



THE **Leys**
CAMBRIDGE



**HEAD OF DESIGN
TECHNOLOGY**

candidate information

Head's *introduction*

At The Leys, we believe that school is not simply a preparation for life – it is life. That's why we aim to make every pupil's experience here rich with challenge, choice and opportunity. School should be a place of growth and discovery, where young people are encouraged to flourish emotionally, intellectually and socially. It's not a rehearsal for the future – it's a vital and vibrant part of the journey.

Founded in 1875 by the Methodist Conference, The Leys is the only co-educational boarding and day school in Cambridge. We are proud of our heritage, and we continue to uphold values such as kindness, courtesy, respect and integrity. But we are also a forward-thinking school, preparing young people for a world that is constantly evolving. Our location in the heart of one of the world's most dynamic academic and cultural cities gives us a unique advantage – Cambridge is not just where we are, it's part of who we are.

With around 570 pupils, The Leys offers an exceptional breadth of opportunity – from academic excellence to creative, sporting and leadership pursuits. At the same time, our scale allows us to know each pupil as an individual. This strong sense of community and personal attention is central to our ethos. It builds confidence – not just in the classroom, but in every aspect of school life. And that confidence, nurtured in a supportive and ambitious environment, is one of the most powerful gifts we can give our pupils.

I hope this pack gives you a sense of what makes The Leys so special, and we look forward to receiving your application.

Clare Ives
Head



Head of Design Technology

Emploment Status	Permanent
Salary	Competitive
Closing Date for Applications	5 November 2025
Interview Date(s)	12/13/14 November 2025



This is an exciting opportunity for a highly capable and forward-thinking graduate to take on the role of Head of Design Technology with effect from April or September 2026.

We are seeking an engaging teacher with a proven track-record of establishing high expectations and obtaining excellent outcomes for pupils across KS3 to KS5.

You will possess the drive and organisation skills to give the Design Technology department dynamic and creative leadership and will work collaboratively with the Head of Science Faculty to promote and implement a vibrant and engaging STEM programme.

You will lead a successful department, with outstanding facilities and growing pupil numbers.

This role is equally suited to an experienced Design and Technology teacher looking to progress into middle leadership, or for an existing Head of Department to take on a new role at successful School.

Responsibilities of the Head of Design Technology are included in the generic Head of Department job description. The Head of Design Technology reports to the Head of Science Faculty.



Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.

Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.

THE SUNDAY TIMES

SCHOOLS GUIDE
2024

INDEPENDENT SECONDARY
SCHOOL OF THE YEAR
EAST ANGLIA



Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.

Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2022 ISI comment that "Inspirational and creative teaching is a significant contributory factor to pupils' positive attitudes to learning" sums up the impact of that individuality. That said, we know that aspects change within education, and we are midway through an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at GCSE and close to best at A Level. At GCSE 86% of all grades awarded were 9, 8 or 7, and 38% were graded 9, and at A Level 85% of results were grade A*-B. The School uses value added as an important measure of success and we are delighted that all our 2025 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.





General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



The Department

The Design, Engineering and Technology department benefits from outstanding facilities, housed in the purpose built Rugg Centre, The Leys' bespoke building for design-based subjects. There is a large multimedia workshop, equipped with metal and wood working machine tools, brazing hearth, foundry and welding facilities. The digital technologies suite is equipped with 3D resin and FDM printers, laser printer, visible and IR scanners, a CNC router, and practical electronics facilities. In addition, the department has a design studio and a sixth form specialist mezzanine all equipped with CAD (Solidworks) workstations. There is also a food room that is currently used for wider curricular cooking activities.

There are two full time Design Technology teachers, one of whom is the Head of Department, and one teacher who teaches a small amount of Design Technology alongside Art. The department has a fantastic team of three part time technicians, who between them provide outstanding support to the team and to the pupils.

