Hugh Christie School
White Cottage Road
Tonbridge
Kent
TN10 4PU

EXECUTIVE PRINCIPAL   **Jon Barker**
CHAIR OF GOVERNORS   **Sue Mason**

www.hughchristie.kent.sch.uk

Briefing Pack for:

The appointment of
Full Time Teacher of Design Technology

(Part-time / job share considered)

Start date: July or September 2021

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TONBRIDGE FEDERATION
HUGH CHRISTIE SCHOOL

Full Time Teacher of Design Technology

(Part-time / job share considered)

We wish to appoint an enthusiastic teacher of Design Technology to join our successful department.

Design Technology is taught across all key stages at Hugh Christie with students specializing at Key stage 4. Subjects we currently offer include GCSE Product Design, Textiles and Food Technology, We also offer A-level in Product Design, Fashion and an offer of Food technology. An ability to teach up to KS5 in Food technology would be highly beneficial but not essential.

The department has excellent facilities and well equipped classrooms catering for the needs of each specialism. The successful candidate will have the opportunity to contribute to the department and work within a dynamic and experienced team of subject specialist teachers.

The ideal candidate will be motivated and committed to achieving the very best outcomes for our students.

Salary: Dependent on experience.

Applications from NQTs are welcome.

Start Date: September 2021 or sooner in July of possible

Closing date for applications: 21st April 2021

For further information contact Mrs Nicki Riddle: nriddle@tonbridgefederation.co.uk

01732 353544 ext 242

The college is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure.

Dear Applicant,

Thank you for expressing an interest in the post of Teacher of Design Technology, at Hugh Christie School.

Hugh Christie has a reputation for creativity, innovation and providing our students a rich and diverse range of opportunities. You can find out more from our school website – www.hughchristie.kent.sch.uk.

Our aim is to create a 'unique learning experience' through creative approaches to learning. This requires a dedicated team full of ideas, who are prepared to take risks in order to create an exciting, relevant and engaging learning environment.

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.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 242 or by email jbarker@tonbridgefederation.co.uk

You are very welcome to visit the school before making an application; please contact 01732 353544 ext. 242 or by email nriddle@tonbridgefederation.co.uk if you wish to do so. I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker

Jon Barker
Executive Principal of the Tonbridge Federation

Tonbridge Federation Governing Body Vision and Values

Aspiring to be outstanding.

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We externally validate the schools' self-assessment at least once a year, including safeguarding.

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 request surveys and meetings with stakeholders.
- 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, visiting and speaking to stakeholders.

Every child achieves their best academically and socially.

- We receive an annual report on external exam results and analysis of current progress which is challenged.
- We check that teaching is personalised, rigorous, challenging and intellectually engaging.
- We review the curriculum to ensure it is meeting the needs of learners.
- We monitor attendance, behaviour incidents and participation to ensure all children are fully engaged.

Disadvantaged children are given the best possible opportunities.

- We have appointed a Governor with responsibility for disadvantaged children.
- We require high expectations and aspirations for all disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding.
- We challenge data on outcomes, attendance and behaviour for disadvantaged children.
- We investigate the range of opportunities available to build social and cultural capital.

Providing the edge.

- We monitor the unique set of opportunities provided, and curriculum offered, to prepare every child well for their future.
- We find out if stakeholders are satisfied with the opportunities available.

Developing leadership, character and British values.

- We check how students and staff are being supported to develop their leadership.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We investigate how character and strong values are developed.
- We check to ensure any radicalisation or extremism is effectively tackled.
- We monitor the appraisal policy to ensure its effectiveness.

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 ensure all children are well prepared through the information, advice and guidance they receive.

About Hugh Christie School

Hugh Christie is 'The Place to be…'

Hugh Christie opened in 1957 as a co-educational school for children of all needs and abilities. Based in Tonbridge with excellent transport links, the school is housed in new buildings on an attractive campus with excellent facilities. It is our aim that every child at Hugh Christie is happy, successful and well prepared for adult life.

Our priorities for the school are that;

- Every student achieves their very best
- Our students make better progress because every teacher is good and on the journey to outstanding
- Students are happy, behave well and engage with their learning
- We make a greater difference to the lives of our students because we aspire to outstanding leadership
- Our provision meets the academic, economic, social, cultural and emotional needs of all our students and ensures they are well prepared for adult life in modern Britain.

We are very proud of the students and staff at Hugh Christie. We are passionate about providing a unique learning experience for your child that will enable them to achieve well, learning new skills, enjoy learning and have a successful and prosperous future.

Who was Hugh Christie?

Hugh Christie was a pioneer in every way. Born in London and the son of a city merchant, he was a farmer, public servant and educationalist and lived in Quarry Hill, Tonbridge. A founder member of the National Farmers Union and also involved in the formation of the Women's Institute, in 1957 during the year in which our school was founded bearing his name, he was awarded the OBE for political and public services in Kent. A man of outstanding character, integrity and courage, he died in 1962.

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

JOB DESCRIPTION

Teacher of Design Technology

Responsible to: Director of Learning for Design and Technology

Responsible for: Teaching and supporting all designated classes

Job 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/advisor
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

Teaching:
To undertake a designated programme of teaching across all key stages
Teach consistently high quality lessons
Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5
Be a role model for students, inspiring them to be actively interested in Food Technology and Design and Technology
To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers
To complete the relevant documentation to assist in the tracking of students
Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching
Prioritise and manage time effectively, ensuring continued professional development in line with the role
To follow the school policies and procedures
To ensure the effective/efficient deployment of classroom support
To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
Generate and follow schemes of work for Food Technology and Design and Technology at all Key stages
Promote aspects of Personal Development related to Food Technology and Design and Technology
Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Food Technology and Design Technology

Promote Food and Design Technology learning through out of hours activities.
Ensuring a high quality learning environment within the Food and Design Technology area

Assessment, Feedback and Tracking:
To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
To follow department monitoring and tracking systems relating to students attainment, progress and achievement
Mark, grade and give written/verbal and diagnostic feedback as required
Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
Complete the relevant documentation to assist in the tracking of students
To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
Follow setting and co-ordinating assessment arrangements in Food Technology and Design Technology at all Key Stages, and in all areas as required by school policies, including standardising those assessments

Staff Development:
To continue personal development in the relevant areas including subject knowledge and teaching methods
To engage actively in the Performance Management process
Participate in whole school CPD programmes
To take part in the staff development programme by participating in arrangements for further training and professional development.

Student Support and Progress:
To be an advisor to an assigned group of students if and when required
To promote the general progress and well-being of individual students and the advisory group as a whole.
To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems
To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
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 and other reports as required
To alert the appropriate staff to problems experienced by students
To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
To contribute to PSHE and citizenship and enterprise according to school policy
To apply the Behaviour for Learning policy so that effective learning can take place
Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams
Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads

Safeguarding:
Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Communications, Marketing and Liaison:
To communicate effectively with the parents of students as appropriate
Where appropriate, to communicate and cooperate with persons or bodies outside the school.
To follow agreed policies for communications in the school
To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

Personal Responsibilities:
To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
To actively promote school policies and procedures
To be responsible for own continued professional development
To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis
To attend meetings scheduled in the school calendar punctually
To set cover work during any leave of absence
To adhere to the School's Safeguarding Policy

Notes:
The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
This job description is not necessarily a comprehensive definition of the post. It can 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 school at the reasonable discretion of the Headteacher