



**BRISTOL
FREE SCHOOL**

Community, Ambition, Opportunity
www.bristolfreeschool.org.uk



RUSSELL EDUCATION TRUST



Head of Design & Technology
Full-time (0.8FTE considered), Permanent
MPS/UPS + TLR2b

Welcome

Thank you for your interest in BFS and taking the time to read the details of this exciting opportunity to join us as Head of DT.

BFS is a thriving oversubscribed school which has a successful Sixth Form of over 240 students. The school was founded in 2011 by a local group of parents who wanted a high performing school to serve the community of North-West Bristol. The school values of Community, Ambition and Opportunity are very important and we demonstrate them through our day to day work with young people. We are looking for staff to support us with these values and make a positive contribution to the life of the school.

You will join a strong and supportive team and a school that engages in regular and timely CPD.

Please spend some time reading our school website and newsletters to get a flavour of the vibrancy of BFS.

I look forward to hearing from you.

Mrs Susan King
Headteacher



Why work with at BFS?

We will grow your career in an educational setting where you can make a difference.

Our Department:

Our Design & Technology and Food Department is committed to delivering a curriculum that is innovative and accessible to all. We aim to provide a broad range of opportunities for all our students.

We have created a positive learning environment which includes specialist workshops and food rooms. The department offers KS5 and KS4 Product Design and GCSE Nutrition and Food Preparation both courses are popular with students and are often oversubscribed.

The team is staffed by 8 subject specialists but there is always a need to teach outside of your area of specialism.

What we are looking for:

- Someone with a passion for Design & Technology and is a commitment to improving teaching and learning.
- A leader teacher who expects and demonstrates the highest standards and offers an aspirational role model for all department members
- Someone who supports a vibrant, aspirational and inclusive programme of extra-curricular clubs and enrichment which engages large numbers of students, parents and the community
- A leader with experience of narrowing the attainment gap between disadvantaged, SEND and non-disadvantaged students.
- Someone who demonstrates good understanding of assessment and monitoring procedures.
- A leader that is willing to learn and apply new techniques that contribute to high quality teaching, learning and assessment.
- An ambitious teacher, rich in ideas and a spectrum thinking; quick to see opportunity and have the ability to see projects through to completion with drive.

What we offer:

Bristol Free School is a successful and oversubscribed secondary school with Sixth Form situated in Westbury on Trym. We are a caring school with a highly qualified and exceptionally committed staff, who recognise the importance of creative and challenging teaching and high professional standards. All staff and students are greatly valued and emphasis on student and staff wellbeing is central to our culture.

At Bristol Free School, we are committed to the young people in our care. Our commitment encourages and inspires every child to fulfil their potential, we provide our students with the necessary skills to achieve academic and personal growth so they truly thrive, both socially and emotionally.

The successful candidate can expect:

- A rewarding and dynamic job role making a real, lasting and positive impact on our school community
- Positive and inclusive working environment where well-being is central to our culture
- Career development, and CPD courses, with Trust-wide collaboration across 5 schools at whole school and subject level
- Being part of a forward-thinking, empowered middle leaders' team
- Access to the Local Government Pension Scheme
- Access to an Employee Wellbeing Hub
- Children having a place in the school if they start in Year 7
- Free parking onsite

Job Description: Head of DT

Core purpose:

- Ensuring students follow a curriculum, which promotes creativity and a love of DT, in line with national curriculum and RET guidance.
- Securing outstanding outcomes in DT driven by consistently effective teaching and learning
- The job profile below draws on National Standards for Subject Leaders. For further clarification of any point, please refer to that document

Reports to Senior Leadership Team, Headteacher

Objectives:

Strategic Leadership

- Modelling, promoting and ensuring the highest standards in teaching, learning and assessment within the Design Technology department
- Developing and implementing department policy and practice in line with whole-school and Trust expectations
- Using data to inform policies, practices, expectations, targets and teaching methods
- Formulating the department development plan in line with whole-school SDP
- Monitoring and evaluating progress in achieving the department's plans and targets

Ensuring the curriculum for each year group:

- Is in line with national and Trust developments (reference RET Subject Network Meetings and HOD Handbook)
- Systematically develops skills, knowledge, concepts and attitudes demanded by external examinations
- Secures progression, continuity and longer term memory
- Is informed by close liaison with the SENDCO, to ensure all students can access learning
- Develops students' broader understanding of the subject
- Promotes learning outside the school and classroom contexts, as appropriate to the subject
- Promotes the Schools and Trust values, particularly in respect of diversity and equalities
- Is recorded in the required school and Trust format
- Is regularly and systematically evaluated, in light of national changes and assessment/exam data
- Is systematically amended, where required, in light of the above evaluation



Job Description: Head of DT (continued)

Target-Setting, Tracking and Intervention - ensuring:

- Staff and students know school and Trust expectations of: progress; what constitutes hard work in lessons and homework; appropriate standards of behaviour for learning.
- Staff know how and when current attainment (therefore progress over time) is assessed and recorded
- Current attainment data is systematically analysed, with underachievement identified by student 'group' and teaching group, using question-level analysis to identify common weaknesses
- Adjustments to teaching schedules and pedagogy are made in the light of the above analyses, supplemented (particularly in KS4) by out-of-hours underachiever interventions

Securing and sustaining effective teaching, ensuring:

- All teachers know national, school and Trust expectations for teaching (including marking and assessment)
- All teachers are trained in effective lesson planning, pedagogy, classroom management, and marking approaches, in line with school and Trust expectations
- Teaching is planned and delivered, and learning assessed, in line with the above expectations

General responsibilities (all staff):

- Assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies
- Perform duties and attend meetings as reasonably required
- Assess and record pupils' achievements, to prepare reports and take part in parental consultations
- Participate in the School's Performance Management Scheme
- Undertake in-service training where required to keep abreast of developments in School initiatives, curriculum and subject areas
- Contribute to the school's pastoral system
- Observe and implement school and Trust policies and good practice
- Carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987



Person Specification: Head of DT

Qualifications and Experience

Essential

- Qualified Teacher Status
- Successful teaching experience in a secondary school
- Evidence of Continuing Professional Development relevant to the role

Desirable

- Further professional qualifications relevant to the role
- Strong academic credentials
- A degree in your specialist subject area



Personal qualities and attributes

Essential

- The ability to inspire colleagues and act as a professional role model
- Dynamic nature with innovative ideas and a passion for teaching and learning
- Energy, drive and ambition
- The highest levels of personal and professional integrity
- A commitment to raising the aspirations of the whole school community
- Good sense of humour and healthy sense of perspective
- Resilient and adept at managing workload
- Motivation and drive to seek further promotion

Experience

Essential

- An outstanding classroom practitioner
- Demonstrable experience of having significantly improved student outcomes
- Understanding of effective teaching and learning strategies including developing behaviour for learning
- Ability to think strategically and creatively on how to support students with SEND needs
- Can train, coach and mentor others to achieve good progress in students' learning
- Makes effective use of assessment information and data on students' attainment and progress

Desirable

- Good understanding of best practice re: Pupil Premium & catch-up funding
- Using teacher appraisal as an effective tool for support and challenge
- Experience in leading and managing colleagues, including direct line management
- Knowledge and experience of monitoring, evaluation and review processes (self-evaluation)

Skills & Understanding

- Key Stage 3 & 4 & 5 curriculum design to ensure progression and knowledge retention
- Vision to develop the role to ensure positive impact in every classroom
- Excellent verbal and written communication and inter-personal skills
- Ability to analyse problems, reach considered judgements, resolve issues sensitively
- Ability to lead others and delegate effectively
- Personal organisation and time management skills
- Able to effectively hold colleagues to account for the provision and outcomes of students
- Able to communicate effectively with a wide range of stakeholders
- Adaptable and able to work well under pressure and meet deadlines

How to Apply:

Please submit your application online via MyNewTerm.

If you have any queries regarding the post, please email us at vacancies@bristolfreeschool.org.uk.

Closing date: Monday 20 April at 9am

Interview date: Likely week beginning 27 April

BFS celebrates and supports diversity and is committed to ensuring equal opportunities for both employees and applicants.



Our Benefits



Flexible and Family Friendly Policies



Free Flu Jab



Discounted Gym Membership



Employee Assistance Programme



Local Government Pension Scheme



Career Development/CPD

Introduction to Russell Education Trust

Background to the Trust

Russell Education Trust is a multi-academy trust comprising five secondary schools and one primary school spread across the south of England.

The Trust is a family of faith and community schools with distinctive individual identities. Underpinned by a shared commitment to respect, responsibility fairness and equality, Russell Education Trust schools work together to achieve their vision of providing all students with an outstanding education.

The Trust is driven by the strong moral purpose of knowing, valuing and developing every student and member of staff to ensure that their potential is realised, and their ambitions achieved.



Vision & Values

- Valuing People
- Pursuing Achievement
- Serving Communities

Our *schools*

- Celebrate difference and diversity in an inclusive, socially responsible culture
- Deliver a broad, balanced, and ambitious curriculum: centred on the core subjects of English, mathematics and science supported by technology and computing complemented by humanities, languages, arts and vocational subjects
- Provide a rich education that develops students' minds, beliefs, characters, skills and interests
- Equip students with the knowledge and skills for success in the modern world through examination success and personal development
- Uphold high standards of behaviour, learning and equality of opportunity for all students
- Nurture and develop their staff, through day-to-day support, high quality continuing professional development, cross-Trust collaboration and networking, and opportunities for career progression
- Are rooted within their local communities and seek to serve their particular needs.



Russell Education Trust's Schools



Bristol Free School (established Sept 2011)

'Leaders are ambitious for all pupils. The curriculum is designed to build knowledge over time. It helps pupils remember what they learn. Leaders have ensured that the curriculum is engaging for pupils, and that it promotes diversity. Teaching focuses on what pupils need to know and do. Teachers have strong subject knowledge and are keen to share this with pupils. They know their pupils well and use this knowledge to help them learn.'

Ofsted 2022

Elmlea Infant & Junior Schools

'Pupils flourish at Elmlea Infant School. They achieve extremely well. Staff have high expectations for pupils' behaviour and conduct. Pupils feel safe and value the positive relationships they have with staff. Leaders are ambitious for what pupils with SEND can achieve.'

Ofsted 2023



Becket Keys Church of England School (established Sept 2012)

'The headteacher's inspired leadership has quickly established a vibrant, orderly community which enables students to thrive. He ensures that a family atmosphere is fostered across the school in which all students feel cared for, and valued.'

Ofsted 2014

St Andrew the Apostle Greek Orthodox School (established 2015)

'Students are making strong progress in a range of subjects. They value the leadership opportunities open to them. Students also appreciate the support and care they receive.'

Ofsted 2018



Kings School Hove (established Sept 2013)

'Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. The provision for personal development is first class. It is promoted consistently across the school.'

Ofsted 2022

Turing House School (established Sept 2015)

'The school has many strengths. Leaders have established an open culture at the school where there is a clear sense of teamwork and community across staff and pupils alike. Everyone takes pride in the school. It is a welcoming and vibrant place.'

Ofsted 2018

