



St Swithun's
WINCHESTER

Head of Design and Technology

Required from September 2026
or January 2027
Full time





St Swithun's
WINCHESTER

Welcome from the Headmistress

Thank you for your interest in St Swithun's!

We are proud to be a High-Performance Learning School and a member of the Fellowship of World Class Schools.

The High-Performance Learning philosophy is that:

- **High achievement** is an attainable target for everyone;
- **Intelligence** is not fixed; we can all become cleverer;
- **High performers** are made, not born, they work for it.

HPL involves the systematic and explicit encouragement and empowerment of students to develop the ways of thinking and ways of behaving that will equip them for success both in school and beyond. It is the cornerstone of our philosophy.



Jane Gandee, Headmistress

We are also a girls' school and as such we expect and support all our students to **enjoy and excel** in a range of subjects and activities according to their interests and not their gender. We seek to be free from unhelpful stereotyping and to offer genuinely limitless education.

Further, we are a high trust community, and we try always to behave with a seriousness of intention and a lightness of touch. We believe the best of staff and students and often see our expectations exceeded and a joke cracked along the way.

If this short introduction resonates with you, we will very much welcome an application from you.





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Our school

St Swithun's School, Winchester is a leading GSA and HMC school offering day, weekly boarding and full boarding for 500 girls aged 11-18. The senior school has six boarding houses for full and weekly boarders, with separate houses for those in their first year and those in the upper sixth. There is also an adjoining IAPS Prep School for girls aged 3-11 with a co-educational pre-school.

The girls benefit from excellent teaching, sporting and recreational facilities. St Swithun's is academically selective and regularly appears in the top 30 schools in the national league tables.



Our Location

The school is set on a campus of 45 acres overlooking the Hampshire Downs and within the South Downs National Park. The school is within walking distance of the centre of Winchester, and less than an hour from central London.

Winchester and its surrounding areas offer outstanding local cultural, historical, sporting and entertainment opportunities in addition to fantastic access to outdoor pursuits. Southampton, Portsmouth, Salisbury and Bournemouth are all easily accessible on public transport.



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Our ethos

St Swithun's is an appropriately academic school which means that we celebrate intellectual curiosity and the life of the mind, but not to the exclusion of all else. We expect our pupils to develop individual passions and through them to acquire a range of skills and characteristics. These characteristics will include a willingness to take risks, to question and to debate, and to persevere in the face of difficulty. In the words of Samuel Beckett: "Ever tried. Ever failed. No matter. Try again. Fail again. Fail better." If a girl can immediately excel at everything, we ask of her, we as educators must set the bar higher.



We want all pupils to learn about life beyond the school gates, to appreciate the rich variety of our world, to develop an understanding of compassion and to value justice. We encourage all pupils to become involved in fundraising and community work. They should appreciate how their decisions and their actions can affect those around them.

By the time, a pupil leaves St Swithun's she will be well-educated, courageous, compassionate, committed and self-confident with a love of learning, a moral compass and a sense of humour.



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Our community

St Swithun's was founded in 1884 by Anna Bramston, daughter of the Dean of Winchester, and Christian values underpin our approach to education. We provide a civilised and caring environment in which all girls and staff are valued for their individual gifts and encouraged to develop a sense of spirituality and of kindness. We believe that kindness and tolerance are at the heart of any fully functioning community. Our staff are friendly and supportive, and the school is committed to supporting the wellbeing and professional development of its employees.



The school is committed to maintaining the vision of its founder by offering bursaries for girls who would otherwise not have the opportunity of a St Swithun's education.



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Our facilities



School buildings are modern and well equipped. As well as academic classrooms and science labs, there is a magnificent performing arts centre with a 600-seat auditorium, a music school, an art and technology block, sports halls and a full-size swimming pool.

We have recently started the first phase of a major project to create new indoor sports facilities. Information about our Active Lives project can be found [here](#).

There is an impressive library, higher education and student guidance department and ICT facilities. The grounds are spacious and encompass sports fields, courts and gardens.

The School is registered as a Company Limited by Guarantee and as a charity and has a wholly owned subsidiary company (St Swithun's School Letting Company Limited).

A separate charity, [Bramston Foundation](#), looks after our transformational bursary programme.



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Design and Technology

Department Overview

At St Swithun's all students are taught Design and Technology in Key Stage 3. The subject is an option for GCSE (currently the Cambridge International IGCSE in Resistant Materials) and A Level (AQA Product Design).

Students learn basic manufacturing skills using hand tools and machines, progressing to computer-aided design and manufacture. They evaluate designs, test products and accept that not getting things right first-time is part of learning. They apply skills learned in other areas of the curriculum to solve design problems.

Students work on projects individually and collaboratively, learn to manage a budget and develop awareness of health and safety and environmental impacts. They are encouraged to be creative, original problem-solvers.

Design and Technology is taught by the head of department and a part-time teaching colleague. The department has generous specialist facilities and benefits from the support of a department technician and several volunteer helpers.

