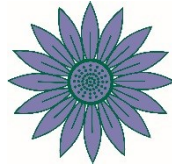# Mayfield Grammar School
Gravesend

Appointment of
Full time Technology Teacher
(Food Technology Specialism)

required from January 2025

Closing date: 1 pm on Monday 11th November 2024
Interviews will take place that week

Mayfield Grammar School
Gravesend

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Telephone: 01474 352896 Fax: 01474 331195
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Full time Teacher of Technology (Food Technology Specialism)

**Required from January 2025
ECT/Main Professional Scale/UPS**

The school wishes to appoint an enthusiastic and committed teacher who is able to teach Food and Nutrition to GCSE. The ideal candidate will be confident teaching KS3, 4 and 5; including the KS3 rotation covering Food and Nutrition, Textiles and Product Design.

We are looking to appoint a well-qualified colleague who is flexible, highly motivated and creative with a good knowledge of their subject. This department is fortunate to be benefitting from new facilities.

The person appointed will receive high quality CPD, mentoring and support as well as a wealth of opportunities to develop their practice. There is also plenty of scope to be involved in a wide range of extra-curricular activities.

The school has a high profile for achievement locally and nationally and prides itself on its strong record of internal professional development.
The school was judged by Ofsted to be "Outstanding" in May 2024

Further details and an application form are available from the Staff Vacancies section of the school website www.mgsg.co.uk
Applications made via TES Online will be accepted.
CVs will not be considered and should not be submitted.

All applications with a covering letter addressed to Mrs E Wilson, Headteacher

**Closing date: 1 pm Monday 11th November 2024
Interviews will take place that week**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Ofsted
Outstanding
Provider

Mayfield Grammar School, Gravesend

Mayfield Grammar School, Gravesend is a selective girls' school with boys in the sixth form which is situated in the town of Gravesend, with easy access to the A2 and M25 and a direct rail link to Charing Cross. In February 2012 we converted to Academy Status and the school celebrated its Centenary throughout 2014/15.

The school occupies two sites. One houses the original 1926 building with its distinctive quadrangle and bell tower, surrounded by its playing fields. New Science, Technology and Dining facilities opened across 2020-2021. Our second site has specially designed facilities for Technology, Sports and Drama which opened in 1995. There is IT provision on both sites and a new teaching block opened in 2021 which houses our new library, Music, multi-purpose activity studio, additional classrooms and specialist IT rooms.

The school is an 11-18 grammar school. Entry at age 11 is via the Kent 11 plus selection procedure comprising nationally standardised Verbal, Non-Verbal and Mathematics tests. The procedure allows admission of the top 25% of the ability range. An optional additional opportunity to assess eligibility for admission is available through the Mayfield testing procedure.

We are an outward looking school determined to provide the highest quality education by capitalising on opportunities available to the school. We work as a team where the contributions of all the staff are equally valued. We place major importance on providing new staff with an effective induction into the school and all staff are constantly seeking to improve their professional practice through external and internal training. Governors, parents and the community are extremely supportive of the work of the school.

The Senior Team consists of the Headteacher, a Deputy Headteacher, Senior Assistant Headteacher and six Assistant Headteachers. Curriculum Leaders lead their subject teams to ensure a high-quality teaching and learning experience for all our pupils. Pastoral care is led by an experienced team of Learning Leaders who work with Form Tutors and are supported by Pastoral Support Managers, Key Stage Co-ordinators (AHTs) and the Senior Assistant Headteacher. A House System was introduced in September 2014. Merit points are given to students during the year and the Aster Trophy is awarded to the House with the most points overall at the end of the academic year.

The curriculum follows the National Curriculum guidelines and students have the opportunity to gain ten GCSEs at the end of Year 11.

There are circa 1430 students on roll, 380 of whom are in the Sixth Form.

The school PAN is 210 for year 7 entry.

Extra-curricular activities include a full sporting programme, choirs, orchestras and other club activities. A large number of students participate in the Mayfield Challenge (Lower School) and the Duke of Edinburgh Award Scheme (Upper School and Sixth Form). There are Conferences, the Graduation Ball and many other opportunities for students to participate in events outside their classroom studies. The school enjoys strong links with the local business community and runs a full Careers (CEIAG) programme. The school runs an extensive programme of trips and visits both locally, nationally and internationally for all year groups.

