

**Hugh Christie School**  
**White Cottage Road**  
**Tonbridge**  
**Kent**  
**TN10 4PU**

EXECUTIVE PRINCIPAL  
HEAD OF SCHOOL

Jon Barker  
Mark Fenn

[www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk)

**Briefing Pack for:**

**Appointment of**

**Director of Learning for Design Technology**

**(second in charge)**

**September 2023**



## **CONTENTS**

- Page 3      Advertisement and appointment schedule**
- Page 4      Welcome letter from the Executive Principal including the application process**
- Page 5      Hugh Christie – vision and values**
- Page 7      Hugh Christie School Plan Summary 2022/23**
- Page 8      Design Technology Department Information**
- Page 24     Standards and Job Description**
- Page 27     Emotional Intelligence competences**

**HUGH CHRISTIE SCHOOL**  
**Director of Learning for Design Technology (second in charge)**  
**MPS / UPS plus TLR2 (range £3256 to £7303) depending on agreed responsibilities**  
**(from September 2023)**

Hugh Christie is a mixed wide ability 11 to 18 high school based in Tonbridge, Kent. Hugh Christie is 'the place to be' happy, successful and where pupils are well prepared for adult life. Hugh Christie is a good school with a stable and well-motivated staff. Staff are supported well through a bespoke INSET programme led by our Lead Practitioner Group. Staff are encouraged to progress with most of the Senior Leadership Team being former middle leaders in the school. The school finishes at 1-35pm on a Friday and has a two week holiday at the end of Term 1 to support wellbeing.

We are looking to recruit a highly motivated second in department within the Design Technology department with a commitment to being a key member of the team, promoting academic excellence and helping every child succeed. You will play an important part in developing the school's Design Technology provision. You will plan and deliver high quality lessons and be committed to achieving excellent results for the students, instilling in them a love for the subject and a desire to learn.

Our ideal candidate will:

- be able to deliver Design and Technology lessons across a range of disciplines including Food Technology, ICT, Product Design and/or Textiles throughout Key Stage 3
- be able to offer expertise at GCSE and potentially A level in at least one discipline. Preferably this would be Food Technology but this is not essential.
- be able to model excellent teaching practice to their department
- be committed to achieving excellent outcomes
- be a strong team player and committed to bringing out the best in their colleagues
- demonstrate high levels of ambition and optimism regarding what the school and its students can achieve
- have the resolve to make a real difference to the lives of pupils, especially those who have additional educational needs or are disadvantaged
- be committed to the school's values

In return, you will have the opportunity to work with great colleagues and make a difference to our students in a critical subject for their future.

The department is made up of staff who are experienced across a range of Technology disciplines and is supported by two experienced technicians. We also offer a wide variety of in-house training for all the schemes of work we deliver to help support your transition into our department.

If you are seeking a rewarding position, enriching the lives of our students, we would be delighted to hear from you.

Please visit our website for more information. An application pack is available either from the school website or via the Executive Principal's PA, Nicki Riddle ([nriddle@tonbridgefederation.co.uk](mailto:nriddle@tonbridgefederation.co.uk) or 01732 353544).

Closing date for applications is noon on Monday 30<sup>th</sup> January 2023.



**January 2023**

Dear Applicant,

Thank you for expressing an interest in the post of Director of Learning (second in charge) within the Design Technology department. We are seeking an enthusiastic and committed teacher to assist the current experienced team to develop the department further.

Hugh Christie is part of the Tonbridge Federation – a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - [www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk).

I have been at Hugh Christie for nearly eighteen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. I am also a member of the Science department with over thirty years of experience as a teacher. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged and SEND pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please complete the school application form in this pack and include a statement (no more than two sides of A4) that describes what qualities and experience you would bring to this role. Please refer to the job description, standards and emotional intelligence competencies later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact us on 01732 353544 EXT 240 or by email [nriddle@hughchristie.kent.sch.uk](mailto:nriddle@hughchristie.kent.sch.uk).

