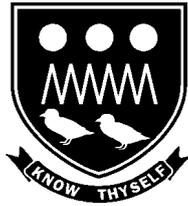


Harlington Upper School



Subject Leader of Food and Textiles (TLR 2b)

(Additional TLR available for candidate able to lead Child Development/Health and Social Care)

January 2018

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

Posts working with either children and/or vulnerable adults will be subject to the disclosure of criminal records

Subject Leader - Food Technology

A well qualified and enthusiastic food technology teacher is required for January 2018, to lead our successful, dedicated and friendly Food and Textiles department. The department is committed to providing high quality teaching and learning for all students and has an excellent record of examination success. This is an ideal opportunity for an enthusiastic teacher wishing to take further responsibility in a friendly and supportive environment.

The School

Harlington Upper School is a large, successful upper school with a strong local reputation for high levels of student achievement. Established in 1974 and having sustained very good levels of performance for many years Harlington Upper School has now reached a significant stage in its development. Our Ofsted inspection of October 2013 confirmed that we are a good school with many strengths. We believe we are an even better school now.

Harlington has a unique location in Mid Bedfordshire with a pleasant location and good transport links. We are placed in the heart of a rural environment but have strong urban links. Harlington is one mile from junction 12 of the M1 and has a train station with commuter routes to London and the Midlands.

There are currently approximately 1300 students in the school, including over 350 in the sixth-form. Students join the school in year 9 after attending one of three main feeder middle schools. Students of all abilities make good progress and gain excellent results. Attainment is well above local authority and national averages. For example, in 2017 over 80% of students gained GCSE grades 9-4 in English and mathematics. More broadly, 75% of students gained five or more grades 9-4 / A* - C including English and Maths. We are proud that usually all students progress to appropriate employment, education or training aged 16.

A Level results at Harlington are routinely above average and many students gain the highest grades possible. In 2017 45% of all A levels were graded as A*, A and B. It is therefore not surprising that almost all students were successful in securing admission to their first-choice university.

Although Harlington is a very successful school we are not complacent and recognise that we can achieve even more. We therefore focus on supporting each individual student to make the best possible progress. We are very aware that school is more than just a place to gain good exam results and we work continually to maintain the positive, supportive and respectful culture that characterises Harlington. We have a very effective pastoral system, led by Heads of Year and supported by a team of Student Support Assistants. Students are guided by the school motto "Know Thyself" and attitudes to all aspects of school life are good.

The Post

This is an important leadership post for us and we wish to appoint a colleague who will work collaboratively, build on existing strengths and further develop the department. The post is offered at TLR2b (with further TLR available for a candidate able to lead the teaching of Child Development and Health and Social Care).

The post offers the opportunity to:

- join a very successful school;
- work with motivated and committed students;
- teach well-appointed specialist rooms;
- benefit from our emphasis on professional development;
- work in a pleasant location with excellent transport links.

The Department

The Food and Textiles department is part of the Design Technology Faculty. There are two dedicated food rooms, a textiles room and an additional three DT workshops. There are five specialist teachers and two technicians in the Design Technology department. We have a very experienced and successful textiles teacher and one of the technicians focuses on supporting the teaching of Food and Textiles.

Student progress and achievement in Design Technology, food and textiles are good. For example, in 2017 67% of GCSE Catering students gained grades A* to C. In GCSE Textile Technology 78% of students gained grade C or better. There is, however, plenty of scope for further curriculum development and growth.

Courses

The Food and Textiles department currently offers the following courses:

At Key Stage 4

- AQA GCSE Food, Nutrition and Preparation
- AQA GCSE Design and Technology - textiles
- OCR Cambridge Nationals Child Development

Sixth Form

- BTEC Level 3 Extended Certificate In Health and Social Care
- BTEC Level 3 Extended Certificate in Fashion and Clothing
- Approved Level 3 Food/Catering Course (to be decided)

Extra-Curricular

The department runs several very successful extracurricular opportunities for the students. Every year the department hosts a 'bake-off' which includes several students from each of the local lower and middle schools they are led by key stage 3, 4 and 5 students from Harlington in a baking competition. We enter students into the local Rotary competition where students have to plan and then create several structures with a limited amount of materials and test them against other schools in the local area. The students really enjoy the challenge and perform very well against a large number of other schools.

The department holds a celebration evening once a year where student work from all of the technology areas is on display for parents and students to see. Additionally, students from the Fashion and Clothing course showcase all of the amazing work they have produced in the form of a Fashion Show with all proceeds from ticket sales going to charity.

