



# **Teacher of Design Technology Application Pack**

We are seeking a Teacher of  
Design Technology to join our  
Business, I.T & Applied Learning Faculty

*Salary Range: Main/Upper Pay Ranges  
Permanent post*

*Required for start in September 2024 or sooner*





**New school building, opening early 2025**



**Sixth Form Student Leadership Team**



**Senior House Captains**



**Ofsted Rating 2024**

Find out more about our school  
by following our Social Media  
pages, or visiting our website.

[www.kes.essex.sch.uk](http://www.kes.essex.sch.uk)

Facebook: [thekingedmundschool](https://www.facebook.com/thekingedmundschool)

X: [LIFE\\_AT\\_KES](https://twitter.com/LIFE_AT_KES)

**Kind 🏰 Supportive 🏰 Aspirational 🏰 Inclusive 🏰 Proud**

Dear Applicant,

Thank you for your interest in the role of Teacher of Design Technology at The King Edmund School.

KES is a large, mixed comprehensive school serving a geographically and socially diverse area in South-East Essex. Many of our students travel by bus to school from outlying areas; we also take a significant minority of students from the unitary authority of Southend.

We are a school with a strong community feel. We are guided by our values and we believe these help foster a culture where everyone is encouraged and supported to achieve their Personal Best. Our students and staff treat each other with kindness and mutual respect and we celebrate diversity whilst promoting a culture of inclusivity, where every student feels seen, heard, and valued for who they are. We believe that a diverse community enriches the learning experience for everyone and prepares our students for success in a global society.

We want every student to have high aspirations; we inspire our students to dream big and strive for excellence in all areas of their lives. We are relentless in our drive to support students to achieve well academically. We regularly have students gaining places at Oxford, Cambridge or other Russell Group universities. However, our deeper passion is that all students, regardless of their ability, reach their potential. Our students leave KES ready to embrace the next chapter of their young lives, whether that be studying a degree at university when they leave our Sixth Form, or starting an apprenticeship when they leave at the end of Year 11.

We are traditional in our approach to uniform, behaviour and work, but always seek to be very supportive of students and to engage parents in these aspects of school life. Working together with parents and carers, we provide students with the right guidance, support and challenge to succeed both personally and academically.

We are proud of our students' achievements, inside and outside of school, and we encourage them to be proud of themselves and each other.

Our recent Ofsted report rates the school as 'GOOD', and reflects the quality of the school, despite the challenges we have had to face over the past few years. We have been very successful in meeting the needs of students over that period of time, however, our outcomes were affected by school closures.

In early 2025, a new two storey school building will open, featuring a new school hall, dining room, activity studio, staff offices and technology and art rooms which will make us one of the most sustainable and eco-friendly schools in the country.

The successful candidate will have opportunities to develop further and will be able to expand their skill-set for the future. As well as offering excellent development opportunities, the school offers staff benefits which include free car parking, use of the onsite gymnasium and swimming pool, as well as staff recognition schemes.

It is hard to give an accurate picture of a school in words, but I hope you are getting the sense that KES is a friendly school where we work hard to ensure students feel that they belong so that they can both enjoy and achieve.

I look forward to receiving your application.

Yours sincerely,

**Jonathan Osborn**  
**Headteacher**

# The Role

## Teacher of Design Technology

**Salary Range: Main/Upper Pay Ranges**

**Permanent post**

**Required for start in September 2024 or sooner**

We are looking to recruit, a professional, inspiring and committed Teacher of Product Design. The successful applicant will be a specialist in design and technology 'Hard or Resistant Materials, this can include wood or metal. Teaching will focus on hand craft skills at key stage 3 with opportunities to design and make products using basic electronics or mechanisms. All projects should follow a design developed by the teacher and students together. Someone with a hobbyist background in hand crafted projects would enjoy this role. At KS4, we offer Construction and Product Design, therefore either specialism would be an advantage. Applicants will also have an opportunity to teach A Level DT, which can include textiles.

The department is very well funded and resourced, allowing the opportunity for teachers to show innovation in new ideas that you might bring or develop with the head of subject. We have a laser cutter, new vacuum former and each room is well equipped with hand tools as necessary. A budget is allocated to any new project ideas.

### ***The Business, ICT & Applied Learning Faculty***

***The BIA team is a large one – made up of 19 members of staff, covering a significant range of subjects. The Business and ICT team sits within this larger team and comprises of 7 teachers, including this role. All students study ICT for 3 years at KS3. They then have the opportunity to study ICT and Computer Science at GCSE, and also post-16. The Business and ICT Faculty is led by Clare Upward and the team has a good range of youth and experience.***

KES is a school with strong leadership and management and one with a strong supportive staff community. The school day lends itself to a good work/life balance with the teaching day ending at 14:10. The school offers an extensive support programme, including mentor/buddy system, Initial Teacher Training support for Early Career Teachers (ECTs) or for those seeking Qualified Teacher Status (QTS / QTLS), a system of twilight training sessions, as well as excellent development opportunities.

