



Teacher of Product Design

MPS/UPS

Part Time (0.6/0.7fte) timetabled over 3-4 days

From 1 November 2021

Temporary to cover maternity leave

(likely until July 2022)



NEWPORT GIRLS' HIGH SCHOOL

An outstanding grammar school for girls

Welcome from the Headteacher

Thank you for downloading information about the post of Teacher of Product Design. This is a temporary post to cover a maternity leave. It is 0.6-0.7FTE over 3-4 days dependent upon career stage as statutory NQT time will be given to candidates who are at the start of their career. We are seeking a colleague to teach Design & Technology to Years 7-9, but this does include AQA GCSE, which commences in Year 9. The ability to teach some Art/PSHE would be helpful, but by no means essential. We do not offer Food Technology. NQTs and experienced teachers are welcome to apply. The School has an excellent support programme and induction for all staff.

In this pack, I am pleased to provide an introduction to NGHS and this post. This is a unique opportunity to join and contribute to the ongoing success of an outstanding selective girls school and the 2020 West Midlands Secondary School of the Year. At NGHS, teachers can teach without being concerned about unruly discipline. This reward is offset against the challenge of inquisitive girls who want to learn and who politely question to further their own knowledge.

I joined NGHS as Head in January 2018 and consider it a true privilege to lead our wonderful school, which focuses not only on ensuring students achieve their best, but also on providing opportunities to excel outside the classroom. The weekly school newsletter, 'Newport News' (available on our website) will give you a flavour of the sorts of projects that our students and staff are involved in. Before Covid-19, we enjoyed a plethora of trips to local and far-flung destinations to the Duke of Edinburgh Awards Scheme to maths challenges at local, regional and national level and sporting achievements galore, there is a clear desire among students and staff to work hard and to make the most of every opportunity offered to the School.

Our sixth form building opened in 2018. Our sixth formers now have state-of-the-art building and space to work. NGHS will expand further in September 2021 with a fourth form of entry and a classroom block and dining hall is under construction at this time.

Professionally, staff are supported and led by Heads of Faculty and there is a strong sense of community in the staff room. My SLT have an open-door policy and wellbeing and workload are taken very seriously at NGHS: I have developed a Wellbeing Charter which you will find in this pack. In addition, colleagues worked together in 2019 to review the marking and assessment policy. Our work in leading online learning through Covid-19 lockdown has been met with great praise by parents and students. All staff belong to a Professional Learning Group so that everyone can work together to consider their professional practice in an area that interests them. Our house system is a key feature of our school and fierce (but friendly) rivalry is seen at house competitions, even online!



Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target of 97%.

Our curriculum is unashamedly academic with a three year KS4. This means that there is time to enjoy learning at KS4 and not to be examination focussed at all times. Art is a popular choice with around one third of the cohort choosing this. In our Sixth Form, we offer a range of facilitating and practical subjects and our results demonstrate the commitment of both students and staff to enabling girls to achieve their full potential.

Students from other schools join NGHS in Year 12 and thrive. Alongside the academic life of the school is our well-resourced pastoral provision. The latest parental survey demonstrated that 100% of parents feel that their child is safe at NGHS and our dedicated pastoral and safeguarding teams ensure that students' emotional wellbeing is at the forefront of all that we do at NGHS.

Ofsted visited NGHS in October 2019 under the new framework. The school was judged to remain outstanding (in spite of the KS4 curriculum described above) and inspectors reported correctly on the buzz for learning which exudes at NGHS and the students' views that NGHS is like a large family. You can read the report [on our website](#), and I would encourage you to do so as the inspection team (which included a Senior HMI for the Midlands) managed to capture a lot about the school in the short time they were here.

This pack will hopefully equip you with the resources necessary to make a decision about applying for this post. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you for ensuring that it meets the deadline.



With best wishes

Michael J Scott
Headteacher, June 2021

Subject Information

Head of Faculty:

Mr A Heighway

Teachers of DT 2021-22

Miss T Wells & Mrs A Benoit

Design and Technology is part of the Maths & Technology faculty, but has close links to Art. The subject teams collaborate closely and enjoy working as a wider team. Curriculum enrichment is encouraged and extended projects or individual days are timetabled to foster curiosity and to introduce students to possible design and STEM careers. The staff have a broad range of subject knowledge and historical work experience including working within commercial and manufacturing industries.

