

## JOB DESCRIPTION DT TEACHER

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 **WIMBLEDON  
HIGH SCHOOL**

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GDST





# WIMBLEDON HIGH SCHOOL

At Wimbledon High School we are proud to do things differently. We are a high-performing school for intellectually curious girls – girls who go on to achieve great things, yet who remain grounded and who are ready to throw themselves into school life.

We have been offering an outstanding education since 1880 on our central Wimbledon site: inspiring lessons encourage edgy thinking and cross-curricular links foster truly interdisciplinary learning that encourages problem solving and puts creativity at its heart.

As the first school to hold a Failure Week, we continue to champion judicious risk-taking. This can only be done, of course within a warm and caring community, where students feel supported as they try something new, fail, try again and fail better. There is always lots of fun to be had along the way, but of course the end results speak for themselves: consistently excellent A Level and GCSE results taking girls to a whole variety of university courses and careers beyond.

Our co-curricular programme is extensive, so that imagination in and out of the classroom is fired. Our aim is to prepare confident, fearless young women, ready for a future where intellectual agility and resilience will be key. We want our girls to stride out of Wimbledon High School into the world and shake it up.





# THE DEPARTMENT

## ETHOS

The aim of this innovative department is to enable all of our students, who are very able, to apply a wide range of knowledge and skills effectively. We feel that this will then enable them to be fully equipped to meet the needs of the world of work. The teaching methods encourage self-exploration and decision-making that will enhance their study skills in a creative atmosphere. The staff work closely as a team providing a friendly, supportive yet exciting environment in which to work. The Head of Department is supported by two full-time and one part time teachers and one full-time and one part time technician.

## PERSON SPECIFICATION:

The department is looking for an enthusiastic and innovative teacher who is a specialist in the delivery of DT in Textiles and Product Design and is able to take responsibility for the learning outcomes of all the students they teach ensuring that they attain their full potential.

The person we hope to appoint will have teaching qualifications to degree level, or the equivalent in either Textiles or Product Design and have an excellent record of classroom teaching, particularly with academically bright girls. They should also have a clear philosophy about how students learn and progress. An ability to use ICT and CAD/CAM within Design and Technology and offer KS3 Product Design, Textiles or Graphics is essential and a willingness to learn new skills would be advantageous.

We hope that the person we appoint will have a real enthusiasm for the subject and the ability to inspire, motivate and enthuse students and colleagues. They must be committed to subject activities outside of the classroom in order to enhance the experience the students receive.



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### CURRICULUM:

- KS3 allows the students to design and make a wide range of products in Product Design, Textiles & Graphics. Quality graphics is developed in all areas especially Product Design and CAD is introduced from Year 7. Design and Technology is taught in a carousel.
- GCSE full courses are offered in Design Technology (Product design, Textiles & Graphics focus) presently following the AQA specification. The standard of work produced in the NEA project is both challenging, innovative and of a high standard. The majority of students achieve grades 9-7.
- A Level is offered presently following the AQA specification for D&T: Product Design and D&T: Fashion and Textiles. The courses entrants vary from year to year since its introduction, with the majority of students aiming to achieve grades A\* to A.