I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker  
Executive Principal

# **Tonbridge Federation (Hugh Christie School and Long Mead School)**

## **Vision Statement**

### **Aspiring to be outstanding:**

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

### **Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:**

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

### **Every child has the opportunity to receive a high quality of education:**

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

### **Disadvantaged and SEND children receive equality of opportunity:**

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.
- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.
- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

### **Our 'Learning Journey' prepares children well for the future:**

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.

### **Developing a strong sense of community, leadership and character underpinned by British values:**

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.





### **Preparing for the future:**

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

## HUGH CHRISTIE SCHOOL PLAN SUMMARY 2022/23:

QUALITY OF EDUCATION	PERSONAL DEVELOPMENT	SIXTH FORM																					
<p>Improve outcomes for pupils in years 10 and 11</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Indicator</th> <th style="text-align: center;">Year 11</th> <th style="text-align: center;">Year 10</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">4.2</td> </tr> <tr> <td>Best English</td> <td style="text-align: center;">4.2</td> <td style="text-align: center;">4.4</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">3.8</td> <td style="text-align: center;">4.0</td> </tr> <tr> <td>% Grade 4 EM</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td>EBACC Av.</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">4.1</td> </tr> <tr> <td>Open Av.</td> <td style="text-align: center;">4.3</td> <td style="text-align: center;">4.5</td> </tr> </tbody> </table> <p>By the end of the Deep Dive cycle 2022/23, improve and achieve greater consistency within the Pillars of Excellence / Core Offer identified through deep dives as being less well established: scaffold support, knowledge acquisition and retrieval, questioning and homework</p> <p>Further development of knowledge organisers and RAP book (as part of homework policy) to provide more opportunities for knowledge acquisition.</p> <p>Further improve the quality of Records of Progress to ensure consistency across the school.</p>	Indicator	Year 11	Year 10	A8	3.9	4.2	Best English	4.2	4.4	Maths	3.8	4.0	% Grade 4 EM	49%	54%	EBACC Av.	3.9	4.1	Open Av.	4.3	4.5	<p>Increase accountability within subject areas to address issues relating to student progress.</p> <p>Strengthen the systems for providing targeted support packages to improve attendance, behaviour, learning support, safeguarding, wellbeing and aspirations</p> <p>Reduce the percentage or racial / cultural and LGBTQ+ related incidents (as a percentage of the total) by Term 5 of 2023.</p> <p>Reduce the number of repeat offenders for LGBTQ+ incidents.</p> <p>Increase the proportion of the Gatsby benchmarks that are met.</p> <p>Reduce the number of former Hugh Christie students who become NEET after dropping out of further education.</p> <p>Improve the recording and monitoring of careers education.</p>	<p>A level subjects to achieve an average grade of C in 2023</p> <p>Vocational subjects to achieve an average grade of Distinction in 2023</p> <p>Improve the proportion of students achieving improvements in GCSE Maths and English Language so positive value added is achieved by the end of Year 12.</p> <p>Further develop tutorials to provide even better support to students in their reflection and planning so that students can make better progress.</p> <p>Develop and enhance community contribution by all sixth form students.</p> <p>Enhance the Enrichment activity offer and improve participation rate for all pupils.</p>
Indicator	Year 11	Year 10																					
A8	3.9	4.2																					
Best English	4.2	4.4																					
Maths	3.8	4.0																					
% Grade 4 EM	49%	54%																					
EBACC Av.	3.9	4.1																					
Open Av.	4.3	4.5																					
BEHAVIOUR & ATTITUDES	LEADERSHIP & MANAGEMENT	PUPIL PREMIUM																					
<p>Work with Student Leaders and staff groups to ensure all areas of the school are safe.</p> <p>Improve the staff, parent and carer view of behavior in school, and its management, by the Term 5 surveys in 2023.</p> <p>To improve the attendance of pupils in years 10 and 11 to within 2% of the FFT national by the end of Term 5 2023. Maintain all other year groups to this threshold. To close the gap in attendance between girls / PP and national to better than 3% below. To close the gap of EHCP attendance and national to better than 7% below.</p>	<p>Develop and extend the Lead Practitioner group to continue to drive improvements in the Quality of Education.</p> <p>Implement and review the Staff Wellbeing Policy.</p> <p>Provide staff with more development time and strategies to support their wellbeing.</p> <p>Re-establish parental engagement following Covid-19. Increase the proportion of parents who attend / engage with parent/carer consultations.</p>	<p>Teaching: Developing the Core Offer, Pillars of Excellence, English / Literacy offer, Maths Mastery and Library provision</p> <p>Targeted academic support: Small group / one to one tuition for reading / phonics, Maths and English. Additional support through the Lighthouse for vulnerable learners</p> <p>Wider strategies: Improving attendance, provision of intervention packages to support a wide range of needs, parental / carer engagement, raising aspirations through the Futures programme and wider participation in cultural experiences.</p>																					

