



# **CURRICULUM COORDINATOR & TEACHER OF DT**

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THE ATHELSTAN TRUST

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SIR WILLIAM ROMNEY'S  
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Striving for Excellence Together

Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of five secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

**Chief Executive Officer**

The Athelstan Trust

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## Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

## Why work for us?

Internal career opportunities

Personalised professional development and training

Employee assistance programme

Flexible working opportunities and a genuine commitment to family and work/life balance

Nationally negotiated cost of living pay

Automatic enrolment to the teacher or local government pension schemes

Generous holiday allowance for support staff

Recognition of local government continuous service

Cycle to Work scheme



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Dear Candidate,

Thank you for taking an interest in the Curriculum Coordinator and Teacher of DT role at Sir William Romney's School. I am immensely proud to be the Headteacher of this wonderful school as we embark on an exciting vision of becoming a beacon of excellence in Gloucestershire and beyond.

Our purpose of "Striving for Excellence Together" drives everything we do. We are ambitious for every member of our school community including both students and staff to achieve their excellence, which to us means fulfilling their potential and achieving more than they ever thought possible. We believe excellence comes from having a culture where students and staff feel safe, valued and have a sense of belonging. We encourage all to have the courage to take risks and embrace opportunities to grow their character. We are committed to ensuring students leave our school with the academic outcomes, knowledge, skills and confidence to access the best universities, apprenticeships and training opportunities.

We are a welcoming, caring and supportive working environment where staff enjoy their work, develop their pedagogical practice and feel pride in being a member of our school. We take the well-being of our staff seriously and ensure we have a behaviour policy that supports staff to run their classroom. We have a highly visible and supportive SLT, centralised detentions and whole class feedback policy. We invest in our staff's CPD and are currently developing an SWR lesson that is based on Rosenshine and Teach like a Champion principles.

We are proud to be a member of the Athelstan Trust since April 2020. The Athelstan Trust's core values of 'care, collaboration and excellence' are at the heart of our approach towards leadership and care for students and staff. The Athelstan Trust is committed to raising educational standards for all children in their schools and developing the talents and skills of all staff. By being member of the Athelstan Trust, the Sir William Romney's School has also benefitted in significant investment in our infrastructure and supported us in the process of bidding for a new 3G sports facility.

The successful candidate for this position will be joining us at an exciting time for Sir William Romney's School as we embark on our vision to be a beacon of excellence in Gloucestershire and beyond. You will play a part in forming, evolving and developing our strategy which includes improving the attainment and progress of all our students whilst narrowing the gap in achievement for our disadvantaged and SEND students.

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Sir William Romney's is committed to safeguarding and promoting the welfare of our young people and therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Please read the relevant sections on our website, the job description and contact my Personal Assistant, Daisy Alban-Jones, if you would like to discuss the role further or visit our school. I would be delighted to either meet and/or discuss the position on the telephone. As a flexible working school, I am also happy to discuss flexible working opportunities with prospective candidates either before or after interview.

I look forward to hearing from you.

Yours faithfully

Will Ruscoe  
Headteacher



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## JOB DESCRIPTION

<b>Job Title:</b>	<b>Curriculum Coordinator DT</b>
<b>Location:</b>	<b>Sir William Romney's School</b>
<b>Responsible to:</b>	<b>Headteacher, through the School's Line Management Structure</b>
<b>Responsible for:</b>	<b>Teaching staff and relevant support staff within the subject (if applicable)</b>
<b>Salary:</b>	<b>MPS/UPS plus TLR 2b</b>

### MAIN JOB PURPOSE:

- To raise standards of student attainment and achievement within the curriculum area and to monitor and support student progress.
- To be accountable for student achievement within the curriculum area.
- To monitor and support the teaching practice of staff within the curriculum area.
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with whole school Curriculum Intent and school policies.
- To lead, manage and develop the curriculum area.
- To effectively manage and deploy teaching/support staff and financial and physical resources within the subject area.

### KEY OBJECTIVES AND RESPONSIBILITIES

#### Duties and Responsibilities

All Curriculum coordinators are also required to carry out the duties outlined in the MPS/UPS Teacher job description.

#### Leadership and Management

- Contribute to the implementation, evaluation and success of the school vision and improvement plan.
- Develop, implement and evaluate the success of the subject improvement plan in line with school priorities.
- Undertake the tasks associated with the examination entry process.
- Develop, monitor and review the provision in the subject in terms of:

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- student progress through the analysis of performance data, using this information for planning and target setting;
  - the quality of learning and teaching and responsibility for improving student outcomes;
  - the development of appropriate programmes of study, resources, policies and assessment and learning strategies within the subject;
  - Contribution to subject self-evaluation through lesson observation, work scrutiny, performance data analysis and the subject SEF.
- Ensure that Health and Safety policies and practices, including Risk Assessments are in place.