The department also provides some support to the prep school head of art and design to deliver specific projects.

St Swithun's students compete in local and national design and engineering competitions. The school recently marked 25 years of participation in the Greenpower electric car racing challenge. This popular co-curricular activity involves working as a team to design, construct and race a battery-powered vehicle around motor-racing circuits. The head of design and technology oversees this activity, which involves significant commitment at weekends to visit racetracks around the country.



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Head of Design and Technology

Role overview

The head of Design and Technology is responsible for the overall delivery of the D&T curriculum at all levels. They will organise systems of appraisal and monitoring according to the school model, and the administration of assessments and mock exams, with cross-marking where appropriate. They are also responsible for health and safety in the department, ensuring that systems and practices conform to the relevant legislation, guidance and best practice.

Heads of department are responsible for providing professional leadership and management, generating enthusiasm and demonstrating and encouraging good practice within their subject area. They have a responsibility to monitor standards, to ensure high quality teaching, high standards of learning and achievement for all pupils and the effective and safe use of resources.

The head of D&T is responsible for the promotion of the subject, be that during open days, school competitions or by sharing departmental successes and events with the wider school community. It is the responsibility of the head of D&T to ensure that St Swithun's is known for the high quality of the department's examination results and its excellent and innovative teaching, as well as providing challenge and support for students.





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Head of Design and Technology

Head of Department continued

Heads of Department are expected to:

- Provide strategic leadership, creating a positive climate of learning and confidence in teaching
- Foster a collaborative team in which responsibility is delegated and shared
- Plan and manage pupil learning to ensure curriculum coverage, continuity and progression for all pupils, including those with Special Educational Needs and the most able
- Evaluate and assess pupil progress and achievement in their department
- Assess and evaluate national, local and school data to inform planning
- Use data from previous years or other schools to optimise progress for pupils
- Monitor and evaluate the work of staff within their department
- Plan and set expectations for pupils and staff in relation to standards of pupil achievement and the quality of teaching
- Be actively involved in the development and review of departmental and school policies and procedures
- Maintain good relationships with parents and the wider community
- Contribute to the recruitment and assessment of prospective pupils through Open Days, visits, marking Common Entrance, Sixth Form and other examinations, interviews, etc.



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Head of Design and Technology

Subject teachers are expected to –

Have knowledge and understanding of:

- The relevant aspects of the school's subject curriculum and I/GCSE and A-level specifications.
- Progression in their specialist subject, including before their specialist age range.
- Subject-related questions which pupils raise, and pupils' common misconceptions and mistakes in their specialist subject(s).

Plan and set expectations by:

- Identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Having appropriate and demanding expectations for pupils' learning and motivation; setting clear targets for pupils' learning, building on prior attainment.
- Identifying pupils who have special educational needs and know where to get help to give positive and targeted support.
- Being familiar with the contents of the Staff Handbook and school policies, especially Child Protection, Anti-bullying and Behaviour and Discipline; Staff Duties and Expectations.

Manage resources by:

- Working with colleagues to select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Establish good relationships with parents and the wider community by:

- Knowing how to prepare and present informative reports to parents and how to conduct a meeting during the designated Parents' Meetings.
- Recognising that learning takes place outside the school context and providing opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understanding the need to liaise with those responsible for pupils' welfare within the school (form and house staff, health centre sisters and chaplain, deputy heads or headmistress).



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Subject teachers are expected to –

Teach and manage pupil learning by:

- Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Assess and evaluate progress by:

- Assessing how well learning objectives have been achieved and using this assessment for future teaching.
- Marking and monitoring pupils' class and homework in accordance with the School Marking and Assessment Policy and providing constructive oral and written feedback; setting targets for pupils' progress.
- When applicable, understanding the standards expected of pupils in relation to the lower school curriculum, I/GCSE and post-16 courses.

Manage their own performance and development by:

- Understanding the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understanding their professional responsibilities in relation to school policies and practices.
- Setting a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluating their own teaching critically and using this evaluation to improve their effectiveness.



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Subject teachers are expected to –

All teachers are involved in specific activities within the school and their departments, for example:

- Contributing to teaching and curriculum planning under the direction of the head of department
- Undertaking regular marking and assessment, recording and reporting of pupil progress.
- Contributing to the preparation and marking of exams, preparation of new courses, setting, marking and moderation of coursework and the maintenance of cross-curricular links.
- Participating in the professional review and appraisal process.
- Attending Departmental, Staff and Parents' Meetings.
- Keeping up to date with developments in their subject and teaching as a whole through continuous professional development and INSET.
- Peer observation and tracking pupil progress.
- Setting and/or teaching work for an absent colleague in an emergency.
- Undertaking the role of Form tutor or Housemistress.
- Sharing responsibility for the implementation of all the school's policies and procedures, particularly;
 - The behaviour and discipline of pupils.
 - The professional duties and expectations of teachers.
 - The health and safety of all.
- Performing other occasional duties that may reasonably be required by the Headmistress.