# TECHNOLOGY

 <p><b>Design Technology</b></p>	<p><b>THE TEAM</b></p> <ul style="list-style-type: none"> <li>• <b>Mr Paul Thomas</b> - Director of Learning</li> <li>• Miss Aimee Acton</li> <li>• Miss Michelle Evans</li> <li>• Mrs Bernie Hodgson - Food and Textiles Technician</li> <li>• Mrs Wendy Mitchell - Product Design Technician</li> </ul>			
<p><b>Subject Intent</b> Design and Technology has...</p> <p><b>IMPACT</b></p> <p><b>I</b>nnovative </p> <p><b>M</b>ake </p> <p><b>P</b>roblem solving</p> <p><b>A</b>nalysing</p> <p><b>C</b>ross-curricular </p> <p><b>T</b>arget market</p>	<p>Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.</p>			
<p><b>Age Related Learning Objectives (ARLOs)</b></p>	<p><b>Food &amp; Nutrition</b> <a href="#">Year 7</a> <a href="#">Year 8</a> <a href="#">Year 9</a></p>	<p><b>Product Design</b> <a href="#">Year 7</a> <a href="#">Year 8</a> <a href="#">Year 9</a></p>	<p><b>Textiles</b> <a href="#">Year 7</a> <a href="#">Year 8</a> <a href="#">Year 9</a></p>	<p><b>ICT</b> <a href="#">Year 7</a> <a href="#">Year 9</a></p> <p><b>CAD/CAM</b> <a href="#">Year 8</a></p> <p><b>Electronics</b> <a href="#">Year 9</a></p>



<b>Knowledge Organisers</b>	<p style="text-align: center;"><b>Food &amp; Nutrition</b>  <a href="#">Year 7</a>  <a href="#">Year 8</a>  <a href="#">Year 9</a></p>	<p style="text-align: center;"><b>Product Design</b>  <a href="#">Year 7</a>  <a href="#">Year 8</a>  <a href="#">Year 9</a></p>	<p style="text-align: center;"><b>Textiles</b>  <a href="#">Year 7</a>  <a href="#">Year 8</a>  <a href="#">Year 9</a></p>	
<a href="#">Knowledge Organiser Menu for Technology</a>				
<b>Exam Board Specifications</b>	<p> <a href="#">GCSE Textiles</a>  <a href="#">GCSE Food Preparation and Nutrition</a>  <a href="#">GCSE Product Design</a> </p> <p> <a href="#">Advanced Level Fashion Design</a>  <a href="#">Advanced Level Product Design</a> </p>			
<b>Subject Learning Journeys</b>	<p> <a href="#">Textiles/ Fashion Design</a>  <a href="#">Product Design</a>  <a href="#">Food and Nutrition</a>  <a href="#">ICT and Electronics</a> </p>			
<b>Key Stage 3</b>	<p>In <b>Years 7 and 8</b> students rotate the four subject areas in Design Technology and will undertake a project or a combined project in each of the following specialisms:</p> <ol style="list-style-type: none"> <li>1. <b>Product Design</b></li> <li>2. <b>Textiles Design</b></li> <li>3. <b>Food Technology</b></li> <li>4. <b>ICT</b></li> </ol> <p>In <b>Year 9</b>, all students complete a combined project in:</p> <p><b>Electronics, ICT and Product Design</b></p> <p>The projects are designed to cover all aspects of the Design Technology National Curriculum, as well as provide students with core, transferable ICT skills. At the end of Semester 1, Year 9 students will make their option choices, they can choose from a range of pathways within DT. Please see individual subject areas for more information.</p> <p><b>Product Design</b></p> <p><b>Year 7: Pencil Box</b></p> <p>During the Product Design rotation, students will be introduced to the school workshop and taught how to use a wide range of tools and machinery safely.</p>			