Classes are mostly taught within the workshop classroom where facilities for research, design, development and practical making take place. The department has a trolley of laptops allocated for this subject alone. Additional rooming is used for theory and investigation work that is timetabled with the students' best interests. Examination results have been among the best in the school for many years with year 11 students at GCSE consistently gaining over 40% grade 9. A Level classes are small and this contributes to the impressive results of A/A*.

Students enjoy the subject and the freedom it creates to solve problems of a challenging nature whilst practically engineering solutions and seeing their individual projects materialise into a 3d commercially viable products or systems. Older students are also keen to work together with younger years. Projects that support collaboration present design challenges and students gain transferable skills. Engaging design challenges are taught. Some recent collaborations include designing a Flotation Swimming Aid and Providing Food for our Future Generations, linking with vertical farming and an increased world population. DT increases skills, knowledge and a keenness to innovate products to solve complex problems and finding solutions to those problems that could be either commercially viable and/or support in the development of our world in years to come.

In Years 7 and 8, all students have one hour of lesson in DT each week. Students join NGHS with a variety of DT experiences at KS2. Students have the opportunity to select DT moving into year 9 and receive 6 hours per fortnight of teaching. This allows for more in-depth theory and practical making to take place. Schemes and projects are engineered to foster curiosity, ingenuity and imagination through personal involvement with ideas and materials. Students are



encouraged to increase their perception and understanding of aesthetic issues whilst combining practical and technological skills. Opportunities are provided for pupils to exercise their initiative and independence resulting in increased self-confidence. GCSE DT and A Level Product Design are creative and thought-provoking qualifications giving students the practical skills, theoretical knowledge and confidence to succeed in a number of career paths. Collaboration and communication with their peers and outside industrial companies is encouraged.

In order to boost student engagement with STEM subjects' additional competitions are sought. NGHS are keen to work with local and national business. The STEM Challenge competition incorporating science, technology, engineering, and maths has been led by the DT department. The competition forges valuable links between local businesses and plays a vital role in possible future careers for our students.

During the past 14 years the department has supported GCSE DT students in gaining a Arkwright Engineering Scholarship. This is an esteemed scholarship in the UK and designed to inspire students to pursue their dreams and change the world as a future leader in engineering. Every successful Scholar is sponsored and has the opportunity to make valuable links with industry. Students are also encouraged to take up summer school courses offered by the Smallpiece Trust. We would welcome a colleague with new and exciting ideas to further enhance opportunities for our students.

Examples of examination class work

The image displays a comprehensive set of student work for a product design project, organized into several key stages:

- Initial Ideas - Attachments:** This section contains multiple hand-drawn diagrams of various attachment mechanisms. Each diagram is accompanied by handwritten notes in red and black ink, detailing the intended function, potential issues, and design considerations for each concept.
- Initial Ideas - Exterior to Mains Supply:** This section shows diagrams of a device's exterior and its connection to a mains power supply. The student has annotated these with notes regarding safety, component placement, and the integration of a washing machine-like component.
- Initial Ideas - Connected to Mains Supply:** This section features more detailed diagrams of the internal electrical and plumbing connections. The student has provided extensive notes on component selection, safety protocols, and the specific requirements for connecting to a mains supply.
- Initial Ideas - Systems:** This section illustrates the overall system architecture, including the flow of water and electricity. The student has annotated these diagrams with notes on system efficiency, component compatibility, and the overall layout of the device.
- Final Design - Exploded Views:** This section shows the student's final exploded view of the product. Each component is labeled, and the student has provided detailed notes on the assembly process, fit, and any specific design requirements for each part.
- Final Design - Full Design:** This section presents the final, detailed design of the product. It includes a list of materials, a cutting list, and a bill of materials. The student has provided a thorough explanation of the design choices, the manufacturing process, and the final assembly instructions.

A-level Product Design work by Clarice, 2020 Arkwright Scholar

Academic Results (Product Design)

2020—A-level: 2A*, 1A (3 candidates)

2020—GCSE: five students achieved Grade 9, seven students achieved Grade 8 and three achieved Grade 7.

2019—GCSE: seven students achieved Grade 9, seven students achieved Grade 8 and two achieved Grade 7.

GCSE Progress 8 score: circa 0.8–1.0 grade above expectation in Product Design for last 3 years.

Job Description - Teacher

TEACHING AND LEARNING

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

SUBJECT KNOWLEDGE

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study

PROFESSIONAL STANDARDS

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

PASTORAL RESPONSIBILITY

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor.