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Person specification

In making an appointment at St Swithun's we look for the person who, at interview and by virtue of their qualifications, best demonstrates that they:

- are well qualified and knowledgeable within their subject area.
- have a relevant teaching qualification, or strong desire to work towards this.
- have good communication skills.
- are enthusiastic, self-motivated, and committed to helping all for whom they have responsibility to achieve the best possible standards.
- have the ability to inspire and promote confidence and foster an enjoyment of their subject.
- can form and maintain good professional relationships.
- take an active interest in current developments within their subject area and wider educational issues.
- have a willingness to participate in new initiatives where appropriate.
- have a commitment to their own continuing professional development.



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Terms and conditions and application process

TERMS AND CONDITIONS

This is a permanent, full-time role with a start date of either September 2026 or January 2027.

St Swithun's has its own competitive pay scale plus a range of other employee benefits including:

- Comprehensive private medical insurance
- Choice of TPS or generous DC pension scheme
- Free membership of the school swimming pool and free or heavily subsidised access to a range of activities on site including yoga and strength and conditioning
- Discount on school fees
- Refreshments whilst working and free lunch in the dining room during term time
- Access to an employee assistance programme

APPLICATION INFORMATION

The closing date for applications is 9am, Monday 11 May 2026.

Please complete our online application form which can be found [here](#).

For any queries about the role or the application process, please contact

Rachel Nicholls, executive assistant:

Telephone: 01962 835 701

Or email: recruitment@stswithuns.com

Website: www.stswithuns.com

Applications will be considered as they are received, and we reserve the right to close applications before the closing date.



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Child protection and safeguarding

“St Swithun’s is committed to safeguarding and promoting the welfare of children.

All staff are expected to share and support this commitment, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.”

Child Protection Statement

- Every child has the right to freedom from physical, racial, sexual, verbal or mental abuse (this includes bullying and intimidation). Our overriding aim is the protection of the individual child within the school.
- We require staff to be fully aware of what child abuse is and the different forms in which it may present itself, and of their duties in respect to child protection.
- We will provide adequate training (both as part of an induction and an ongoing process) in recognising abuse, and what to do if abuse is suspected.
- We are committed to maintaining good communication within the School on child protection issues and to following recognised procedures.
- The Head ensures that the recommended procedures are followed when recruiting staff.



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Equal opportunities

St Swithun's welcomes applications from candidates from a diverse range of backgrounds. The school will recruit predominantly based on an applicant's relevant skills, experience, capabilities and potential for development. The ability to work collaboratively with others will also be taken into account.

St Swithun's is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills free from unlawful discrimination or harassment, and in which all decisions are based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act).

We do not discriminate unlawfully on the basis of age, disability, marital or civil partner status, race (including nationality, ethnic or national origin), religion or belief, sex or sexual orientation, gender reassignment or pregnancy or maternity (defined in the Equality Act 2010 as protected characteristics).

If you have questions about our recruitment processes, or would like any support to access our recruitment process fully please do contact us at

recruitment@stswithuns.com.



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Explanatory notes

Application Form

Applications will only be accepted from candidates completing the enclosed application form in full. CVs will not be accepted in substitution for completed application forms.

Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see the job description for the post.

Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

The successful applicant will be required to complete a disclosure application form from the Disclosure and Barring Service.

In accordance with government guidelines, we will seek references on shortlisted candidates for teaching and some other posts, and approach previous employers for information to verify particular experience or qualifications before interview. In other cases, if this has not been done, any offer of a post will be conditional upon receipt of satisfactory references.

References should be from the applicant's current or most recent employer. If the current/most recent employer does/did not involve work with children, then the second reference should, if possible, be from the employer with whom the applicant most recently worked with children. Referees should not be a relative or someone known to the applicant solely as a friend.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children, but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although they may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons. The School will only accept references obtained directly from the referee and will not rely on references provided by the applicant or on open references or testimonials.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or DfES Children's Safeguarding Operation Unit.



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Explanatory notes

Invitation to Interview

If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas, etc.). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body. All candidates invited to interview must also bring with them:

At least two forms of identification, i.e. current driving licence (including photograph), a passport, a full birth certificate or marriage certificate, a utility bill or financial statement showing the candidate's current name and address. These must be issued within the last three months and provide verification of address. Documentation confirming their national insurance number, where appropriate, any documentation evidencing a change of name.

Please note that originals of the above are necessary – photocopies or certified copies are not sufficient.

Any offer to a successful candidate will be conditional upon:

- Receipt of at least two satisfactory references (if these have not already been received).
- A check of the DfES barred list database, and the Protection of Children Act List as appropriate.
- A satisfactory DBS disclosure.
- Where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as the school may require in accordance with statutory guidance.
- Satisfactory completion of the probationary period.
- Verification of medical fitness appropriate for the job's requirements.
- A written declaration that neither they nor anyone in their household is disqualified from working with children.
- Verification of professional status, such as GTC registration, QTS Status (where required), NPQH.
- Verification that the teacher/applicant is not subject to a prohibition order issued by the Secretary of State.
- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999).



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