Through the manufacture of a pencil box, students will explore a range of materials and develop an understanding of their working properties and characteristics. Students will learn to apply tolerances during the development of their prototype to achieve an accurate and successful outcome.

### **Year 8: Mechanical Toy**

During this rotation students will learn about mechanical systems through the manufacture of a mechanical toy. They will be learn how levers, linkages and cams work and how to convert rotary motion into reciprocating motion. Students will build upon their prior knowledge and skills of materials and specialist techniques, as well as explore the impact products have on the environment. Students will learn to develop prototypes that respond to the needs and wants of their client and be able to communicate ideas in 3D oblique and isometric.

### **Food Technology**

#### **Year 7: Chefs Apprentice Project**

In this project students learn how to use the Food Technology room safely and confidently. They practice a variety of cooking techniques making both sweet and savory food products using a wide range of ingredients. Students are shown how to use the equipment in the room and will develop confidence and skill using basic equipment and the hob, grill and oven. Students are encouraged to evaluate their cooking using sensory analysis and think about how they would change the recipe if they were to make the dish again. We ask that all students bring their ingredients and a take home container to the food tech room before school on the day of the scheduled practical lesson.

#### **Year 8: Designing for Others**

Project Outline: In this project students explore different target groups including those with special dietary needs and the need to follow healthy eating guidelines. A range of sweet and savory dishes are made, building on the practical skills learnt in Year 7. Evaluations encourage students to write about the

changes they made during practical tasks and developing their ideas to suit different dietary requirements. Presentation of food products is very important. Students are encouraged to think more independently about how to present their own work professionally. We ask that all students bring their ingredients and a take home container to the food tech room before school on the day of the scheduled practical lesson.

## **Textiles Design**

### **Year 7: Country Themed Pillow Project**

In this project, you will be designing and making a pillow themed on 'countries and cultures from around the world'. During this project, you will learn to research using a wide variety of sources, taking inspiration from current and past designers. You will learn how to create designs using different creative techniques. You will also learn how to use a variety of hand and machine techniques to create your pillowcase. These include dying, printing and sewing.

### **Year 8: Environmental Patterned Fabrics Project**

Two key developments in the Textile industry are sustainability and the use of CAD/CAM (computer aided design and manufacture) this project is aims to bring the two together. First, you will learn why it is important for designers to consider the environment and how we can make 'greener' products. You will cover many different aspects of sustainability with-in the textiles industry, including environmental affects, moral and ethical issues, what is currently being done in industry and how we can improve. Next you will learn how to use desk-top publishing and vectorising software (CAD) to produce a range of fabric patterns that will encourage us to be more sustainable. The patterns you design must be suitable for CAM production, using the laser cutter to make block prints and stencils.

## **ICT**

### **Year 7: ICT in School**

The purpose of this project is to introduce the students

to all the key programmes they will be using whilst at Hugh Christie and how to get the most from it at school and home. Students will learn computer architecture, organised filing of work and internet safety. Students will also use and apply various software application from Office 365, such as Outlook, OneDrive, Word, PowerPoint and Excel. The skills learnt in this project are transferable across all school subjects.

