Technology

**M/UPR plus TLR1a: £25,714 to 41,604
plus £8,291 pa, Full Time, Permanent
Required for January 2022**

Candidate Information Pack



Drayton Road, Newcastle upon Tyne, NE3 3RU. Tel: 0191 214 2200

Letter from the Principal

Dear Applicant

Head of Technology

Thank you for your interest in the above post. We have pleasure in enclosing further job details and an application form for your information and completion.

Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve. With just 1800 students, we are amongst the largest schools in the North East. However, despite our size we pride ourselves on retaining a family atmosphere and in ensuring that we cater for the needs of all our students, recognising their special gifts or talents.

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.

With a large, diverse school comes some challenges, and ensuring student achievement in all subject areas stays above national and regional benchmarks is a key priority for us.

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.

If you are the person we are looking for you will be able to demonstrate:

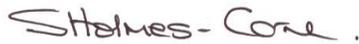
- A proven track record of outstanding teaching and learning.
- Demonstrable experience in a teaching and learning responsibility role.
- An ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
- An ability to use data effectively and present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
- The ability to effectively manage people, resources and budget.

- Ability to demonstrate high expectations and to instill these in others.
- Ability to promote the safeguarding and welfare of children and young people, an awareness of policies and other guidance on safeguarding and wellbeing of children and young people and a commitment to take appropriate action when required.

This is a challenging role, but an exciting one, joining us in a role where you will not only set the direction of how we deliver Technology, but as a member of our middle leadership team, play a key role in shaping the future of the wider school and the community that we serve.

In return we offer the opportunity to work in our fantastically resourced suite of specialist rooms and work spaces, in our purpose built PFI school building, based on the outskirts of Newcastle upon Tyne with easy access for commuting from the A1.

Yours sincerely

A handwritten signature in black ink that reads "S Holmes-Carne". The signature is written in a cursive style with a period at the end.

Sarah Holmes-Carne
Principal

Head of Technology



Job Description

GRADE: M/UPR plus TLR1a

RESPONSIBLE TO: Vice Principal/SLT Lead

RESPONSIBLE FOR: All associated staff

JOB PURPOSE: To be accountable for educational progress of learners within the Technology Department by effectively leading teaching and learning, developing associated curriculum areas and managing staff, budget and resources.

Main Responsibilities:

The following list is typical of the level of duties which the post holder 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 Technology department 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 departmental 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 Responsibilities

7. To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document.
8. To carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.

9. 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.
10. 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.
11. 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.
12. 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 constructively feedback on learners' attainment, progress and areas of development.
13. 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.
14. 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.
15. Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
16. To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework and local opportunities which support ECM and NCYPP aims for children, young people and their families
17. Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well being of children and young people. Take appropriate action where required.
18. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

In addition UPR Teachers are required to:

19. significant contributions to implementing workplace policies and practice and to promote their implementation.
20. Give advice on the development and well being of children and young people, if required,
21. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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	Successful experience in a TLR role including a track record of leading a team to achieve outstanding attainment for pupils.
3	Evidence of consistently outstanding classroom teaching.
4	Evidence of effective assessment and behaviour for learning.
5	Knowledge of the key principles and practices of school effectiveness and improvement.
6	Demonstrable knowledge of Health and Safety requirements in relation to leading a Technology including ability to assess and adapt to risks associated with Covid-19.
7	Experience planning and leading departmental or whole school CPD/professional learning activities.
8	Effective organisational and ICT skills with the ability to analyse and interpret data to inform practice.

Desirable

9	Proven track record of raising educational standards.
10	Experience in budget and resource management.
11	Evidence of involvement in specific learning and teaching projects.
12	Experience implementing robust quality assurance systems including effective performance management and conducting appraisals.