The Curriculum

Years 7-9

The Department believes in the value of digital design and manufacture at the earliest learning opportunity underpinned by a very strong creative design ethic. The key stage 3 curriculum aims to develop pupils' creative and digital design skills through a series of exciting and rewarding projects involving CAD (Solidworks) and 3D printing as well as projects using more traditional materials: wood, metal and plastic construction. Pupils typically receive two periods of DT per week.

GCSE

The school follows the AQA Design and Technology (Product Design) GCSE course. The subject is popular, with over a third of the year group opting to study it each year, and over the past 5 years, GCSE results have been strong, with the majority of pupils achieving grades 9-7. The emphasis in GCSE is on good design, innovation and invention whilst adhering to the rigorous assessment criteria required of the examining body. The department has three highly experienced technicians with backgrounds in architecture, furniture design and jewellery and pupils are supported throughout their NEA by a technician 'mentor' allied to their project specialism. Theory comprises half the course marks and this is taught using a mix of commercial and in house generated resources in accordance with the scheme of work. Pupils are encouraged to develop independent learning skills and frequently present their work to the class as a whole.

A Level

Pupils studying Design and Technology at A Level follow the AQA (Product Design) specification. There is typically one A Level group each year, with approximately 10% of the year group opting for the subject. Pupils are given a broad scope to explore project opportunities from a diverse range of disciplines within the design and technology spectrum. Recent examples of pupil work include a diagnostic test kit for grazing grass to protect horses from the debilitating disease called laminitis – this pupil has patented her idea and intends to commercialise it after university. Another project was an Olive wood resin table designed for an exclusive international diners club and this pupil's project was highly commended by her commercial client. gained A*-B grades, and pupils frequently achieve the top grades.

Another project developed an exercise device for the rehabilitation of patients experiencing post operative cruciate ligament treatment. This was an engineering project and the pupil went on to study biomedical engineering at her first choice university. The course is an equal split of NEA and theory where technical principles are taught in a dynamic and interactive way to maximise pupil interest and engagement. This year 100% of A Level Design and Technology pupils gained A*-B grades, and pupils frequently achieve the top grades.

The Wider Curriculum

The department currently runs two streams of wider curriculum activity. The STEM stream is focused on our commitment to F24 Greenpower and we have an electric car that we race every year in the regional heats at the Lotus cars test track in Norfolk. More recently, the club has been studying the aerodynamics of the car body by modelling and wind tunnel testing as well as evaluating transmission ratios to optimise efficiency. In addition to STEM, we offer a DT projects club. This club gives pupils an opportunity to pursue their own ideas with support from staff and technicians. Past projects have included a fully operational petrol powered 'Drift Trike', a model steam engine and a long bow! This is a highly successful club where the emphasis is on making and pupils really value this opportunity to choose what they do and learn new skills. We are also active in identifying opportunities for connections with local industry and academia. Recent connections include a laboratory automation company and a surgical robotics company, and we are keen to expand and build these relationships for the benefit of the pupils. The department is heavily involved in the Peter Watson Award – an in-house competition for pupils to research and present on a STEM area of their choice, and we successfully support pupils through the Arkwright Scholarship process. The Head of Department would be expected to champion the department's wider curricular activities, working with the marketing department to promote these more widely.

The Post

The term Head of Department applies to appointed postholders who have responsibility for an academic department. The Head of Economics is responsible to the Deputy Head (Academic).

The primary role of the Head of an Academic Department is to provide strong academic leadership and management of the department. All Heads of Department are expected to perform the duties of a teacher in addition to managing their department.

The Head of Department is required to lead, manage, and develop the department to ensure it achieves the highest possible standards of excellence in all its activities. They will be supported by SMT, by colleagues from within the department, and support departments.

All Heads of Department are required to exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy. It is recognised that the methods by which Heads of Department carry out their duties and the extent of delegation, will depend on such factors as the size and nature of the Departments and the personal approach of the individual Head of Department.