**Electronics, ICT and Product Design**

**Year 9: Steady Hand Game**

The steady hand game incorporates three different elements that will conclude in students taking home a fun and interesting game they have built themselves and also marketed.

The electronic section will give students an understanding of different systems, their inputs, processes and outputs. They will learn the purpose of different components and how to read their values e.g. resistors, Logic gates, Boolean gates and binary. Students will also learn about how to construct circuits with soldering, run a circuit simulation and programme components.

During the ICT section, students will be use Excel for creating charts and graphs to explain their steady hand game market research. They will also use Excel to formulate the costing of the game. They will then create game instructions and problem solving tips using Word. To help promote the steady hand game to potential clients, students will make and present a PowerPoint presentation.

In Product design students will use their research to write a clear specification of what the game should look like. After designing and modelling potential ideas, the final product casing and decoration will be made using the laser cutter, vacuum forming and MDF construction.

**Key Stage 4**

**KS4 Product Design**

**AQA GCSE Design and Technology (8552)**

**Paper 1: Written Exam**

**What's assessed:**

- Core technical principles
- Specialist technical principles
- Designing and making principles

**In addition:**

- at least 15% of the exam will assess maths
- at least 10% of the exam will assess science.

**How it's assessed:**

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

**Questions:****Section A** – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

**Section B** – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

**Section C** – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

**NEA (Non-Exam Assessment) Year 11****What's assessed:**

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

**How it's assessed:**

- Non-exam assessment (NEA): 30–35 hours approx.
- 100 marks
- 50% of GCSE

**Substantial Design and Make Task****Assessment Criteria:**

- Identifying and investigating design possibilities
- Producing a design brief and specification

- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- Students will produce a prototype and a portfolio of evidence

Note: This specification has strong links to Science and Maths. Students are also expected to learn across all specialist subjects, however will focus on one specialist area (timber-based materials) in more depth for the NEA.

### **Overview**

Everything, from mountain bikes to mobile phones, furniture to buildings, have been designed. Students of Design and Technology will learn to understand the balance between products looking good (aesthetics) and meeting a demand (function).

Design and Technology encourages creativity and innovation when responding to the needs of others. It nurtures problem-solving skills and through the iterative design process, students are encouraged to continually evaluate and develop their ideas. In addition to learning about designing and making processes, material technology and programmable systems and control, pupils develop important life skills and personal qualities such as team working, resilience, resourcefulness and enterprise.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

### **Year 9**

In Year 9 the curriculum has been developed as a gateway to the new GCSE Design and Technology course where students are able to specialise in

Product Design. Students are introduced to the knowledge, skills and vocabulary through small projects.

### **Year 10**

In Year 10 students will deepen their understanding of the following through both theory and practical projects:

- Core technical principles
- Specialist technical principles
- Designing and making principles

### **Year 11**

In Year 11 students will undertake their NEA based on a contextual challenge set by the exam board. In addition, students will continue to prepare for their written exam.

## **KS4 Food Preparation and Nutrition**

### **AQA GCSE Food Preparation and Nutrition (8585)**

#### **Paper 1: Written Exam**

##### **What's assessed:**

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

##### **How it's assessed:**

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

##### **Questions:**

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

#### **Non-Exam Assessment (NEA)**

What's assessed:

**Task 1: Food Investigation (30 marks)**

Students' understanding of the working characteristics functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

**Task 2: Food preparation assessment (70 marks)**

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

**How it's Assessed?**

**Task 1:** Written or electronic report (1500-2000 words) including photographic evidence of the practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence.

Photographic evidence of the three final dishes must be included.

**Year 9**

Year 9 is a gateway course to the AQA GCSE in Food Preparation and Nutrition (8585) specification.

