



## **The Crypt School Design, Art and Technology (DART) Faculty**

The Design and Technology rooms currently consists of four specialist rooms, which are partly interconnected and sit next to the two Art rooms and the Textiles room. One DT room is mainly dedicated to graphics and design based work with desktop computers. It also houses the laser cutter. The second DT room is a smaller multi-function work space – partly used for design work and as a workshop for electronics and light practical tasks. The main workshop is used for multi materials and accommodates a range of machinery. This sits next to the Food room.

At KS3, pupils are taught in groups of 18 to 21. DT groups in Year 7 are rotated between 3 DT specialists to allow students to experience grounding in a variety of DT based skills, and banded with Art in Years 8 and 9. At KS4 and 5, pupils study Design Technology, Edexcel exam board with a current focus on timbers for the materials category. Numbers at KS5 vary from year to year and are drawn from The Crypt and other local schools. Sixth form classes see a balance of both genders. Pupils are expected to achieve their highest standard of work in the faculty at all times. We operate an open door system most lunchtimes and after school much of the time.

There are five members of the teaching staff within the faculty in addition to two part-time technicians. Staff work as a team and are normally involved in teaching across the Key Stages within their specialism area. With a reputation for consistently good results in all areas, the faculty is also looking to develop to respond to changes in technology and the evolving workplace. As a consequence, we would welcome applications from those offering a contemporary skill set as well as a more traditional approach to the subject. Co-educational teaching from Year 7 has also encouraged the faculty to review its provision and again we would welcome a new member of staff to support that further. The Students in Key Stage 3 work from iPads and staff are also issued with one and are encouraged to embed its use in their delivery of lessons.

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