Job Description

The HoD has the following responsibilities to the Deputy Head (Academic) and Head:

- Organisation, promotion, efficiency, and success of the department in line with school strategic plans and direction.
- Ensure high quality teaching and learning within the department including undertaking regular learning observations.
- Planning the curriculum, maintaining up-to-date Schemes of Work, and selecting appropriate syllabuses and specifications.
- Advising on staff needs and teacher allocation.
- Advising on staff appointments into the department.
- Inducting new members of staff into the department.
- Advising on teaching objectives, and supporting, performance and development of departmental colleagues. This may include CPD recommendations.
- Complete regular book and marking audits within the department.
- Advising on expenditure, especially regarding new development.
- Ensure a safe and healthy environment for both staff and pupils, and full compliance with health and safety requirements.
- Ensure department documentation is up to date.
- To bear in mind the Christian ethos that underpins the life of the school community and bring its values into the classroom.

Teaching Responsibilities

- To teach pupils within the school.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- To have a clear knowledge of the individuals in their class and differentiate accordingly. This should mean both their individual learning needs as well as their individual personality
- To plan lessons clearly and within the departmental scheme of work.
- To mark work regularly and promptly, in line with departmental and school marking policies and review, monitor, and keep clear and full records of pupils' progress.
- To insist upon high levels of behaviour and respect for others in the classroom.

Job Description

The HoD has the following responsibilities to the department and colleagues:

- To be a subject expert who regularly updates their knowledge to stay 'current' in their subject.
- Develop and maintain an academic extension and enrichment programme for the pupils in the department.
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.
- Guiding, supporting, mentoring, and assessing colleagues with a view to their professional development.
- Take initial responsibility for the pastoral care and wellbeing of all department staff. Allocation of teach including ICT, and seek opportunities for collaboration and joint working with others beyond the department and beyond the School.
- Monitoring of marking, record-keeping, communication, and implementation of Learning Support profiles across the department.
- Chairing weekly department meetings, drawing up agendas and seeing that minutes are completed and shared with the Director of Studies.
- Monitoring, implementing, and reviewing strategies to improve pupils' performance and progress across all year groups.
- To ensure the best possible pupil experience, through the fulfilment of the Schools responsibilities concerning pupils in respect of their admission, instruction, progress, and external examination.
- Creation, marking, and moderation of internal and entry examinations.
- Selecting, ordering, issuing, collecting, and stock-taking of textbooks and equipment.
- Ensure that School equipment/facilities under the department's control are properly maintained by monitoring the fabric of the department and requesting improvement or repair where required.

Budgetary control:

- Take responsibility for devolved budgets and comply with School financial regulations.
- Manage income and expenditure in order to promote financial sustainability.
- Ensure adherence by all Departmental members, with School Financial Regulations and other financial operating procedures and regulations.
- Observe colleagues teach and engender culture of peer-observation, excellence, co-operation, and respect both within and beyond the department.
- Attendance at Heads of Department meetings and HMC/East Anglia Group meetings.
- Fostering cross-curricular relationships across the school, and between schools including feeder prep schools and local maintained sector schools.
- Support department colleagues to ensure that both compliance and GDPR guidelines are followed within the department.
- Support pupils in preparation of UCAS applications, including to the most competitive universities.
- Manage the department's tracking of pupil progress through data, including data management, understanding, interpretation, and inference of the information.

Safeguarding Responsibilities

- To have read the School's Child Protection Policy and updates to this policy as required by the School.
- To adhere at all times to the School's Child Protection procedures and to undertake responsibility to safeguard pupils.
- To be aware of and adhere to at all times the School's Staff Behaviour and Code of Conduct and confidentiality.
- A duty to report and discuss any concerns about the safety of children and their wellbeing to the Designated Safeguarding Lead (DSL).
- A duty to report any low-level concerns about colleagues to the Designated Safeguarding Lead (DSL).
- To be informed and trained to an appropriate level and to complete mandatory safeguarding training as required by the School.