### Learning

- Monitor and respond to curriculum development and initiatives at national and local levels.
- Lead and develop the subjects within the Learning Area and coordinate the formulation of written guidelines, resources and the information for staff, students and parents to develop best practice.
- Monitor, review and evaluate your subjects to ensure that they are being effectively delivered.
- To make appropriate arrangements for classes when teachers are absent, liaising with cover teachers/supervisors to ensure that appropriate work is provided.

### Staff Development

- Act as a performance management reviewer for identified staff.
- Participate in the ITT programme.
- Keep abreast of current developments in your area and disseminate information as appropriate.
- Act as a mentor or consultant to colleagues and encourage collaboration, cooperation and teamwork.

### Other specific duties

- Liaise with partner schools, examination boards and other relevant external bodies.
- Promote the subject at marketing and liaison events such as Open Evening and Options Evening.
- Plan and oversee the running of whole school productions.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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## JOB DESCRIPTION

<b>Job Title:</b>	<b>MPS / UPS Teacher</b>
<b>Location:</b>	<b>Sir William Romney's School</b>
<b>Responsible to:</b>	<b>Headteacher, through the School's Line Management Structure</b>
<b>Responsible for:</b>	<b>The supervision of the work of teaching assistants when deployed in the teacher's classroom</b>
<b>Salary:</b>	<b>MPS / UPS</b>

### MAIN JOB PURPOSE

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher to ensure:

- a broad, balanced, relevant and differentiated curriculum is taught to students in the designated subject area(s);
- the progress and development of students is monitored and supported;
- through effective teaching and assessment students make good progress and standards of achievement in the school are raised;
- the personal and academic growth of students is supported;
- the welfare and safeguarding of students.

### KEY OBJECTIVES AND RESPONSIBILITIES

#### Duties and Responsibilities

All teachers are required to carry out the duties as set out in the current School Teachers Pay and Conditions Document and the Professional Standards for Teacher documents. The following duties and responsibilities have been highlighted as being of particular importance.



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## Learning

- To be a positive role model in terms of behaviour, work and attitudes.
- To set high standards of work and behaviour in the class and other areas of the school and have high expectations of students of all abilities.
- Plan for progression across the age and ability range taught, designing effective lessons/programmes of work in accordance with the needs of individual learners and ensure that students of all abilities are able to make good progress.
- Teach challenging well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide timely, accurate, formative and constructive feedback of students' attainment and progress.
- Work collaboratively on the preparation and development of teaching resources, programmes of study and schemes of work, assessment materials, teaching strategies and pastoral arrangements as appropriate.
- Establish a safe and purposeful learning environment.
- Manage students' behaviour constructively by following the school's behaviour policy.
- Promote the independence of learners by using a range of teaching and classroom management strategies.

## Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being.
- Participate with the arrangement made for Performance Management in the school.
- To be responsible for your own professional development and participate in training and development opportunities identified by the school or as an outcome of Performance Management or self-review.
- Participate in any relevant meetings/professional development opportunities at the school which relate to the students, curriculum or organisation of the school, including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

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## Pastoral

- To be a form tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of Tutor Group as a whole.
- Liaise with the relevant Learning Manager to ensure the implementation of the school's pastoral system.
- Implement the relevant pastoral programme for the year group.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Monitor the progress and behaviour of students and liaise with the Learning Manager if intervention is required.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Contribute to the preparation of the full report.
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.

## Other specific duties

- Carry out break and other duties.
- Communicate and cooperate with any relevant external bodies.
- To take part in whole school marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- Operate at all times within the stated policies and practices of the school.
- Participate in arrangements for external examinations and assessment.
- Contribute to the mentoring of ITT students where appropriate.
- Take part in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Participate in and carry out any administrative and organisational tasks within the remit of the STCPD.
- Promote the safeguarding and welfare of children within the school.

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## 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 Trust's ethos and its objectives, policies and procedures as agreed by the Board of Trustees.
- To ensure confidentiality appropriate to working in a school/business environment and to adhere to all policies.
- To uphold the Trust's policy in respect of child protection matters.
- The postholder shall be subject to all relevant statutory and institutional requirements.
- 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 least once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff participate in the school's performance management/appraisal scheme.
- The postholder may be required to travel between all schools within the Trust.