Part B: Assessment Stage

The above criteria and the criteria below will be further explored at the assessment stage:

Essential

1	Ability to think and act strategically with sensitivity to organisational and wider political priorities to deliver high quality outcomes.
2	Ability to describe a vision for the development of the department and to develop effective plans to implement that vision.
3	Ability to work effectively with a wide range of people, e.g. colleagues, pupils, governor, parents/guardians, other professionals and the wider community.
4	Knowledge of key education legislation and current issues.
5	Ability to present views and opinions in discussion which contribute to positive outcomes including the ability to challenge, give feedback and accept feedback constructively.
6	Ability to demonstrate high expectations and to instill these in others.
7	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

	<ul style="list-style-type: none"> • 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.
8	Ability and flexibility to take an active part in extra curricular provision.
9	Effective oral communication and presentation skills.
10	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Assessment Methods

- Lesson observation
- Assessment centre comprising of written tasks, role play activities and informal interviews
- Formal 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 Registration Check
5	DfE Section 128 Check (those prohibited from holding leadership posts in schools)
6	Confirmation of Qualifications and Qualified Teacher Status, including confirmation of professional status from relevant professional regulatory body for teachers who have worked in an EEA country.
7	Medical clearance
8	A minimum of two references from current and previous employers (or education establishment if applicant not in employment).

*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).

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be protected/filtered, prior to the date of interview. You may be asked for further information about your criminal history during the recruitment process. If your application is unsuccessful, this self-disclosure information will be checked against the information from the Disclosure and Barring Service before your appointment is confirmed.

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.

Kenton School

Kenton School Leadership Team comprises of;
Principal and core Headship Team of three Vice Principals leading on:

- Quality of Education
- Behaviour and Attitudes (including attendance)
- Personal Development (curriculum and timetabling)

The Headship Team is supported by a Senior Leadership of 4 Assistant Principals, our Transition and PP Co-ordinator, Director of Humanities/Head of Year, Director of Teaching and Learning and SENCO.

We aim to provide a broad curriculum, focussing on educating our students for their future in the modern world, not the past or even just the present. We also believe strongly in developing the creativity of our students and this is demonstrated through our commitment to delivering arts courses as a core subject.

Whilst Kenton is a large school, our whole team pride themselves on retaining a family atmosphere, where students feel not only challenged through quality first teaching and learning but supported and motivated by our strong pastoral team.

Kenton Schools Academy Trust

Kenton Schools Academy Trust; Formed in 2013, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school. Under the leadership of Chief Executive Officer Ian Lane, the Trust's main objectives are encompassed in its vision statement, which is "to change the current and future lives of our students for the better, by providing them with the highest possible quality of education tailored to their differing needs. Therefore, we will work tirelessly to ensure that all our students, from all backgrounds and starting points, are enthusiastic learners, attend and behave well, are safe and healthy, make excellent progress and achieve highly, then progress to the most challenging and rewarding higher education and careers. Then they will be capable, creative, caring, committed, flexible, thriving adults, who change their world, their country, their family and themselves for the better".

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

Links to Relevant Documents

For further information, please visit our website www.kenton.newcastle.sch.uk
And our Trust website: www.ksmat.org.uk

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 Kenton School Academy Trust.

Salary

The salary range for the post is Main/Upper Pay Range plus TLR1a. The Main/Upper Pay Range scale runs from £25,714 to £41,604 pa. The Teaching and Learning Allowance for this post is £8,291 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 2022. 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

Kenton Schools 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.

Selection Processes and Covid-19

The selection process will take place on-site as far as possible. Candidates invited to interview will be forwarded a copy of the risk assessment outlining health and safety precautions that will be in place. Candidates who have increased susceptibility to adverse effects of Covid-19 will be asked to contact us in order that individual risk assessments can be conducted.

Application Process

If you feel you have the experience, skills and attributes to succeed as part of our team, please complete the online form via www.tes.com/jobs/ selecting 'Quick Apply' or download an application form from our website www.kenton.newcastle.sch.uk and return it to human.resources@kenton.newcastle.sch.uk.

Closing date: 12 Noon on 30 September 2021