General Responsibilities

- To contribute to the pastoral care of the pupils, including weekly duties in houses.
- To contribute to extra-curricular activities.
- To refer to and adhere to all Health and Safety procedures and policies as appropriate and other legislative requirements as required, carrying out duties by working in a safe and organised manner.
- To ensure that a safe / secure environment exists for pupils / staff and customers and meet requirements under the Health & Safety at work Act 1974 and C.O.S.H.H.
- To uphold the provisions of data protection legislation, the School's Data Protection Policy, and other related policies.
- Understand and be mindful of the School Acceptable Use Policy and Staff ICT & Social Media Guidelines.

Person Specification

Criteria	Essential	Desirable
Qualifications	<p>Good honours degree. Relevant teaching experience. Have a very strong academic record and standing. Have a very good understanding of the academic disciplines within the department. Ability to teach DT to A level/Oxbridge level.</p>	<p>PGCE, QTS or equivalent teaching qualification.</p>
Experience	<p>Capacity to be efficient and organised, flexible, and adaptable to changing circumstances. Ambition, drive, and high expectations. Active in own development and uses personal reflection to learn from experiences. Ability to manage time, prioritise workload, and reliably meet responsibilities. The ability to work in a busy environment and meet deadlines and develop new skills. Be able to develop existing skills and seek advice from a variety of sources. Be willing and able to exercise judgement and take risks.</p>	<p>Experience as a tutor/form teacher. Experience of running extra-curricular clubs/societies. Experience of marking public examinations. Experience of leading a team of peers</p>
Skills	<p>Ability to work on your own initiative and as part of a team. Well-developed communication, listening, and interpersonal skills. Ability to motivate pupils to reach their full potential. Ability to manage staff (particularly important for training and development). Ability to deal positively and constructively with pupils, colleagues, and parents at all levels. Have very good ambassadorial and diplomatic skills. Have excellent delegation skills. Have the ability to engage constructively with people. Good digital hygiene. Ability to form professional relationships with children.</p>	
Knowledge	<p>Excellent pedagogical knowledge and skill Good working knowledge of IT including the Microsoft Office suite.</p>	

How to *Apply*

If you are interested in applying, please submit a completed application form including covering letter addressed to the Head, to the Recruitment Team (recruitment@theleys.net), The Leys School, Cambridge, CB2 7AD by 09.00am on 5 November 2025. Interviews will be held 12/13/14 November 2025.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details.



Benefits

Join us and experience a fulfilling career in an inspiring environment where your growth, wellbeing, and sense of community are our top priorities.

Fee Remission

Generous fee remission (The Leys School and St Faith's), subject to the normal admissions criteria (pro-rata for part-time staff).

Remuneration

Competitive salaries and a choice in excellent pension schemes (including the Teachers' Pension Scheme for our Teaching colleagues) with generous employer contribution. We are proud to be a Living Wage employer.

Meals

Three-course lunch from Monday to Saturday and an evening meal on duty evenings. Our meals are mainly homemade on site using locally sourced ingredients and served in the beautiful and newly renovated Dining Hall.

Location

Stunning city centre location with free parking, access to electric charging, secure bike parking and a Cycle to Work scheme.

Cambridge University Botanic Gardens

Complimentary use of a visitors pass to the beautiful Botanic Gardens (a two-minute walk from the School).

Wellbeing

Enjoy a complimentary hot lunch when working, prepared by our professional culinary team. Plus, benefit from membership of the Sports Complex including free staff swimming, and access to a comprehensive Employee Assistance Programme that provides a wide array of resources and support services for staff and their immediate family (terms and conditions apply).

Community

A supportive and friendly community, with regular social events and the chance to join in extra-curricular activities. Staff can also attend internal productions in our theatre (Great Hall) or external productions hosted by visiting companies (note that external companies may charge for these events).

Professional Development

Opportunities for staff development, including regular INSET and CPD, membership of our on-site library, and funded attendance at relevant external training events.

Extended Holidays

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



Please note that colleague benefits which are non-contractual may be subject to review and change at any time.





THE **Leys**
C A M B R I D G E