Extra-curricular activities are an important aspect of student life and one we wish to develop to provide further opportunities for our students.

Summary

Food and Textiles are popular subjects at Harlington and well established in the school. Therefore, the person appointed will join an already successful department with the potential for further progress. This is an excellent opportunity for an experienced teacher looking to further develop in a positive and supportive environment. The attached person specification outlines the attributes and skills we are looking for.

Teacher of Design Technology: Person Specification

Essential

Desirable

<i>Qualifications</i>	
Education to degree or equivalent level in Design and Technology or a relevant subject plus teaching qualification	
<i>Skills and Experience</i>	
Successful experience of teaching Food Technology or Hospitality and Catering.	Ability to teach Textiles or Child Development/Health and Social Care
Good knowledge of Food examination specifications at GCSE and A level	Familiarity with examination success criteria
Very good oral and written communication skills	
Strong commitment to the values and ethos of the school	Willingness and ability to participate in extra-curricular activity
Understanding of leadership and management in a school.	Successful experience in position of responsibility or evidence of the potential to fulfil such a role
<i>Personal Attributes</i>	
Commitment and enthusiasm	Flexibility
Ability to establish good relationships with pupils, parents & staff and work as part of a team	Understanding of own strengths and areas for development
Dependability and excellent organisational skills	Good time management

If you wish to apply, please complete an application form and submit a brief letter of application, outlining why you are a suitable candidate for this post.

Closing Date: 5 October 2017

JOB DESCRIPTION: Subject Leader Food and Textiles

Responsible to: Headteacher and, on a day to day basis, the Faculty Leader

The Subject Leader for Food and Textiles is a key figure in leadership and management of the curriculum and staff in the school. Taking account of the stated aims and policy of the school, s/he co-ordinates work in the Curriculum Area with a view to securing continuity, progression and differentiation in the curricular experience of all students. In addition the post holder should create a spirit of co-operation within the department so that all members of the department feel valued and supported.

The Subject Leader represents the work of his/her department to the Governing Body, parents, students and other interested parties. Enthusiasm for the curriculum area concerned and commitment to student learning are key features of the role.

The Subject Leader also has considerable influence in promoting the values and ethos of the School.

DUTIES

The conditions of Employment for School Teachers (contained in the School Teachers' Pay & Conditions Document) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. In recognition of the particular duties required of the holder of this post an allowance (currently, TLR 2b) is payable.

PARTICULAR DUTIES

Leading, developing and enhancing the teaching practice of others:

- a) Support the induction of new members of the department;
- b) Maintain personal expertise and share this with other teachers.
- c) Act as a role model of good classroom practice for other teachers, modelling effective strategies with them.
- d) Induct, support and monitor new subject staff
- e) Act as a performance management team leader for identified subject teachers
- f) Monitor students' attainment and achievement and work with subject staff to ensure good student progress;
- g) Promote high standards of teaching and learning throughout the department, and promote the image of the department within the school.

Securing progress of students:

- a) Identify appropriate subject achievement targets.
- b) Monitor and evaluate student standards and achievement against targets.

- c) Monitor and evaluate subject planning, curriculum coverage and learning outcomes.
- d) Monitor and evaluate standards of pupil behaviour and attitudes, and work with subject staff to ensure good student conduct.
- e) Plan and implement strategies where improvement needs are identified.
- f) Further good practice in response to students' special needs and the needs of students identified as being gifted or talented.

Leading, managing and developing the curriculum area

- a) Identify relevant subject improvement issues
- b) Define and agree appropriate subject improvement targets
- c) Evaluate the impact of all improvement activities on the quality of teaching and learning.
- d) Provide the Faculty Leader with relevant subject and pupil performance information.
- e) Ensure that appropriate work is set and other suitable arrangements made in the event of a teacher being absent;
- f) Set and sustain high standards of behaviour in all areas of the school for which the department is responsible;
- g) Carry out the role assigned to Subject Leaders in the school Behaviour Management and Reward policy.
- h) Evaluate and develop courses offered and methodology employed with a view to securing the best possible progress of students;
- i) Advise the Faculty Leader and other appropriate staff of the subject's needs in terms of teaching groups, staffing, the deployment of teachers and non-teaching staff and rooms.
- j) Write and update schemes of work and ensure they are implemented successfully and available for parents and other interested parties to see on request.
- k) Make a significant contribution to the Faculty development plan and formulate an appropriate subject action plan, professional development plan and resource needs analysis.

Line management responsibility:

- a) Ensure that performance management arrangements are effectively discharged for identified subject teachers.
- b) Monitor and evaluate the contribution and impact of subject staff to school improvement