January 2023

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Person Specification – MPS/UPS Teacher

	Essential	Desirable
<b>Qualifications</b>	<p>Qualified Teacher Status</p> <p>Relevant good honours degree</p>	
<b>Professional Development</b>	Evidence of effective CPD and of having kept abreast with developments in teaching and learning in the subject	Knowledge and understanding of new curriculum developments
<b>Experience</b>	<p>Experience of subject teaching in a school</p> <p>Excellent classroom behaviour management</p>	Outstanding teaching experience across a range of ability groups
<b>Skills and Abilities</b>	<p>Ability to work alone and in a team</p> <p>Ability to inspire and engage students</p> <p>Good communication and interpersonal skills for a range of audiences</p> <p>Confident and competent in the use of IT</p> <p>Good attention to detail and accuracy</p>	Ability to cross-curricular teach
<b>Personal Attributes</b>	<p>Excellent communication and personal organisational skills</p> <p>The ability to build productive professional relationships</p> <p>Enjoy working with young people and have enthusiasm for teaching and learning</p> <p>Commitment to providing students with a first-class education and raising the standards of student achievement to improve the life chances of all students</p> <p>Capacity to work hard under pressure</p>	<p>Commitment to the wider life of the school</p> <p>Ambition to progress further in the profession</p>
<b>Safeguarding</b>	<p>Ability to form and maintain appropriate relationships with children and young people</p> <p>Understand safeguarding</p>	

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**Creatives Learning Area**

The Creatives Learning Area is popular and successful at Sir William Romney's. It is an environment which encourages and enables all students to find success through being creative and expressing themselves. This success could be measured by developing their skills and knowledge within their subjects, by improving their mental health or through the acquisition of valuable life skills. These skills include resilience, confidence, self-expression, patience and, most importantly, creativity.

The creative environment is generated from enjoyable lessons where students learn every time they walk into the classroom; an inspiring range of projects which allow all students to access them at all levels and high expectations of work and behaviour. The creative classrooms are safe places where students are encouraged to be aspirational and mistakes are seen as a valuable part of the learning process.

### **The Curriculum**

#### **Art**

At Key Stage 3 students have one lesson every week. The schemes of work are designed to enthuse the students, allowing them to learn about a diverse range of artists and artwork. Students gain valuable experience in a wide range of media and processes such as drawing, painting, printing and ceramics. There is a gradual progression of skills and knowledge as students work through each project. Art is a very popular subject at SWR with many students opting to take the subject at GCSE. Part of this appeal is well designed projects which allow students the freedom to express themselves and to produce more varied personal responses within the boundaries of the topic.

There are plenty of extra curricular activities to keep students engaged outside of lesson time. We also aim to showcase the excellent student outcomes at all ages with yearly Art exhibitions.

#### **Design Technology**

At Key Stage 3 students have one lesson every week. DT runs a carousel system, meaning that each year students will spend two terms within the Graphic Design, Product Design and DT Food specialisms. The schemes of work are designed to allow students to develop knowledge, skills, techniques and processes within a practical class environment including the use of CAD/CAM. The subject is very well resourced and outcomes at GCSE are good. At KS4, we deliver the full DT GCSE (through this we offer Product Design and Graphic Design options) and Food Preparation and Nutrition; both of these are with EDUQAS.

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## Music

At Key Stage 3 all students have one lesson every week, where they are supported and encouraged to develop their skills as musicians. The curriculum is designed to ensure students have experiences that are broad and balanced; meaning that students are exposed to a wide variety of musical styles. Students can benefit from a talented and committed team of peripatetic teachers who offer lessons in Voice, Piano/Organ, Woodwind, Brass, Guitar and Drums. A high proportion of students receive lessons from our peripatetic team, and we are fortunate to have a substantial budget in place to support disadvantaged students in accessing lessons.

The Music Department produces three main performance opportunities each year. Our highly successful annual Community Carol Service takes place in Term 2 at St Marys' Church and involves our partner primary schools. In Terms 3 and 4 students work hard to prepare for 'SWR Arts Star', our annual talent show. The final event in the musical calendar is 'Proms in the Park'; an outdoor musical celebration full of pomp and circumstance involving local primary schools and community groups. The Music Department works closely with the wider school community to produce whole school productions and music at important events in the school calendar.

The Department is well equipped for effective music lessons and there is a strong history of extra-curricular clubs, concerts and community events. At GCSE the examination specification is currently OCR, with over double the national average number of students electing to study Music at Key Stage Four.

## Drama

All students receive one drama lesson a fortnight at KS3. The curriculum gives them experience of a range of dramatic techniques and builds their knowledge base in preparation for GCSE should they opt for it. Drama is a very popular subject in the school, student enthusiasm and talent ensures that we are able to regularly stage performances for parents, carers, local schools and the wider community. The number of students opting for Drama at KS4 is good and results are exceptional.

## Accommodation

Art and DT have their own block separate to the main school building. Within the block, there are two art rooms and four DT rooms. Of the DT rooms, there is one food room and one product design room as well as two classrooms that are used for theory. There is a Drama studio and the Music rooms are located within the main building and have excellent resources with a recording studio and a number of practise rooms next to the classrooms.



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**Staff and Responsibilities**

Colin Davies – Leader of Learning Creatives & Head of Art

Vacancy – Curriculum Coordinator DT

Laura Blake – Curriculum Coordinator Drama and Assistant Headteacher

Clare Truscott-Jones – Part-Time Teacher of DT Food and Textiles

Rachel Lewis – Part-Time Teacher of Art

Lawrence Hood – Curriculum Coordinator Music

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