



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Head of Design Technology



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Head of Design Technology at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

I am very proud to welcome you to Heworth Grange School. Heworth Grange is an exciting place to learn and a school where we are committed to giving each student equal opportunities to succeed, regardless of their background. We expect the best for all our young people and we continuously strive to ensure they can engage with the highest quality teaching and learning as well as opportunities to develop personally. We know that our young people learn best when they feel cared for and well supported. Heworth Grange is a 'family away from home' where in endeavour to ensure all our young people feel safe and secure so that they feel confident to engage fully in all aspects of their learning.

Our school ethos and values provide an important cornerstone in realising the potential of all students that we are proud to support. At Heworth Grange we do this through a blend of academic and therapeutic strategies underpinned by a well-developed personal development curriculum. To ensure our young people have the best opportunity to learn, we expect exemplary standards of behaviour, attendance and respect for all within our inclusive school community and strive to encourage a thirst for learning.

We put students and staff at the heart of our decision-making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

We are very excited about the future of Heworth Grange School and I look forward to welcoming you to our community soon.

Mrs A Denholm
Headteacher



About the School

Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

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About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: Head of Design Technology

Start date: September 2023 (or earlier by agreement)

Hours: Full time

Contract: Permanent

Salary: MPS/UPS + TLR 2b (equal to £5,029)

Are you passionate about Design Technology and determined to make a real difference? We are looking to appoint an inspirational, dynamic and enthusiastic Head of Design Technology to join us.

This is an exciting opportunity to develop a key curriculum area of the school and will inspire someone looking for their first step towards Senior Leadership because of the potential for whole school impact.

You will need to:

- Be ambitious in your determination to ensure all our learners achieve and develop their full potential
- Be inspirational in the classroom
- Be able to provide engaging and creative learning experiences for all pupils
- Be able to develop independent enquiry in pupils
- Be committed to assisting pupils in overcoming barriers to learning
- Have high expectations and a commitment to the wider school

At Heworth Grange School we aim to offer students an exciting curriculum and a huge range of extra-curricular opportunities within a safe, secure and encouraging environment. Candidates will have high expectations of their students and be committed to maximising rate of progress.

This post is suitable for an experienced teacher who is able to obtain the best outcomes for their pupils and is looking to take the step of leading a well-established department.

This is an important middle leadership role with the responsibility to work with the members of the department to ensure the highest standards of teaching and learning. A commitment to excellence and the ability to enthuse, engage and motivate pupils and staff would make you an ideal candidate.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well-resourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Kirsty Gordon at Kirsty.Gordon@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Friday 27th January 2023 at 9am

Interviews will take place on Wednesday 8th February 2023

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Head of Design Technology
Reports to:	Assistant Headteacher
Based at:	Heworth Grange School
Grade:	MPS/UPS + TLR 2b

Main purpose of the Role

The Head of Design Technology will lead, manage and develop Technology throughout the school and be accountable for the standards of teaching, learning and assessment and student progress across the subject. This role will be student- focused and will ensure high standards and expectations for both students and staff at all times.

Will ensure that students leave Heworth Grange School ready to thrive in the very challenging and competitive world whilst demonstrating self-regulation, an understanding of diversity and high expectations of behaviour and attendance. This important role will ensure that the highest possible standards of personal development and well- being are achieved.

Core Responsibilities & Tasks

- Demonstrate passion and enthusiasm for the specialism and ensure that vision and core values are demonstrated at all times.
- To contribute to a whole-school culture and climate which enable staff and students to develop and maintain positive attitudes towards the subject.
- To develop a Food Technology curriculum that supports learners to develop their character – including their resilience, confidence and independence.
- Evaluate the teaching, learning and assessment of Technology in the school through monitoring activities.
- Lead staff training and CPD.
- Establish resource and staff requirements for Technology and inform the Head teacher of costs and priorities.
- Actively promote and demonstrate creativity, innovation and the use of new technologies to achieve excellence in all aspects of Food Technology development, delivery and pedagogy.

Setting and Achieving High Expectations:

- Ensure a consistent focus on students personal development.
- Promote a culture of reflective and personalised learning where all students are empowered to take responsibility for their own learning and achievement.
- Develop and embed strategies, which ensure high expectations of technology used by students and staff to assist in the teaching and learning experience and boost outcomes.

Operational Management:

- Ensure standards of support across this area are effective and in-line with current safeguarding regulations.
- Set high expectations for staff and students.
- Support and/or represent the school at meetings, as and when required.

People and Resource Management:

- Line manage the relevant colleagues involved in delivering for this key area.
- Ensure the effective and efficient management of learning resources for Design Technology.
- Provide effective leadership of staff such that they have clear direction and understand the importance of their contribution to Design Technology within the academy and are held to account for their actions.
- Ensure staff are developed and performance is managed appropriately.
- Manage available resources of space, staff, budget and equipment for Design Technology, as directed by the Assistant Headteacher.
- Manage an efficient administrative system.

Building Partnerships and External Facing:

- Develop strong and effective partnerships with other schools, businesses and organisations to further any strategies and initiatives within the school.
- Develop and grow strong and effective relationships with all external agencies involved with students within the Academy.
- Develop strong links with local authorities and our Multi-Academy Trust to ensure opportunities for our students are at the highest level.
- Contribute to the marketing activities of the school - use of social media and website.
- To maintain good relationships with individuals, groups and staff unions and associations if appropriate.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.
- The Trust operate a no smoking policy.

Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
Evidence of continuous professional development	X	
Degree in related subject specialism		X
Awareness of current GCSE syllabus development		X
Hold a middle leadership qualification		X
Experience, Knowledge and Skills	Essential	Desirable
Ability to teach highly effective lessons	X	
Proven success in improving student outcomes within a school	X	
Experience of managing teams, supporting and challenging		X
Teaching experience with the age range	X	
Ability to use/analyse assessment data systems to raise standards	X	
Show knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation	X	
Ability to efficiently and effectively manage administrative work	X	
Ability to support staff and students in maintaining high standards	X	
Ability to form good working relationships with all staff	X	
Ability to create a stimulating and safe learning environment	X	
Ability to lead a team of staff to ensure the right outcomes for students are achieved	X	
Ability to plan, prepare and deliver a curriculum relevant to the age and ability of the groups and lead on assessment	X	
Ability to assess and record the progress of students' learning	X	
Ability to teach using a wide variety of strategies to maximise student progress and learning	X	
Able to encourage children in developing self-esteem and respect for others	X	
Ability to successfully deploy a wide range of effective behaviour management strategies	X	
Ability to communicate to a range of audiences using a variety of techniques	X	
Knowledge of and/or ability to use technology to support student learning	X	
Excellence at all levels and a determination to succeed	X	
Motivate others and adopt a positive approach to education	X	
Equality of opportunity for staff, students and all members of the school and wider	X	
Promoting vision and ethos	X	
Safeguarding and child protection	X	

Personal Attributes	Essential	Desirable
Suitability to work with young children	X	
Demonstrate a commitment to equal opportunities	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviours	X	
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X