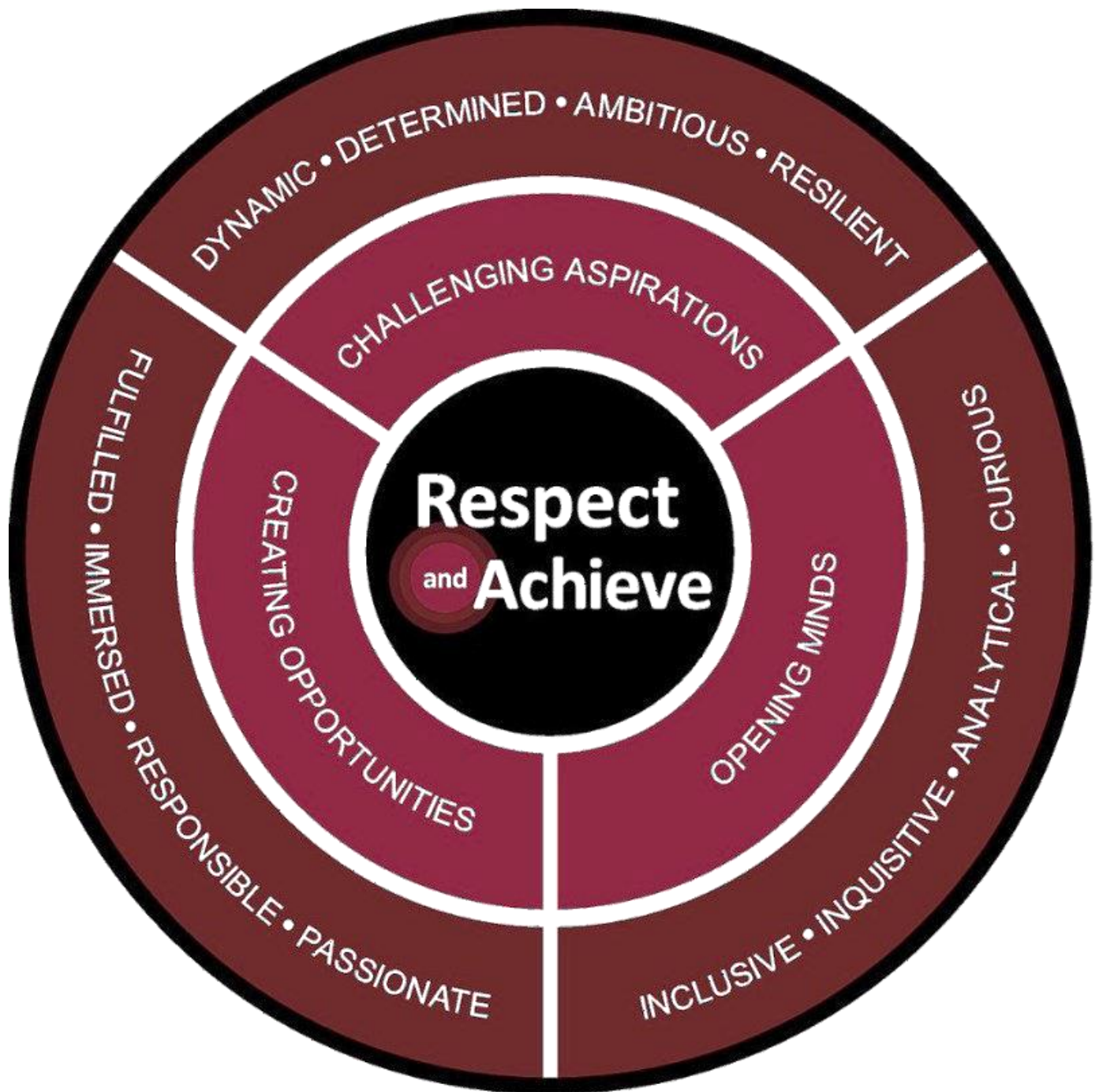






Glebelands
Respect and Achieve



a member of

Learning Partners
academy trust



Head of Department Welcome

Thank you for your interest in Glebelands School and our Design & Technology Department. I am delighted that you are considering applying for this position and hope this brochure gives you a flavour of what makes our department such an exciting, supportive and rewarding place to work.