Students work on developing their practical skills on a number of recipes introducing cooking with both fish and meat. Students work on developing skills of recipe planning and timekeeping in a practical setting. The importance of food hygiene and the safe storage, handling, preparation and cooking of ingredients particularly those with a high risk of food spoilage and contamination is a continued focus. The nutritional value of food is investigated this year. Students study the 5 Nutrients including the function in the body, good food sources and the effects of excess and deficiency. Students also complete nutritional analysis for all recipes, sometimes using computer software, and include this in evaluations and future planning. There will be Practical and Theory Assessment every term. Students are actively encouraged to cook at



home, practicing recipes for assessments as well as family recipes and the preparation of any meals. Any additional experience with different equipment and ingredients is useful in developing confidence and transferable skills in the kitchen.

### **Year 10**

Year 10 students continue with the theory and practical work to complete the requirement of the specification by the end of the year. Students research and make dishes to meet the nutritional needs of children, teenagers, adults and older adults throughout the year. We also consider special dietary needs related to health, religious and moral choices and health conditions. Evaluations are more detailed and include the nutritional value and the cost of ingredients as well as the suitability for different groups. Food science is a strong theme this year learning about the functional and chemical properties of protein, carbohydrates, fats and oils, the function of water and energy including PAL and BMI. Through practical work students learn about how and why food is cooked using different cooking techniques and processes and the science behind this including how nutritional value of food is affected by different cooking techniques and preparation methods. Sustainability and food provenance is a strong thread again with discussion on the importance of reducing food waste and the impact of food labelling and packaging on consumer choices. Regular practical and theory assessment continues every term, this time with 2 hour practical exams where students must plan and cook 2 recipes relevant to their chosen target group. The skill of dovetailing practical tasks to maximize the use of time and ensure both dishes are served together at the end is developed here in preparation for the 3-hour practical assessment in year 11 where students will need to cook 3 dishes.

### **Year 11**

This year we focus on revision for the final written exam in June and completion of two Non Exam Assessment projects. NEA1 starts in September and is completed by the end of Term one. This project involves the

scientific investigation into the function of ingredients in a food product. The topic is released by AQA on 1<sup>st</sup> September each year. NEA2 starts at the start of Term 2 and is completed in by the end of Term four. The topic is released by AQA on 1<sup>st</sup> November. Students will research the topic and identify suitable recipes to meet the task requirement. This may be to cook for a specified cuisine, dietary need or age group. Students will cook 4 suitable recipes to meet the specification and demonstrate a range of high level cookery skills. The final practical exam involves preparing and making 3 of the original recipes, using similar cookery skills, with some development of the theme. A pizza in the first trial would be developed into calzone in the final three, a chicken pie developed into a chicken pasty and so on. NEA projects are marked and moderated during March with the final marks submitted to AQA in early May. Students are expected to work independently using homework time throughout the year on revision for the final written exam in June. There will be regular assessment during the year and revision lessons will commence in Term 5 when all NEA projects have been submitted.

### **KS4 Textile Design**

### **AQA GCSE Textile Design (Art and Design)**

Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

This course has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment (exam).

### **Component 1: Portfolio**

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial

engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

#### **How it's Assessed?**

No time limit • 96 marks • 60% of GCSE

#### **Component 2: Externally Set Assignment**

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

#### **How it's Assessed?**

Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE

Assessment objectives (AOs) are:

AO1: Develop ideas through investigations,

demonstrating critical understanding of sources.  
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  
AO3: Record ideas, observations and insights relevant to intentions as work progresses.  
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **Year 9**

Year 9 is a gateway course to the AQA GCSE Textile design. Students will work on one project in semester 2. Each project will be given a starting point. Students will develop their investigation and analysis abilities, experimentation of practical skills, ability to explain their work and consolidate their understanding by producing an outcome.

### **Year 10**

Your first project in Year 10 will run from September to February Half Term. Again, you will be given a themed starting point. During this project you will develop skills using a variety of textile techniques in relation to surface qualities and texture. Your focus will be in showing an understanding of the Assessment Objectives when refining and developing ideas. Your second project in Yr10 will run from February Half Term to the end of the year. You will have more direction to decide your own starting point and should demonstrate all assessment objectives to the best of your ability.

