



**Wilmington Grammar School for Girls,  
Wilmington, Kent.  
DA2 7BB**

## **Teacher of Technology**

**Salary: MPS/UPS (plus fringe area allowance)**

**Start Date: Easter 2026**



## **Job Applicant Pack**



## The Post

We are seeking to appoint an outstanding Technology teacher. Our Technology Department thrives on the notions of inclusion, creativity and enthusiasm for the subject. Our KS3 curriculum is designed to build skills over time towards qualifications both at Key Stage 4 and 5. We have specialist teachers delivering a wide range of technology skills and uptake at GCSE is good, particularly for Food and Nutrition and Designing the Built Environment. We also have a very successful A Level Product Design course taught across WG6.

The ideal candidate will be passionate about the Technology curriculum and how this can be taught in an inspiring way to maximise exam success, spark students' passion for the subject, and to help students to lead successful future lives. They should also be able to evidence a proven track record of high impact in teaching, learning and curriculum excellence, to support strong outcomes and learning experiences. The ability to extend students' engagement beyond the school day, through extra-curricular would be an advantage.

The Technology Department comprises of 3 specialist teachers and 1 technician who works between Art and Technology. The Head of Department has overall responsibility for the teaching of all curriculum areas within Key Stage 3 Technology which includes Food and Nutrition, Construction and the Built Environment and Textiles. The Department has specialist classrooms including a kitchen, workshop and design suite. The person appointed will be joining an experienced and supportive team and may complete some teaching within the Art department as part of the curriculum and timetabling rotation.

Our ideal candidate will display:

- A passion for teaching Technology with evidence of enabling students to surpass expectations.
- Experience in teaching classroom Technology at Key Stages 3-5 with a good curriculum knowledge and understanding of GCSE and A level
- Experience of using data to push students to (and beyond) their targets

Wilmington Grammar School for Girls is an Outstanding school with a strong track record of achievement. We are part of the Endeavour MAT family of schools, and we pride ourselves on setting consistently high expectations, securing outstanding outcomes and delivering exceptional standards of teaching and learning for all.

*As a Trust we are fully committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.*

## Job Description

**Job Title** DT Teacher

**Salary** MPS/UPS (including Fringe allowance)

**Hours of work** Full Time

### **Overall Job Purpose:**

To achieve excellent outcomes for our students through the delivery of inspirational teaching strategies. The successful candidate will be passionate about inclusive practice.

All our teachers are leaders of learning and are committed to delivering the school's vision and achieving the high ambitions for the school's future. Their proactive support leads to sustained improvements and raised standards across the school, as members of both departments and tutor teams. They are accountable for specific identified and agreed operational functions within the teams to which they belong.

### **Main duties:**

#### **Set high expectations which inspire, motivate and challenge all pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge students to achieve their full potential.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all our students.

#### **Promote good progress and outcomes for all pupils**

- Promote high standards of attainment, progress and outcomes for all students.
- Plan differentiated teaching to build on students' capabilities and prior knowledge.
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects.
- Demonstrate an understanding of and take responsibility for, promoting high standards of literacy, numeracy and oracy including the correct use of English.

#### **Plan and deliver lessons**

- Have high aspirations for all students and challenge them to deepen their Knowledge and Understanding of the subject.
- Set lessons which progress students rapidly to aspirational learning outcomes.
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum.

#### **Adapt teaching to respond to the strengths and needs of all students**

- Use a variety of approaches and strategies to support students' learning.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning to support students' education at different stages of development.

- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **Make accurate and productive use of assessment**

- Make accurate and productive use of assessment in line with the expectations of the academy.
- Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

#### **Fulfil wider professional responsibilities**

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents, carers and external agencies with regard to students' achievements and well-being.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the list of tasks is not exhaustive. 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.



## Person Specification

Area	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Good degree and teaching qualification relevant to the role</li> <li>• Qualified teacher status</li> <li>• Evidence of professional development relevant to the role</li> </ul>	
<b>Experience and skills</b>	<ul style="list-style-type: none"> <li>• Experience as a classroom teacher in a secondary setting</li> <li>• An excellent classroom practitioner</li> <li>• Understands how and believes they can improve student outcomes</li> <li>• Excellent understanding of assessment processes and how to use these to support planning and raise student achievement</li> <li>• Experience of working with other teachers and supporting professionals to extend their understanding of educational issues</li> <li>• Ability to lead own professional development</li> <li>• Confident user of new technology as a management tool</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead an extra-curricular activity</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of current curriculum development in their subject</li> <li>• Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged</li> <li>• Understanding of inclusive practice and passionate for its implementation.</li> <li>• Sound understanding of personalising the educational experience for students</li> <li>• To be able to effectively interpret, analyse and use data</li> <li>• Excellent interpersonal and communication skills (including written, oral and presentation)</li> <li>• Able to work with others to achieve common goals</li> <li>• Effective behaviour management</li> <li>• Able to support staff and students in maintaining high standards</li> <li>• Excellent organisational skills</li> <li>• Preparedness to challenge under performance</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Have a positive approach to education</li> <li>• Energy, enthusiasm and perseverance</li> <li>• Reliability and integrity</li> <li>• Good interpersonal skills</li> <li>• Able to perform well under pressure</li> <li>• Clear vision and educational philosophy</li> <li>• Positive commitment to individual personal development</li> <li>• Capacity to work hard, under pressure, to meet deadlines</li> <li>• A good record of attendance during the last three years</li> <li>• Adaptable and amenable with respect to working practices</li> <li>• Ability to work independently and be a team player</li> <li>• Suitable to work with children</li> </ul>	

## Application Process

The closing date for applications is **9am, Thursday 5 February 2026**, although applications will be processed as they arrive and an early appointment may be made beforehand. Interviews will be on W/C 9 February 2026.

Please complete the application form on MyNewTerm. Your supporting statement should include how you meet the criteria in the person specification and how your skills and experience to date make you an ideal candidate for this post.

Applicants are invited to contact the school to discuss the role informally or to visit prior to application. Please contact Linda Cowey on to arrange this [lcowey@wgsq.co.uk](mailto:lcowey@wgsq.co.uk)

**Please note we will assess applications as they arrive and reserve the right to close the application process early.**