We are a friendly, collaborative and enthusiastic team comprising four full-time teachers, two part-time teachers, an ITT apprentice and two experienced part-time technicians. Together, we are committed to delivering engaging, high-quality lessons across Design & Technology and Food & Nutrition that inspire creativity, develop practical skills and encourage students to become confident, independent and thoughtful designers and makers.

Collaboration is at the heart of our department. Through regular teaching and learning meetings, curriculum planning and the everyday conversations that happen over a cup of tea in the department, we share ideas, resources and best practice. We value the expertise and contribution of every member of the team and actively support one another to develop our practice and improve outcomes for our students.

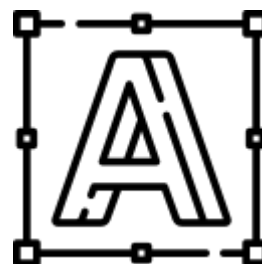
Whether you are an Early Career Teacher or an experienced practitioner, you will be welcomed into a department that values innovation, professional growth and teamwork. We encourage colleagues to bring their own ideas, contribute to curriculum development and play an active role in shaping the future direction of the department.

We are fortunate to have outstanding facilities, well-equipped workshops and dedicated technician support, providing an excellent environment in which both staff and students can thrive. Our curriculum offers students opportunities to design, make, experiment, problem-solve and develop practical skills across a range of disciplines. Beyond the classroom, there are also opportunities to contribute to our thriving extra-curricular provision, including popular after-school clubs and the wider Thrive programme.

This is an exciting opportunity for an ambitious, passionate and committed teacher to join a high-performing department within a successful and supportive school. The successful candidate will share our commitment to excellence, embrace the school's values and contribute to an ambitious curriculum that enables every student to flourish, both academically and personally.

We hope this brochure provides an insight into our department, our students and the opportunities available at Glebelands School. We look forward to receiving your application and, ultimately, to welcoming the successful candidate to our team.

Miss Jones
Head of Design & Technology



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Design & Technology Department Vision Statement

CREATE. CHALLENGE. CRAFT.

Think creatively. Solve boldly. Make skilfully.

At Glebelands, Design & Technology develops creative thinkers, skilled makers and confident problem-solvers who are equipped to shape the world around them.

Design & Technology is an ambitious, creative, practical and academic subject. Through designing, making, testing and evaluating, students develop the knowledge, skills and confidence to respond creatively to real-world problems and challenges.

Across Design & Technology and Food & Nutrition, students learn to make informed decisions about materials, ingredients, processes, technologies, nutrition, sustainability and the needs of others. They develop an understanding of how creativity, science, mathematics, engineering, computing and the wider world connect through design and making.

We value knowledge alongside practical application. Students are encouraged to question, experiment, take considered risks and learn from mistakes. They develop resilience, independence and resourcefulness, understanding that successful outcomes come through challenge, refinement and perseverance.

We want every student to experience the satisfaction of creating something purposeful, making it well and having the confidence to improve it. Whether designing a product, developing a solution or preparing food, students learn to take ownership of their work and understand the impact of their choices on themselves, others and the wider world.

Our Design & Technology learners leave Glebelands ready to:

- **CREATE** – use imagination, knowledge and creativity to develop purposeful ideas
- **CHALLENGE** – think critically, solve problems, take risks and persevere
- **CRAFT** – apply practical skills with precision, independence and pride to create and refine high-quality outcomes



CREATE.

Think creatively.



CHALLENGE.

Solve boldly.



CRAFT.

Make skilfully.

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About the Design & Technology Department

The Design & Technology department is a hugely successful department situated in its own building where it is home to five disciplines:

- Food Preparation & Nutrition
- Hospitality & Catering (GCSE only)
- Papers & Boards (Graphics)
- Timbers
- Textiles
- Art/Textiles (GCSE only)

Each teaching room is set up with a docking station for staff laptops, sound system, projector and visualiser to support the delivery of a lesson. Each specialist room are well equipped with a range of up to date bespoke tools and machinery which enhances our students experience by underpinning their learning.

Curriculum Delivery Structure

Key Stage 3:

- In Year 7 and 8 each discipline is timetabled for one 50 minute lesson and one 100 minute lesson per week and are placed in a 10 week rotation. This provides class sizes of around 22 students on average.
- In Year 9 each discipline is timetabled for two 100 minute lessons a week and are placed in a 5 week rotation. Within this carousel Art, Drama and Mixed Media are also placed to provide class sizes of around 24 students on average.