Staff benefits include free car parking, onsite gymnasium and swimming pool as well as staff recognition schemes.

If you are currently considering a career move, we would very much like to hear from you. Please visit the vacancies section of our website (<https://kes.essex.sch.uk/join-our-community/staff-vacancies>) and complete the 'Quick Apply' application form and submit a copy of your CV.

We also welcome and encourage telephone calls on 01702 560906 to register an interest or to find out more about the school and the role. If you wish to find out more about the school prior to interview, we would be delighted to welcome you to KES prior to the closing date, to offer you a tour and an opportunity to get a real sense of the school first hand.

To arrange a visit, please email your request to [adminoffice@kes.essex.sch.uk](mailto:adminoffice@kes.essex.sch.uk) and provide your availability, as well as a contact telephone number. As we approach Easter Half-term, if you have any questions regarding the role please email [andreaatkins@kes.essex.sch.uk](mailto:andreaatkins@kes.essex.sch.uk) for additional information if required.

**Early applications are welcome**

**Closing Date for applications is 09:00 on Tuesday 07 May 2024. Interviews will take place shortly following the closing date**

*The King Edmund School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment and undergo an enhanced DBS check as part of our Safer Recruitment & Selection Procedures.*

# Job Description

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| Job Title: Teacher of Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reports to: Head of Faculty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Liaison with : Other faculty staff, other teachers, educational support staff, advisors and parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Responsible for: The utilisation, training and welfare of staff. All students in your charge in respect of teaching and welfare responsibilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Accountabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"><li>Professional awareness and delivery of high quality teaching</li><li>Delivery of the National Curriculum syllabus and Schemes of Work, demonstrating differentiation.</li><li>Progress of individual students in their care to reach their targeted academic achievement</li><li>Classroom management and behaviour of students and their needs</li><li>Marking and Assessment</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Core Duties and Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"><li>Carry out the duties of a school teacher as set out in the current school teacher pay and conditions document and in accordance with the Core National Standards for Teachers (2007) and subject to any government legislation and Governors Policies</li><li>Raise standards of student attainment and achievement with your classes and/or tutor group and to monitor and support student progress.</li><li>Accountable for student progress and development within your classes and/or tutor group.</li><li>Support and enhance the specialist status of The King Edmund School.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"><li>Share the aims and vision of The King Edmund School and assist the SLT in achieving them.</li><li>Maintain high expectations and standards of all students for which you are responsible.</li><li>Act as a positive role model to students and other staff. In your professional capacity make sure that you present the interests / aims of the school at all times in a positive light.</li><li>Provide stimulating lessons which are varied in the range of teaching strategies used, resources provided and suit the demand of all learners.</li><li>Follow agreed schemes of work/syllabuses within the Faculty.</li><li>Understand all the syllabi, SoW and examination criteria for the classes you teach.</li><li>Incorporate new technologies into your delivery such as using the Interactive Whiteboard within your teaching where appropriate.</li><li>Follow all policies set out by the school. If in doubt, clarify with your line manager.</li><li>Keep abreast of changes in pedagogy and national strategies and engage in your own professional development.</li><li>Work as a team member and ensure that you share resources and ideas within your subject area.</li><li>Communicate progress with parents, carers and Directors of Faculty/Coordinators of Subject.</li><li>Feedback should be timely and show students how they can make progress in their own learning through the use of both formative and summative comments and through the use of the AfL strategy.</li><li>Provide a safe and orderly environment for learning and conduct necessary risk assessments for in school or out of school activities.</li><li>Observe all deadlines set for the completion of tasks such as reports.</li></ul> |  | <ul style="list-style-type: none"><li>Maintain an up-to-date planner which should include lesson plans and marks of assessments etc.</li><li>Make the best use of lesson time through ensuring that you are on time for all lessons and that tasks allow for pace and challenge whilst giving students the opportunity to complete tasks set.</li><li>Act upon constructive feedback offered by other professionals in order to strive for the highest quality of teaching.</li><li>Set home learning according to the home learning policy and in line with the school home learning timetable.</li><li>Keep up to date with legislation regarding safeguarding of students.</li><li>Attend Faculty and or Pastoral meetings and Staff meetings.</li><li>Contribute to the creation and continuous development of resources and assessments within your Faculty.</li><li>Reflect on current practice and the practice of others to enable development of teaching strategies.</li><li>Maintain good order and discipline amongst students, in accordance with the school's behaviour policy.</li><li>Participate in meetings which relate to the school's management, curriculum, administration or organisation.</li><li>Lead, organise and direct support staff within the classroom.</li><li>Participate in the performance management system for the appraisal of your own performance.</li><li>Contribute to the life of the school through meetings, assemblies, school functions, where appropriate.</li><li>Report any activity which you deem as contrary to the aims of the school to the relevant person follow the Whistle Blowing policy.</li><li>Undertake any duties which may be reasonably assigned by the Headteacher.</li></ul> |  |