### **Year 11**

In Year 11, you will begin the **mock exam work**. You will be able to select your own starting point from a selection given to you, and will have the 1<sup>st</sup> term to develop your ideas and research. This will culminate in a mock exam sat during the second term. It will be your choice what your end product will be. Your Mock Exam work can count towards your portfolio too. After Christmas, once the exam board have released the paper, you will begin preparation for your final exam. Again, you will have the option of selecting your own

	<p>starting point from the ones suggested by the exam board. January – Easter will be time for you to prepare a response to your chosen starting point by researching, experimenting and developing your ideas.</p>
<p><b>Key Stage 5</b></p>	<p><b><u>A-Level Fashion Design</u></b>  <b><u>WJEC Eduqas GCE A-Level Design</u></b>  <b><u>Technology</u></b>  <b>Aims and Objectives:</b>  A-Level in Design and Technology (Fashion and Textiles) offers a unique opportunity for learners to identify and solve real problems by designing and making products. Design and technology (Fashion and Textiles) is an inspiring, rigorous and practical subject. This course encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values. The course enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in design and technology (Fashion and Textiles), including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.</p> <p><b>Component 1: Design and Technology in the 21st Century</b>  One written examination: 3 hours (50% of qualification)</p> <p>The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of: technical principles, designing and making principles, along with their ability to: analyse and evaluate wider issues in design and technology.</p> <p><b>Component 2: Design and Make Project</b>  Non-Exam Assessment: Approximately 80 hours 50% of qualification</p> <p>A sustained design and make project, based on a</p>

brief developed by the candidate, assessing the candidate's ability to:

- Identify, investigate and outline design possibilities.
- Design and make prototypes.
- Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.

## **A Level Product Design**

### **AQA A Level in Design and Technology**

Learning about Design and Technology at A level strengthens learners' critical thinking and problem-solving skills within a creative environment, enabling them to develop and make prototypes/ products that solve real-world problems, considering their own and others' needs, wants, aspirations and values. AQA's A Level qualification requires learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

This qualification will excite and engage learners with contemporary topics covering the breadth of this dynamic and evolving subject. It will create empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future.

### **Specification Overview**

There are two written exam components and one extended design project that will be graded at the end of the two-year course.

#### **Exam Paper 1 - Technical Principles**

120 marks, 2 hours 30 minutes written paper - 30% of total A level

This paper is a mixture of short answer and extended response.

#### **Exam Paper 2 - Designing and making principles**

80 marks, 1 hour 30 minutes written paper- 20% of total A-Level.

Mixture of short answer and extended response

questions.

**Section A:**

- Product Analysis: 30 marks
- Up to 6 short answer questions based on visual stimulus of product(s).

**Section B:**

- Commercial manufacture: 50 marks
- Mixture of short and extended response questions

**Non-Exam Assessment** - Practical application of technical principles, designing and making principles.

100 marks, 50% of total A level.

**Evidence**

Written or digital design portfolio and photographic evidence of final prototype.

Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.

# **Director of Learning for Design Technology (second in charge) Job Description**

Line Leader: Paul Thomas – Director of Learning for Design and Information Technology

To meet the Teaching and leadership standards set out in the school's Appraisal Policy.