Key Stage 4:

- In Year 10 and 11 each discipline is timetabled for one 50 minute lesson and one 100 minute lesson per week. The department is a very popular option with all disciplines having a GCSE class and class size is on average 22 students.



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Food Preparation & Nutrition

Department Staff

- Mr David Nibloe (F/T) – Lead Teacher
- Mrs Naomi Albrecht (P/T)
- Mrs Caroline Bradbury (Technician)

Facilities

- Two fully equipped food practical rooms
- Dry food store
- Consumables dry store
- Laundry room equipped with washing machines and condenser tumble driers
- Student coat and bag racking area
- Office areas

Key Stage 3 Curriculum Overview

Each year sees a progression of practical skills.

Year 7 focuses on food hygiene and safety before moving on to nutrition and healthy eating underpinned by the Eatwell Guide.

Year 8 has a focus on shopping and budgeting, recipe modification and scientific functions are reflected in practical work.

Year 9 has macronutrients and scientific functions as a core before a mini-project responding to a brief.

Key Stage 4 Curriculum Overview

GCSE Food Preparation & Nutrition focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food.

Exam board: AQA - <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Key Stage 4 2026 Results: 94% SVA +1.65

Level 1/2 Hospitality and Catering focuses on the skills needed to follow a career in industry. Topics such as nutrition and menu planning are covered alongside legislation and health and safety.

Exam board: Eduqas—https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments

Key Stage 4 2026 results: 69% SVA +0.74



Curriculum Map





Curriculum Map

Year 11	Art Textiles 2nd Term – Structures, Artists – Issey Miyake and Gareth Pugh Final outcome – Pupil led, made during Mock exam. 3rd Term – Externally Set Assignment. Artists – Pupils own choice. Final outcome – Pupil led, constructed during April GCSE exam D&T Paper & Board / Timbers Non Examined Assessment (NEA) consisting of: Investigation, Designing, Development, Manufacturing, Evaluation.
Year 10	Art Textiles 1st Term – Seascapes, Artists – Carolyn Saxby and Sayuri Sasakura Hermann. Final outcome – Coral wreath. 2nd and 3rd Term – Independent seascapes project Artists – Pupils own choice Final outcome – Fashion inspired by seascapes D&T Paper & Board / Timbers New & emerging technologies, Smart materials, Materials types (Textiles, Timbers, Papers & Boards, Polymers, Metals), Mechanisms, Electronics, Programmable components, Environmental Social and Economic challenges, Looking at the work of others, Maths in D&T
Year 9	Knowledge Sublimation Mechanical fixings LCA of timbers/polymers Properties of Core materials Adhesives Practical Skills Modelling, Prototyping CAD - Photoshop Rendering techniques Product Analysis Cutting, shaping and assembly of core materials Isometric sketching
Year 8	Knowledge Fast Fashion, Sustainability Properties of Core materials Life Cycle Analysis (LCA) Sublimation Movement, levers, cams Practical Skills Designing for a client Isometric sketching, Nets CAD Sawing/shaping wood Drilling wood/metal/polymers Sawing/cutting deforming sheet metal
Year 7	Knowledge Sources of fibres Yarns, woven fabrics Timbers, Polymers Computer Aided Design (CAD) Health & Safety Practical Skills Machine sewing, Applique, Seams, Zips, Embroidery. Programmable Components Computer Aided Manufacture (CAM) Use of hand tools and workshop machinery Isometric sketching



Design & Technology

Within the multi disciplined department there are specialist teachers, however all teaching staff are able to teacher all the material areas and across both Key Stages.