Mayfield Grammar School is a happy community where we foster excellent relationships between staff and students.

This is a non-smoking school.

Anyone interested in the school is welcome to visit our website at www.mgsg.co.uk

2024

Technology Department

Due to the expansion of the school, an opportunity has become available for a suitable candidate to join the Technology Department. The person appointed will join a lively, enthusiastic and academically successful Department, which at present comprises four full-time and one part-time members of teaching staff with four technicians for Technology, one of whom is shared with the Drama Department.

Technology is currently taught in a suite of five rooms and new facilities became available in 2018-19. We have a wide range of resources available, and we encourage a variety of teaching methods to be used in the classroom. We embrace new approaches to teaching and develop those that prove successful.

The successful candidate will lead the Technology Team and be supported by their SLT Line Manager and Deputy Headteacher (Curriculum and Staffing). They will also have the opportunity to shape and develop the staffing structure required to continue to support all technology staff to ensure the highest standards of curriculum delivery are maintained and developed for all our students.

Lower School Technology

As students start the school, we introduce students to some new and some familiar materials, techniques and equipment. Across the whole of Year 7 we visit the different stages of the design process, exposing students to situations which will develop their understanding of the stages and developing creativity and resilience. Students rotate through a carousel of Food Preparation and Nutrition, Textiles and Product Design in both Year 7 and Year 8. The core of every material area is the design process which develops skills in:

• Generation, development and communication of ideas

• Creative response and problem solving of briefs and tasks

• Applying knowledge and understanding of materials and processes

• Reflection and evaluation of own designing

Students in Year 8 revisit the three areas of Design Technology. Within the schemes of work, students have the opportunity to revisit parts of the design process in order to reflect on prior learning and develop independence and resilience to make progression. Students use their learning of materials, techniques and equipment to make design decisions that are enriched by a wide range of research techniques that support the students to work creatively. By the end of Year 8 students will have a portfolio of design solutions that will evidence their analytical, theoretical and practical capabilities within the context of design, as well as prepare them for their studies across all subjects.

Upper School

Year 9

Students visit each area of Design Technology (Food Preparation and Nutrition, Textiles and Design Technology) Student sample the GCSE in each of those areas so that they can make informed option choices. Students have the opportunity to experience the learning concepts and skills that transition into each of the GCSE courses that we offer in years 10 & 11. The curriculum offers students a snapshot of what to expect in each of the GCSEs as well as developing higher level practical skills and learning.

Years 10 and 11

The department offers courses in:

Design and Technology- Using iterative design to create systems, products and services that fulfill user needs whilst considering sustainability, ergonomics and manufacture. The students complete design briefs that respond to real world issues through research, analysis and product development.

Textiles Design – Students use inspiration to design and develop a portfolio demonstrating a range of complex skills that they then use to inform the design and manufacture of a textiles outcomes. Students create a sketch book that enables them to present their design journey developing their reflective and analytical skills. Students learn how to develop an idea through using research and testing.

Food Preparation and Nutrition – Students learn a range of skills and techniques to create food products. Students learn about food safety, nutrition and complex techniques. Students carry out a large number of practical activities that enable them to refine their skills as well as their understanding of the science behind the ingredients.

All of these courses are underpinned by the same generic process of designing but the material areas create different challenges that give the opportunity to be creative, innovative and develop design solutions. There is a huge emphasis on problem solving and recognising the moral, social, cultural and environmental issues within design, as a product can, in reality, have both a positive and negative effect on our society.

In carrying out projects, students will develop planning and presentation skills. Using a variety of media, including ICT, students will produce a portfolio of work that will demonstrate their ability to communicate in a variety of ways.

Assessment for all of these courses is listed below:

Textiles - Unit 1-Portfolio of work- 60%, Unit 2- Externally set task- 40%
Design and Technology - 50% coursework portfolio, 50% written examination

Food preparation and Nutrition- NEA 1 and 2- 50% and a written examination- 50%

Success in any of the design courses will provide an opportunity for further study at A Level.

