



Waterfront
UTC

Recruitment Pack

Head of Design, Technology & Engineering (£5k Golden Hello)



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.

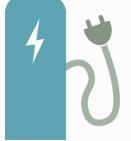


Owen McColgan
Chief Executive
The Howard Academy Trust



THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.

 <p>Platinum Workplace Wellbeing Award</p>	 <p>Subsidised Private Healthcare</p>	 <p>Free flu jabs every autumn</p>	 <p>Employee Assistance Programme with Free Counselling</p>	 <p>Mental Health First Aiders in all schools</p>
 <p>Early finish for teaching staff on Fridays for CPD/PPA</p>	 <p>Multiple routes into teaching</p>	 <p>Opportunities for collaborative CPD</p>	 <p>Trust-wide training and networking events</p>	 <p>Career Progression and upskilling opportunities</p>
 <p>Bespoke in-house Into Leadership Courses</p>	 <p>LGPS/TPS Pension Scheme & Generous Contributions</p>	 <p>Competitive salary with annual pay progression</p>	 <p>Early salary withdrawal with Access EarlyPay</p>	 <p>Minimum 25 days annual leave for full time staff, plus bank holidays</p>
 <p>Discounted hire of school facilities</p>	 <p>Cycle to work scheme</p>	 <p>Free car parking at each Trust site</p>	 <p>EV Charging across sites</p>	 <p>On site catering with a full lunch menu</p>
 <p>Discounted gym membership</p>	 <p>A diverse and inclusive workplace</p>	 <p>Staff referral scheme</p>	 <p>Flexibility for life events</p>	 <p>Annual Trust Awards</p>

We are happy to talk about flexible working.



Our Family of Schools



The Howard
School

The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood
Primary School

Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent

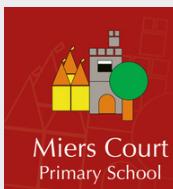


Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



Waterfront
UTC

Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



The Abbey
School

The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans
AP Academy

The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Welcome to Waterfront UTC



Welcome to Waterfront UTC and thank you for your interest in this post. I am determined to recruit the best possible individual who is passionately driven to ensure that every child succeeds in life and becomes a pioneer for Engineering or Construction.

University Technical Colleges (UTCs) are government-funded schools with a STEM focus. Our students join us in September of Year 9 or Year 12, and study a tailored curriculum of technical qualifications which focus on Engineering and Construction, whilst building a solid understanding in the core subjects.

Our employer partners work closely with us, getting to know our students over the time they are here, supporting them with careers guidance, careers planning and ongoing project work. Established by companies and universities in areas of high demand for talent, UTCs benefit from industry standard equipment and specialist staff to provide students with the skills valued by employers.

Mrs McLean, Principal



Why choose Waterfront UTC?

- Opportunity to work with older students, aged 13-19, where students are treated as adults.
- 100% of students leaving Year 11 and Year 13 are placed in their chosen destination/career path.
- A purpose built facility, with planned refurbishment and continued investment to enhance facilities and learning resources.

About our Construction/Engineering Department

- Industry-standard tools in bespoke workshops, focusing on Construction, Engineering, 3D Design & DT.
- Vast network of industry connections, bringing real-world experience into the curriculum.
- Project-based learning, with a staff-designed Discovery Curriculum, GCSE & A-Level DT, and T-Levels in Construction and Engineering, alongside A-Level Pathways.



NOR
383



Age Range
13-19



PP
27%



FSM
31.1%



SEN
31.3%



EAL
9.3%

Job Description

Job Title: Head of Design, Technology & Engineering

Contract Type: Full time, Permanent

Renumeration: STPC MPS/UPS + TLR2a & £5k Golden Hello

General description of the post

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the school's policies under the direction of the Principal. The post-holder is required to fully support the vision, ethos and policies of the school.

THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

The post holder should conduct themselves professionally at all times, treating pupils and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

Key responsibilities:

- Making a distinctive contribution to raising standards across the school and in specified department.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each student.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.

- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Devising and implementing targeted interventions that enables student to reach and exceed their targets.
- Acting as a role model for staff for high quality inclusive teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales, and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Collecting, analysing and reporting on students' views of their subject area.
- Developing effective links with the local community including parents, business, and industry.
- Act as Company Tutor, overseeing the progress, attendance, and development of a designated student cohort and serving as a key point of contact for students and stakeholders.

Curriculum Management and Development:

- Design and develop a comprehensive and engaging subject-specified curriculum in line with national and school-specific educational standards.
- Implement innovative teaching strategies to enhance student learning experiences.
- Stay updated on industry trends and developments to ensure the curriculum remains relevant and prepares students for future careers.
- Ensuring that innovative and appropriate approaches to learning are made available to students with specific learning needs. For example: those with a low skill base, hearing or visual impairment, the very able.
- Restructuring the target setting lessons for a secure programme of study of T-Levels, in liaison with the Director of Specialism.

Intervention and Support:

- Monitoring and evaluating progress towards meeting student achievement targets.
- Ensuring that there is an effective assessment, recording and reporting system of student progress in each year group.
- Regularly analysing teacher assessment data to identify students who require additional support.
- To liaise with parents and encourage parents to support the development of their child's literacy skills.

Quality Assurance and Review:

- Evaluating the design and delivery of the Design & Technology and Engineering curriculum; continuously striving to improve all aspects.
- Contributing to school self-evaluation processes by evaluating schemes of work and the impact they have on student progress.
- To make use of the analysis and evaluation of performance data from lesson observations and work scrutiny to identify target areas to support with

Communication:

- To ensure that all members of staff are informed about and have chance to contribute to the development of the Curriculum.
- To ensure effective communication as appropriate with staff, parents, and students.

Management of Resources / Health & Safety:

- To ensure the appropriate management of resources of space, staff, money and equipment in line with subject learning priorities and best value principles.
- Assisting colleagues within the department to maintain the interior and exterior of the Design & Technology and Engineering accommodation to a high standard that reflects the ethos of the school.
- Managing the security and Health & Safety aspects including legal obligations.
- To be familiar with and support any health and safety procedure and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy.

Additional Duties:

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people.
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
Education & Qualifications	
<ul style="list-style-type: none">Teaching QualificationsDegree or equivalent	<ul style="list-style-type: none">Further DegreeEvidence of ongoing Professional DevelopmentFirst Aid Training
Experience	
<ul style="list-style-type: none">Outstanding teaching experienceExperience of implementing strategies to raise student attainment with evidence of success.A track record of success in student behaviour managementExperience of promoting highly effective communications within and between teams and other stakeholders in the community	<ul style="list-style-type: none">Experience of working within an academy
Knowledge and Understanding	
<ul style="list-style-type: none">Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment.Good understanding of effective procedures for managing and promoting positive behaviour among pupilsEqual opportunity issues within the workplace and the importance of culture and ethos and how these impact on morale, high expectation and high standardsSound understanding of equality of opportunity issues and how they can be effectively addressed in schools.Clear understanding of the role of parents and the community in school improvement and how this can be practiced and developed	<ul style="list-style-type: none">Knowledge of child protection and safeguarding policiesSound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standard

Characteristics and Competencies

- Ability to promote the school's aims positively.
- Ability to develop good personal relationships within a team, making an effective contribution to high morale.
- Ability to create a happy, challenging, and effective learning environment.
- A solution-focused mind-set and determined "no-excuses" approach to raising standards.
- A personable nature to build effective relationships with parents and all members of the school community.
- A creative and good-humoured approach to all aspects of teaching, management, and leadership
- Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description.
- Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion.
- Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads.
- Ability and keenness to promote the school's positive culture and ethos