- Graphics
Specialist teacher Miss Olivia Treverton-Jones, F/T
- Timbers
Specialist teacher Miss Katherine Door, P/T
Specialist teacher Mr Hearn Apprentice F/T
- Textiles
Specialist teacher Miss Emily Lloyd, F/T
- Mr Paul Urguhart (Technician, P/T)

Communal Facilities

- CAD/CAM equipment
- A2 laser printer
- A3 laser printer and scanner
- Staff toilets

Key Stage 4 Curriculum Overview

Exam board: AQA (Timbers/Papers & Boards)

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification>

Exam board: AQA (Art Textiles)

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/textile-design>

Key Stage 4 2026 Results:

- **Design & Technology 88% SVA +1.65**
- **Art/Textiles 78% SVA +0.29**





Paper and Boards (Graphics)

Facilities

- 30 suite of high-spec computers
- Section of tables and chairs
- Large storage cupboard
- Communal A3 colour laser printer and scanner
- A3 sublimation printer
- A3 flat heat press
- Cylindrical heat press
- A2 vinyl cutter
- Badge press
- Corner sink and storage

Key Stage 3 Curriculum Overview

The curriculum has been designed to scaffold knowledge, understanding and application in a practical learning environment. Students are introduced to two CAD software packages, 2D Design in Year 7 and 8 and Photoshop in Year 9. These are used together with theory to strengthen practical outcomes.

Year 7: Board Game Project

The project focuses on introducing the use of CAD (2D Design) to create a board game (counters, board and packaging) to meet the need of a given context. Theory covers knowledge and application linked to papers and boards including: lifecycle analysis and properties of paper and board.

Year 8: Clock and Packaging

The project focuses on developing drawing skills and the use of CAD (2D Design) to create a clock and packaging in the style of a chosen graphic designer. Theory covers knowledge and application linked to polymers and papers and boards including: lifecycle analysis and giving depth responses on material identification and properties for polymers and papers and boards

Year 9: Promotional Confectionary

Students use CAD to design a seasonally themed chocolate wrapper and develop a light-up, line-bent acrylic LED display stand to promote their product. The project combines creative design development with practical skills, supported by theory on the identification and properties of paper and board materials.



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Timbers

Facilities

- A fully equipped workshops
- Traditional hand tools (coping saws, tenon saws, files, planes...)
- Traditional machinery (bandsaw, pillar drill, fretsaw, metal lathe, wood turning lathe...)
- Power tools (drills, router, orbital sanders...)
- Large, well stocked store
- Specialist machines (power hacksaw, circular saw, grinder...)
- Dedicated metal work area, including sand casting



Key Stage 3 Curriculum Overview

Year 7: Sea, Sail and Store Projects

Students will be introduced to and develop their practical skills within the workshop using hand tools and machinery across three design and make tasks. Students will work across two material areas: polymers and timbers. Students will design to set contexts; learning to problem solve and design for others needs & wants.

Year 8: Light and Movement Projects

Students develop their understanding of types of movement and levers before manufacturing a small mechanical toy made from timbers. Students will consider religious/cultural design by developing a candle holder that reflects a chosen celebration, this will allow students to develop their practical skills working with manufactured boards and sheet metal.

Year 9: Egg Houses

The project focuses on developing a wider range of practical skills using timber to include sawing, drilling and joining as well as a greater emphasis on accurate marking out of materials. Students build on prior knowledge of the design cycle and justify any additional manufactured features through research and design linked to a chosen user.





Key Stage 4 Outcomes



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Textiles

Facilities

- 15 Janome Sewing machines
- 2 Janome Embroidery machines
- 3 Janome Overlockers
- A3 Heat Press
- Design Tables
- Facilities for screen printing, batik, felting and marbling
- Two sinks and fabric storage cupboard

Key Stage 3 Curriculum Overview

In Textiles students are taught to be confident on using the sewing machine from the outset. By building their skills over the Key Stage they add to a portfolio of more and more challenging techniques to draw upon when designing and making.

Year 7: Phone Pillow and Pencil case

To ensure confidence and a positive outcome from the start, students create a phone pillow with a CAD (2D Design) sublimated print. Developing on these skills students make a pencil case with applique and machine embroidery, using upcycled jeans to focus on sustainability.

Year 8: Corner Shop Soft Sculptures

Looking at the work of artists Lucy Sparrow and Claes Oldenburg pupils develop their technical skills to create a soft sculpture of food packaging typically found in a corner shop.

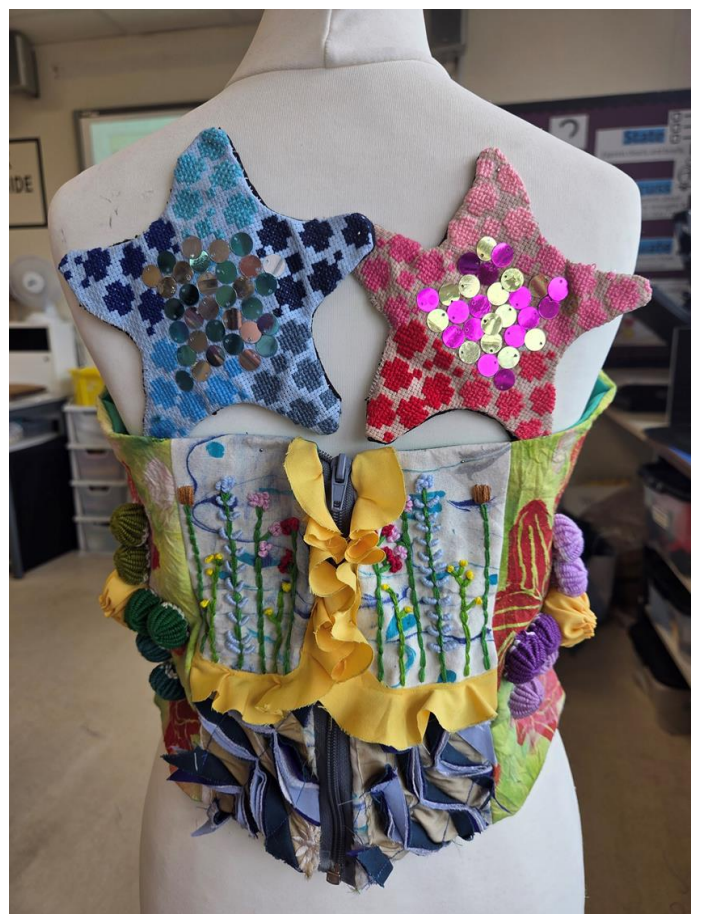
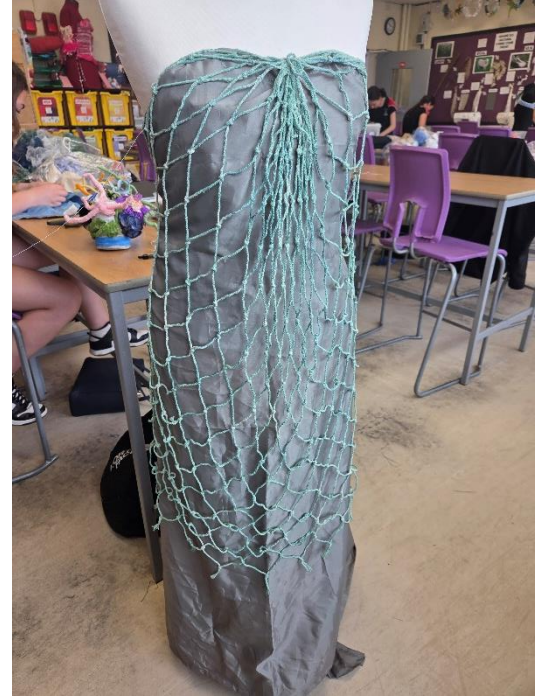
Year 9: Koinobori

Year 9 students are given experience of a project more aligned to Art Textiles GCSE. They study different Textiles artists, and use their work to inspire them to use new techniques such as batik and couching.





Key Stage 4 Outcomes



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What our students said when asked to finish the sentence

'I like Design & Technology because....'

'Of the skills we learn from the practicals of D&T in all rotations.'

'It keeps me entertained/ productive and also offers me time to work with/meet new people.'

'There is freedom for what you want to make.'

'It is all about your ideas and not being told what to do.'

'You can show your creativity in a project and be proud of it. And plan a project and make it come to life.'

'It is a more fun lesson style than usual.'

'There's lots of practical lessons and more freedom in ideas of what designs you want to do than in other lessons.'

'I like D&T because of the teachers!'

'It allows you to be creative. You get to make many things throughout Textiles, Graphics, Timbers and Food! It is really fun!'

'It is fun and interesting and you learn new things.'

'It lets me learn skills that I wouldn't usually learn in other lessons. It also offers more options for future jobs.'

'It is practical and practical is interesting to do.'

'I feel it actually will help me in my later life and I like all the teachers.'

'You don't do the same D&T for the whole year, you do different D&Ts every half term. It is also fun because you do lots of practical work.'

'I enjoy all of the practical aspects. I also like D&T because I can push and challenge myself in all of the things I can create.'



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