Sixth Form

The Department offers courses in A Level Textiles Design, and A level Design & Technology.

Both these courses encourage students to better understand the visual world and provide opportunities to develop a visual language and explore design outcomes.

A Level – Textiles

Students become more aware and confident when making aesthetic judgements and develop their skills to become independent, autonomous artists and designers.

The course is split into 2 components:

- The portfolio unit; personal investigation
- The externally set assignment.

Each unit encourages creativity through project work, which is defined by a collection of work in response to an idea and use of a theme. Students experience a range of material techniques.

Many of our students go on to study Art and Design in further and higher education institutions.

A Level – Design and Technology: Product Design

This course provides students with an opportunity to work creatively to solve problems. It is a balance of theoretical knowledge and practical skills and enables students to work with confidence when faced with challenges.

Students investigate social, cultural, environmental and economic influences on design and technology and can put their skills to practice whilst undertaking a range of practical projects.

The course is split into 3 components:

- Examination paper 1 – assesses technical principles
- Examination paper 2 – assesses design and making principles
- NEA (Non-exam assessment) – assesses practical application of technical, designing and making principles

There are strong links with Mathematics and Science based subjects and a good understanding of these subjects will be essential for studying this subject at A Level.

This course links to several different careers and many students who study this course go on to undertake degrees in subjects like, among many others; Architecture, Product Design, Engineering etc.

Mayfield Grammar School, Gravesend

Job Description

Post Title:	Classroom Teacher (Technology)
Post Holder:	
Purpose:	• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To play a full part in the life of the school community, to support its distinctive ethos and to encourage colleagues and students to follow this example.
Reporting to:	Subject Leader
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area development plan and its implementation. • To contribute to the whole school's planning activities.
Curriculum Provision:	• To assist the Faculty and/or Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	• To assist in the process of curriculum development within the subject area and change so as to ensure the continued relevance to the needs of the students and the school's Strategic Objectives. • To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
Staffing Staff Development: Recruitment/ Deployment of Staff:	• To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support where appropriate. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
Teaching:	• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.

	- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. - To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. - To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. - To undertake a designated programme of teaching. - To ensure a high quality learning experience for students which meets internal and external quality standards. - To prepare and update subject materials/share with colleagues in the team. - To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus. - To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. - To undertake assessment of students as requested by external examination bodies, departmental and school procedures. - To mark, grade and give written/verbal and diagnostic feedback as required. - To communicate effectively with the parents of students as required. - To maintain appropriate records and to provide relevant accurate and up to date information for the management information system. - To complete the relevant documentation to assist in the tracking of students. - To track student progress and use information to inform teaching and learning.
Form Tutor Role:	- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. - To be the first point of contact for students in the tutor group for both academic and welfare concerns. - To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare. - To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System. - To register students, accompany them to assemblies and remain with them as appropriate, encourage their full attendance at all lessons and their participation in other aspects of school life, including form assemblies and form council meetings. - To evaluate and monitor the progress of students and keep up to date student records as may be required. - To contribute to the preparation of Action Plans, progress files, reviews and school reports. - To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. - To communicate as appropriate, with the parents of students and with outside agencies. - To contribute to PSHE and citizenship and enterprise learning according to school policy. - To apply the Behaviour Management systems so that effective learning can take place. - To make effective use of form time to progress student learning.
Other Specific Duties	- To support the school in meeting its legal requirements for worship. - To promote actively the school's corporate policies.

- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To know and follow school policy and statutory guidance with regard to the welfare and safeguarding (including Prevent and FGM) of all students in your care.
- To support the wider life of the school by supporting (when requested) the ASC *(Adventure Service Challenge)* Co-ordinator in attending the ASC camps that operate in Year 7 and Year 8 or/and support the school's DofE *(Duke of Edinburgh's Award)* Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description.
- First aid qualification (or willing to train) preferred.
- Ability to drive minibus or willing to train preferred.
- To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and assessment of student work.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff are expected to undertake any other duties as may be reasonably expected.

Staff are expected to uphold the ethos of the school in all aspects of their work.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Sign: Date: