



**Westcliff High School
for Boys**

**JOB DESCRIPTION
TEACHER OF DESIGN
& TECHNOLOGY**

Introduction

The Design and Technology Department at Westcliff High School for Boys (WHSB) has been a high performing Department for many years. It has consistently achieved outstanding results at GCSE and A Level and ranks amongst the best performing departments within the School.

The Department has grown considerably in previous years. There are presently six classes taking GCSE Design and Technology in Year 10 and Year 11 and, Sixth Form numbers are regularly in the double figures.

The Department plays an important role in the extra-curricular life of the School. We offer a variety of additional clubs which students can attend, aimed at enriching their experience and extending the more able. In the Lower School we offer Technology Club, CAD Club and the Robotics Society. In the Middle School, pupils have the opportunity to be part of the Arkwright Scholarship programme and Engineering Society, whilst in the Upper School, students can take part in the Industrial Cadet Gold Award and Gold CREST Awards, which includes annual residential visits to the Department of Engineering at the University of Cambridge. The department also benefits from a thriving Food Technology department with opportunities to attend eFood Society or, Gastronomy Club.

Accommodation and Facilities

The Technology Department occupies two workshops, a computer suite and one Food room within its own distinct building. In September 2018, the department underwent a full refurbishment to modernise facilities and create a fresh and attractive teaching environment. On a practical level, both workshops are complimented by a full range of traditional machinery including centre lathes, milling machine, brazing hearth, wood lathe and mortiser. Interest in CAD/CAM has increased significantly in recent years which has led to further investment in a 60W Laser Cutter and eight 3d printers.

CURRICULUM

The Lower School (Year 7 to Year 9) curriculum has been carefully crafted and sequenced to encourage independent learning, develop designing and making skills, alongside improving examination technique. Classes are taught on a carousel basis and transfer to a new project at the end of every term. Pupils study a range of theoretical and practical lessons based on three main areas of focus: Product Design, Engineering and Food Technology. Three lessons are taught over two weeks, within which, one is a double period. We use a range of assessment and investigations to introduce, consolidate and extend pupils' understanding of the subject. We encourage pupils to develop a more in-depth understanding of the principles they are currently learning, and this gives them a wider breadth of knowledge.

The AQA GCSE 9-1 Curriculum follows on from the work that has been completed in the Lower School, both consolidating parts of it that have previously been covered to GCSE Level but also extending other parts so pupils can access the Level 9 GCSE grade. Sixth Form students also follow the AQA specification for Product Design.

EXAMINATION RESULTS

The Design and Technology department has a track record of examination success: at GCSE, 60% of the 2025 cohort achieved grades 8-9, while 88% achieved grades 7-9. At A-Level, students achieved 44% A*-A and 100% achieved A*-B. Students leaving the School to study Design and Technology at university often do so at prestigious institutions.

JOB DESCRIPTION

TEACHER OF DESIGN & TECHNOLOGY

Job Purpose:

The teacher is required to carry out the general professional duties of a school teacher under the reasonable direction of the Head of Department and Headmaster and to perform such particular duties that from time to time which may reasonably be assigned him/her by the Headmaster. Teachers on the Upper Pay Scale (UPS) will be expected to make broader contribution to the School as a normal part of their work.

Duties and Responsibilities:

The following responsibilities are included in the professional duties which the teacher is required to perform:

General Duties:

- to support and promote the School's general purposes, ethos and Learner Profile;
- to be familiar with and respect and follow the School's Policies and Procedures;
- to maintain a good understanding of whole School Evaluation and Development Planning;
- to act as a role model to pupils through always being punctual and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning;
- to attend School and Year Assemblies and to carry out a share of supervision duties in accordance with published rotas;
- to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the School's Rules and the Pupils' Code of Conduct;
- to maintain good order and discipline among the pupils, safeguarding their welfare both on School premises and when engaged in authorized activities elsewhere;
- to participate in staff and other meetings relating to the School's curricular, pastoral or administrative arrangements;
- to assist with covering or taking other classes as and when required (e.g. staff illness) and being available for examination invigilation;
- to communicate and co-operate on educational issues with persons or bodies outside the School as appropriate;
- to contribute to the extra-curricular life of the School as appropriate and attend and support School and House events wherever possible.
- to make a significant and sustained contribution to the extra-curricular provision of Music at the School.