### RESOURCES:

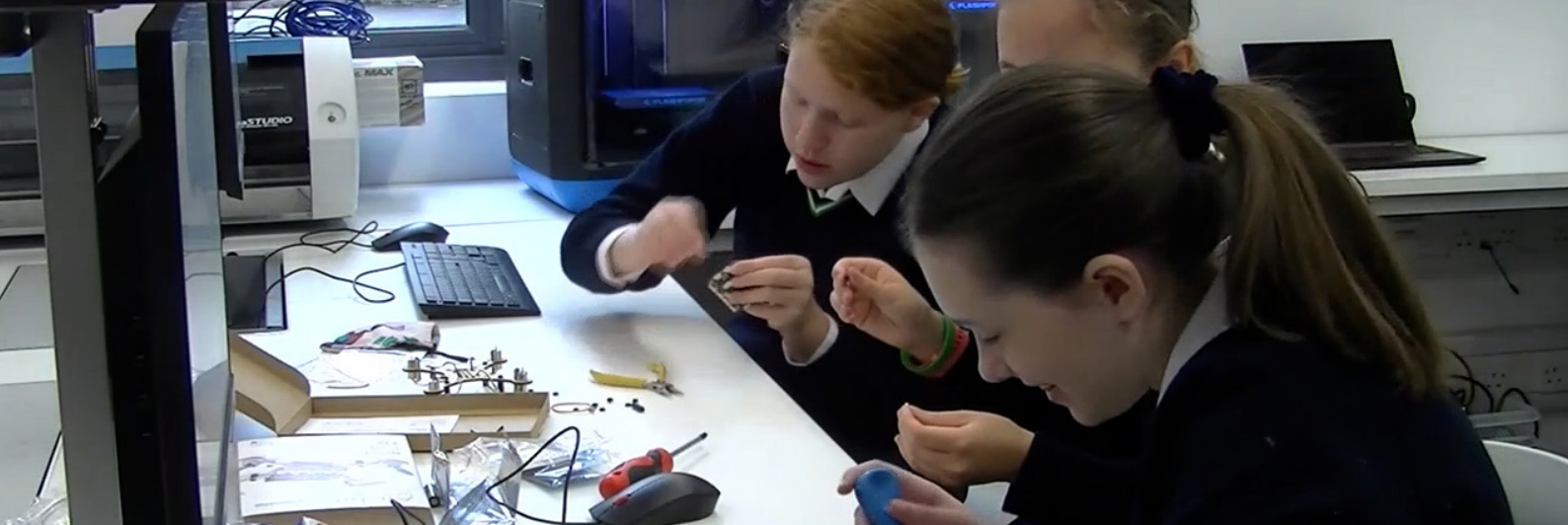
- The new STEAM tower offers 3 spacious, multifunctional and well-equipped rooms. The computer suit contains 18 computers, with each of the other areas having dedicated laptop banks with specialist software. CAD and CAM has been actively supported with computerised embroidery machines, dye sublimation printing, 10 x 3D printers, laser cutter and a Roland print a cut printer.

- All rooms have interactive screen. A wide range of textbooks and resources are available, with each student at GCSE and A Level having their own text books for the duration of the course.
- Years 7-9 are taught in half classes of approximately 16 -18 students and at GCSE the maximum group size is 16 students. In Years 12 and 13 the group sizes vary from year to year, however, class sizes of 2-8 in Product Design and Fashion & Textiles are common.

### OTHER KEY INFORMATION:

- Co-curricular activities are encouraged throughout all areas. The department is involved in the StarPack Cambridge University and YFDUK competitions, Arkwright Scholarships and the Engineering Education Scheme and many more. Visits and lectures are attended where relevant to the delivery of the curriculum.





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### JOB PURPOSE

To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual students and contributing to the school's pastoral system.

To support the Head and the SLT in the implementation of all aspects of school and GDST policy in order to maintain the aims and ethos of the school and the GDST as a whole.

To embrace and demonstrate the characteristics set out in the GDST Professional Teacher Standards: to be Caring, Effective, Engaged, Confident, Creative and Reflective practitioners.

To demonstrate GDST values and high standards of professional conduct at all times.

### ACCOUNTABLE TO:

The Head, through the Head of Department

### ACCOUNTABILITIES:

#### TEACHING AND LEARNING

Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:

- Using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and expectations and are designed to raise levels of attainment.

- Building on the prior knowledge and attainment of earlier learning in order that learners meet their learning objectives and make sustained progress.
- Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
- Using language appropriate to learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Managing the learning of individuals, groups and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of learners.
- Maintain an up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, incorporating these in the planning and delivery of lessons.
- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Advising and co-operating with the Head and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- With reference to learners' individual learning objectives, planning, setting, supporting and assessing classwork, homework and other out-of-class assignments and coursework for examinations, where appropriate and reasonable, to sustain learners' progress and to extend and consolidate their learning.



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- Contributing as appropriate to the development of schemes of work and adhering to schemes of work when planning and teaching.
- Knowing and implementing the assessment requirements and arrangements for the subjects'/ curriculum areas they teach, including those relating to public examinations and qualifications.
- Organising the classroom and learning resources and creating displays to encourage a positive learning environment;
- Participating with the line manager in using GDST and national statistics to monitor the progress of pupils and raise levels of attainment.
- Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
- Working collaboratively across the department, school and the GDST network.
- Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.

### PASTORAL

**Work with colleagues to create a positive culture of pupil welfare and behaviour, including taking an active role in pastoral matters, by:**

- Supporting and contributing to the school's responsibility for safeguarding and promoting the welfare and well-being of pupils.
- Being aware of school safeguarding procedures and taking appropriate action within these procedures when necessary, working with colleagues and external agencies and services.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Acting as Form Teacher.
- Liaising with appropriate Head of Year, attending pastoral meetings when necessary.
- Leading and participating in Assemblies.

### MARKETING AND EXTERNAL LINKS, INCLUDING PUBLIC OCCASIONS

**Contribute to the positive promotion and marketing of the school and the GDST in the local and wider community, where possible, by:**

- Actively participating in educational outreach and promoting the key stage, phase or department within the school community to encourage pupils' interest in the subject area or school.
- Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.



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### MANAGEMENT AND ADMINISTRATION

**Undertake administrative and organisational tasks related to the duties of teaching and to ensure the smooth running of classes and the department by:**

- Contributing to the professional development of other teachers and support staff, including the induction and assessment of new teachers.
- Coordinating or supervising the work of those who provide support for teachers in the department (i.e. technicians or teaching assistants), where required.
- Taking part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Ordering and allocating of equipment and materials where required.

### TRAINING AND DEVELOPMENT OF SELF AND OTHERS

**Maintain an up-to-date knowledge and understanding of all aspects of teaching and pedagogy by:**

- Reviewing own methods of teaching and programmes of work.
- Evaluating own performance and being committed to improving own practice through appropriate training and professional development.
- With the line manager, engage actively in any process of appraisal or performance review for self and for those supervised.

### ALL TEACHING STAFF ARE EXPECTED TO:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- Maintain high professional standards of attendance, punctuality, appearance, and conduct. Demonstrate positive and courteous relations with students, colleagues, parents and any external personnel.
- Adhere to school and GDST policies, as amended from time to time, and as set out in GDST Council Regulations, Intranet and GDST circulars.
- Contribute towards organising, participating in or delivering on the school's programme of co-curricular activities.
- In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.
- Carry out lunchtime duties – supervising pupils at lunch, as reasonable.
- Attend all relevant parents' meetings, which may take place in the evening.
- Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- Carry out such other associated duties as are reasonably assigned by the Head.

### REVIEW AND AMENDMENT

This job description should be seen as enabling rather than restrictive and will be subject to regular review, in consultation with the recognised trade union.



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### SKILLS REQUIRED

#### ESSENTIAL

- Ability to teach Product Design, Textiles or Cooking & Nutrition up to KS3
- Ability to use a range of teaching strategies in order to meet the needs of all students
- Sound behaviour management skills and discipline, both inside and outside the classroom
- Dedication to promoting subject or key stage within the school and marketing within and outside school
- Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, GDST and external bodies
- Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)
- Excellent organisational and time management skills with the ability to prioritise and work to deadlines
- Ability to work on own initiative and react to competing demands
- Ability to maintain confidentiality

#### DESIRABLE

- Confident user of ICT to aid administration and learning

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### KNOWLEDGE BASE

#### DESIRABLE

- Experience of working in a successful department at KS3 to KS4
- Knowledge of latest developments within teaching

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### QUALIFICATIONS/ATTAINMENT

#### ESSENTIAL

- Well qualified graduate in Textiles or Product Design
- Qualified teacher status, or willingness to gain qualification within a reasonable period
- Proven track record of academic success within the subject area or phase or NQT equivalent

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### EXPERIENCE

#### ESSENTIAL

- Experience of teaching KS3 Product Design/Textiles

#### DESIRABLE

- Proven experience of successfully contributing to or running co-curricular clubs and activities
- Experience of working within a successful team

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### PERSONAL ATTRIBUTES

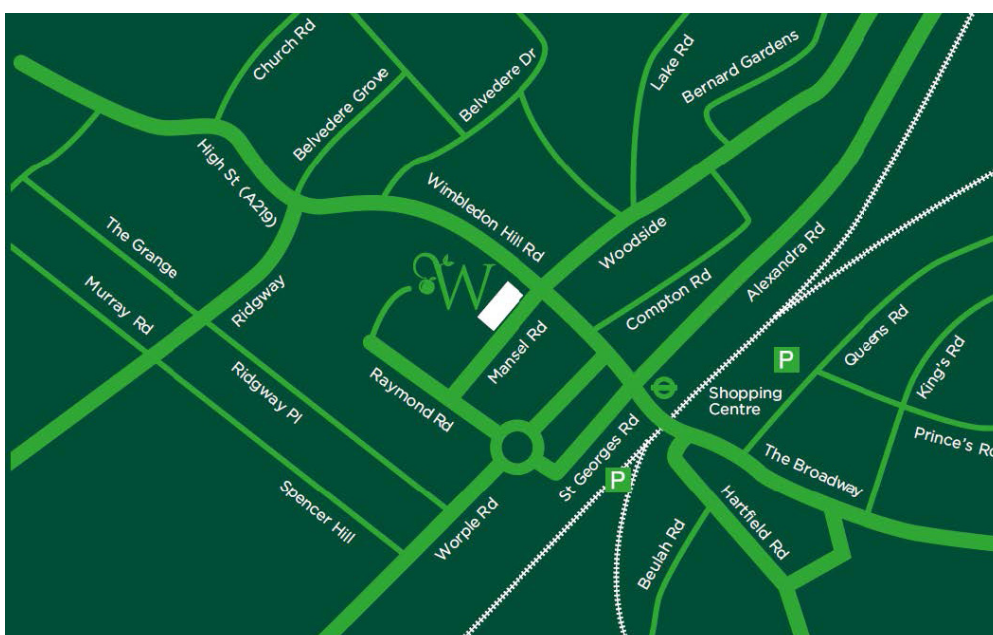
#### ESSENTIAL

- Enthusiastic, positive and hard working
- A passion for education
- Commitment to the safeguarding of children and young people
- Ability to inspire, motivate and support pupils
- Flexible and approachable attitude
- Ability to solve problems, make sound judgements and take decisions
- Ability to work under pressure, on own initiative, accurately and with attention to detail
- Commitment to the improvement and development of own teaching and performance
- The drive and stamina to provide excellent opportunities for all girls in the school
- Willingness to play a part in the overall developments of the school and participate in co-curricular activities
- Commitment to maintaining the caring and supportive ethos of the school





## LOCATION



Wimbledon High School is conveniently situated in the heart of Wimbledon.

The station is a few minutes' walk away, serving National Rail, London Underground and Tramlinc. Buses 93, 493, 200, 57 and 131 stop nearby. If you are driving to Wimbledon to visit the school, please use one of the two public car

parks marked on the map and allow plenty of time. Parking in Mansel Road and surrounding roads is limited to a few metered bays. We regret that there is no visitor parking available on the school site. Our playing fields are at Nursery Road, a ten minute walk down Worple Road.

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