Person Specification

Area of interest	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree in a Design discipline or closely related subject QTS or other route into teaching by September 2021 if NQT 	<ul style="list-style-type: none"> Further degree or related qualification First / 2:1 degree result
Experience	<ul style="list-style-type: none"> Successful teaching record in current school or on placement Teaching DT (Product Design) in a secondary school either in substantive post or as part of Teacher Training. Teaching DT to KS3 and GCSE classes 	<ul style="list-style-type: none"> Teaching experience in a high achieving/good-outstanding school Leading and accompanying school visits Teaching a second subject such as PSHE or Art
Knowledge and skills	<ul style="list-style-type: none"> Creativity and flair as shown by portfolio of own work Familiarity with GCSE DT specification Safe classroom practice including Health & Safety consideration How to work collaboratively and effectively within a team Ability to use data to monitor, track and improve pupil progress Ways to stretch/challenge girls to achieve full potential An ability to instil a passion for art in girls in all key stages Good interpersonal skills Strong ICT skills and high standards of English (written and spoken) 	<ul style="list-style-type: none"> Interest in Graphics Use of technology to enhance learning Willingness to employ creative styles of teaching Familiarisation with national and local challenges/competitions for DT/STEM Awareness of KS2-KS3 transition and KS2 DT Curriculum
Personal and Professional Qualities	<ul style="list-style-type: none"> Ability to work as part of a team Sense of Humour Empathy with students and colleagues Enhanced DBS & identity checks Professional approach to conduct, dress and attendance Excellent references 	<ul style="list-style-type: none"> Creative, enthusiastic individual Willingness to contribute to the wider life of the school Positive and energetic approach Pastoral experience (form tutor or shadow form tutor)

Application Process

Please complete the application form and a covering letter addressed to Mr M J Scott, Headteacher which should not exceed two sides of A4.

Applications may be submitted via email to jobs@nghs.org.uk. NGHS is committed to safeguarding and promoting the welfare of young people in our care. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. In line with safer recruitment practices, if the successful applicant has worked abroad, a certificate of good conduct will be requested at the point of provisional offer. All applicants are expected to include two referees; one of whom should be their current or last Headteacher (if not working in a school at this time). The School reserves the right to request a reference from any previous employer. References for all shortlisted candidates will be taken up prior to interview.

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role. Please use the person specification above.

The closing date for applications is 4.00pm on Thursday 1 July.
Shortlisted candidates will be contacted shortly after this deadline.
Interviews likely w/c 5 July 2021 at the school.

Staff Wellbeing & Support: 'The Little Things'

Working in a school is immensely rewarding, but places huge demands on our time and work-life balance. At NGHS, I am committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. I am therefore working with SLT and governors on a charter of commitments to help ensure colleagues are fit, well and content at work. These are listed below; new ideas are always welcome. Colleagues are always encouraged to talk through issues with someone they trust and my door is always open. M Scott, July 2019



Complementary tea, coffee, sugar and milk in the staffroom



Staff social evening each term - let your hair down and relax



A buddy for new staff who join NGHS for their first year



A flexible and generous approach to family appointments, children's events, nativities, sports days etc.



An annual flu jab for all staff available upon request each winter



Complementary Christmas Dinner for all staff each year



Calendared wellbeing weeks with no evening meetings/events



Staff 'sport for fun' sessions - come along and get involved and stay fit



Deadlines well publicised and annual calendar consultation



Opportunities for career development always considered



No student or class data collected for data's sake



Measured approach to lesson observation, drop-ins and good practice weeks



Dedicated marking afternoon for all staff during internal exam week



Staff marking & workload group to guide and develop policy



Childcare vouchers scheme for those who have children in regular day care



Communications policy which protects time outside of school day



Counselling service free to all staff both in-house and externally



On-site free parking



Greater PPA time than national and no mainstream cover



SLT Open Door Policy at all times including urgent email for non-school days



Dedicated classroom wherever possible for all teaching staff



Cake, laughter & friendship in the staffroom

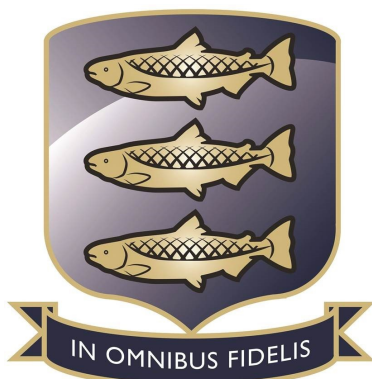


For more information about the post, please contact

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