Teaching:

- to ensure that lessons are planned in appropriate detail (considering pupils' prior attainment) and are prepared and delivered in accordance with the Learner Profile, departmental Schemes of Work and regulatory standards, reinforcing the need for high expectations which inspire, motivate and challenge pupils;
- to take account of pupils' educational needs (differentiating where appropriate), to teach in a manner appropriate to a Grammar School (as outlined in the School's Teaching and Learning Handbook), including the setting and marking of work, to be carried out by the pupils in School and elsewhere (homework), according to agreed schedules;
- to assess, record and report on the development, progress and attainment of pupils in accordance with the School's policy, in order to ensure pupils fulfil their potential. This record of assessment should be available to the Head of Department or Directors of Studies on request;
- to regularly mark pupils' work, giving appropriate feedback and keeping records of marks;
- to provide mark lists, grading lists, written reports, internal comments or references relating to individual pupils as the School may require;
- to communicate with Head of Department and Form Tutor regarding the progress of individual pupils, as necessary;
- to attend Parent Evenings to discuss the progress of pupils and use such occasions to offer constructive advice on what pupils need to do to improve their progress;
- to participate, within the guidelines laid down by the Head of Department, in the evaluation and development of appropriate methods of teaching, syllabuses and materials, writing Schemes of Work as reasonably requested and contributing to the development of departmental policy;
- to assist with displays and publishing of pupils' work;
- to utilise ICT as an effective tool to aid teaching and other classroom resources as appropriate;
- to assist with departmental voluntary activities, societies, trips and initiatives.

Pastoral Care:

Teachers will act as Form Tutors under the direction of a Progress Leader and Director of School and they will:

- be 'in loco parentis', responsible for the welfare of pupils in the Form and the first point of contact for those seeking help or guidance or wishing to express concern;
- take an interest in the personal circumstances and development of each pupil in the designated Form Group, in his/her happiness and security, and to be available for advice or consultation with parents as well as provide comments on Reports, and to handle correspondence;
- promote the academic progress and well-being of individual pupils and any Form Group, class or group, ensuring consistent feedback is given, which guides pupils. Discussing Reports and supporting self-evaluation activities with the designated Form Group;
- providing tutees with guidance and advice on educational, careers and social matters, monitoring their welfare and making relevant records and reports (including reference and personal profiles) in accordance with the School's policies. If necessary, directing pupils to sources of more expert advice on specific questions;
- ensure that the Form Group's Pupil Planners are kept up to date and to ensure they are used effectively by pupils including as a means of parent(s)/School communication;



- ensure that pupils' dress and appearance conform to the requirements set out in the Code of Conduct;
- encourage pupils to develop their interests and talents through participation in extra-curricular activities and the broader life of the School;
- discharge effectively a range of Form administrative duties.

Personnel and Continuing Professional Development:

- to attend and participate in Staff INSET and training courses and events, as requested;
- to contribute, as requested, to the selection, appointment and professional development of staff, including the induction of new teachers;
- teachers on the Upper Pay Scale will be expected to make a greater contribution to the School's Appraisal and CPD arrangements as part of their normal working arrangements.

CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written Statement of Conditions of Employment (the Contract of Employment).
- The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Board.
- To uphold the School's policy in respect of child protection and safeguarding matters.
- The postholder shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification at any time after consultation with the postholder.
- All staff members are required to participate in the School's Appraisal Scheme.



Westcliff High School for Boys

Headmaster: Mr MA Skelly M.A.

Kenilworth Gardens | Westcliff-on-Sea | Essex | SS0 0BP | 01702 475443

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