## **Standards for Leadership**

**We expect all Directors of Learning to work towards the following standards. In your letter of application, please provide some examples of how your current work demonstrates your capability to achieve these.**

## **Standards for Director of Learning**

1. Ensures that decisions are taken on the basis of individual student need.
2. Looks at data thoroughly and bases action and intervention accordingly. Setting (where appropriate) is proposed on hard, unequivocal evidence.
3. Is acutely aware of the strengths and weaknesses of the Quality of Education within their department or curriculum area through the school's Deep Dive process and has a plan of action for all weaknesses whilst prioritising those that will maximise improvement.
4. Ensures interventions that take place are driven by a diagnosed need and have impact by reviewing afterwards. Always focuses on the impact of action.
5. Looks at the outcome of assessments and takes bold actions on future examinations, student groupings and staffing issues.
6. Lets nothing get in the way of moving things forward. Doesn't wait to be asked by line manager – just gets on, communicates regular updates and makes things happen. Is always prepared.
7. Ensures the expectations and priorities of the department / curriculum area are shared explicitly with their team. Uses student data / evidence from deep dives / work scrutinies / assessments and regular communication to update and engage team members.
8. Is happy to step back and heap reward and praise on their team without the need for prompting.
9. Galvanise their teams by leading from the front but awarding responsibility in conjunction with accountability.



## Specific areas of responsibility

### Quality of Education

- To plan a Learning Journey that meets the requirements of the National Curriculum and Exam Specifications as well as reflecting the needs of the learners at Hugh Christie as identified through the intent.
- To lead, oversee and contribute to the planning of schemes of work that deliver the Learning Journey.
- Monitor the delivery of the Learning Journey across the department.
- Plan a range of assessments to measure the impact on learning of the Learning Journey.
- To ensure a Record of Progress is in place for all learners and that the work inside is assessed and moderated to the same standard across the department.
- To plan the teaching and delivery of the curriculum and contributing to the organisation of an effective timetable.
- Oversee the formal entry of students into public examinations.
- Participate in the school's Deep Dive subject review process.
- To lead and monitor student learning through effective teaching in accordance with the Department's schemes of work and policies.
- To ensure continuity, progression and cohesiveness in all teaching.
- To use a variety of methods and approaches (linked to the school's Pillars of Excellence) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
- To ensure the department sets appropriate homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- To work with SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Promote literacy both within the department and across the school. Develop a 'love of reading culture' that fully utilises the school library.
- To set high expectations for all students, to deepen their knowledge, skills, vocabulary and understanding in order to maximise their achievement.
- To use, and support colleagues in using, positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

## **Monitoring, Assessment, Recording, Reporting, and Accountability**

- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge and across their department.
- To oversee the assessment of students' work systematically in line with the school's Marking Policy and use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents and support colleagues with this.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
- To use data to plan and provide both in class, independent and extra-curricular intervention strategies that will raise student attainment.

## **Subject Knowledge & Understanding**

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- To keep up to date with research and developments in pedagogy and the subject area and share these with colleagues.
- Support colleagues within the team to develop their own subject knowledge and expertise.

## **Professional Standards & Development**

- Monitor the wellbeing and welfare of staff within the department and adjust work patterns where possible to relieve any points of pressure.
- To be a role model to colleagues and students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Safeguarding, PHSE, Literacy, Numeracy and ICT.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and procedures.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To be familiar with and implement the relevant requirements of the current AEN Code of Practice.

- To consider the needs of all students within the Science Curriculum (and to implement specialist advice) especially those who:
  - have AEN
  - are disadvantaged
  - are gifted and talented

# The Emotional Intelligence Competencies

## **SELF-AWARENESS**

### Emotional Self-Awareness:

Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

### Accurate Self-Assessment:

Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

### Self-Confidence:

A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

## **SOCIAL AWARENESS**

### Empathy:

Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

### Organisational Awareness:

Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

### Service Orientation:

Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

## **SELF-MANAGEMENT**

### Emotional Self-Control:

Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

### Transparency:

Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

### Adaptability:

Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

### Achievement Orientation:

Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

### Initiative:

Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

## **RELATIONSHIP MANAGEMENT**

### Developing Others:

Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

### Inspirational Leadership:

Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

### Change Catalyst:

Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

### Influence:

Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support

### Conflict Management:

Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

## ***SELF-MANAGEMENT***

Optimism:

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

## ***RELATIONSHIP MANAGEMENT***

Teamwork & Collaboration:

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds