

## **Melbury College- Whatley Campus**

### **Food Technology and PSHE Teacher MPS/UPS SEN1 1.0 FTE**

The post requires the teacher to plan and deliver suitable education provision for the pupils in Whatley Campus. The teacher will have a lead role in co-ordinating the education provision for the pupils, teaching a broad and balanced curriculum as well as establishing and maintaining partnerships with parent/carers and local services.

#### **Job description**

The post is covered by the current Teachers' Pay and Conditions Document and the additional duties include:

#### **Particular Duties:**

A teacher is responsible for:

#### **Professional Development**

- Keep up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with Head teacher
- Evaluate their own teaching critically and use this to improve their effectiveness
- Build up a thorough understanding of their professional responsibilities in relation to school policies and practices
- Set a good example to the pupils they teach in their presentation and their personal conduct
- Participating in Performance Management arrangements

#### **Teaching and Managing Pupil Learning**

- Meet pupils' entitlement for the National Curriculum by teaching Food Technology and PSHE across Key Stages 3 and 4.
- Under the guidance of the AHT, teach the Food Technology and PSHE curriculum across the school and provide specific subject expertise to the development of practice and curriculum policies.
- Under the guidance of AHT, plan and prepare appropriately differentiated programs to meet the needs and aptitudes of each pupil setting suitably challenging targets ensuring educational programs are tailored to meet their needs as identified in their EHCPs.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Be aware of and sensitive to the particular complexities pertaining to the education of pupils with ASD/ SpLD and associated SEMH.
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Set clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual and taking into account their emotional and social needs.
- Ensure 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.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- Organise and maintain the school's teaching rooms to ensure that the organisation and display of pupils' work is designed to promote the learning and reflect their achievements.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- In consultation with the AHT, ensure that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria.
- Liaise effectively with support staff.
- Act as form tutor, providing pastoral support and having oversight of a small group of pupils
- Contribute to the wider curriculum on offer at Whatley Campus, where all teaching staff provide a wide range of Social Development Opportunities that motivate and engage our pupils

### **Monitoring and Assessing Pupil Progress**

- Assist in the schools arrangements for the assessment and monitoring of the educational functioning of the pupils and other written reports as required
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- In liaison with the AHT, assess how well learning objectives have been achieved and use this assessment for future teaching.
- Maintain full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of your tutor group
- Produce and analyse teaching group examination predictions and results as requested by the AHT/ Head teacher.
- Participate in discussions of pupil targets and progress and of the development of strategies to meet school targets
- Oversee the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- Mentor and negotiate individual targets for pupils

### **Resources within the School**

- Select and make good use of learning resources/ technology to enable teaching objectives to be met
- Ensure that stock and equipment is well cared for and economically used
- Ensure that the Food Technology classroom presents a stimulating and tidy environment
- Implement the school Health and Safety Policy
- Ensure that Health and Safety policies and practices, including Risk Assessments, throughout your lessons are in-line with national requirements.

### **Communication with Parents**

- Attend any appropriate meetings with parents
- Provide informative reports to parents
- Raise, in consultation with the Head teacher, particular concerns regarding pupils with parents

### **Internal Communication**

- Provide information required by Senior Leadership Team and SENCo
- Actively participate in school meetings

### **Staff Absence**

- Ensure that appropriate work has been set and that the resources required are available

### **Additional Specific Responsibilities**

- As negotiated with the Head of School in the interests of the pupils and of the CPD of the member of staff

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School/ Executive Headteacher
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

Be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.

To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role. To ensure that the line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

**Whatley Campus**  
**CLASSROOM TEACHER (MPS/UPS, SEN1)**  
**PERSON SPECIFICATION**

<b>SPECIFICATION</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Education/Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of further personal and professional development</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A secure knowledge and understanding of the concepts and skills essential for success for students in Food Technology and PSHE</li> <li>• A secure subject knowledge for teaching Food Technology and PSHE at KS3 &amp; KS4</li> <li>• Use of assessment and attainment information to improve practice and raise standards</li> <li>• Evidence of effective teaching experience with pupils with ASD/ SpLD difficulties across Key Stage 3 and 4.</li> <li>• Evidence of the ability to plan, assess and differentiate work and maintain effective record keeping systems.</li> </ul>	<ul style="list-style-type: none"> <li>• A good concept of recent curriculum changes</li> </ul>
<b>Skills/Attributes</b>	<ul style="list-style-type: none"> <li>• The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom</li> <li>• A clear understanding of the factors at classroom level which promote pupils progress and enhance achievement.</li> <li>• The ability to plan for progression in learning, using intervention/ differentiation as necessary</li> <li>• The ability to use assessment for learning to improve teaching and learning as well as to assess and record student progress</li> <li>• The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident</li> <li>• An enjoyment in working with young people</li> <li>• A commitment to working collaboratively within the school</li> <li>• A commitment to raising achievement</li> <li>• Effective interpersonal and communication skills with professionals, parents and pupils.</li> <li>• A high level of understanding of child protection and safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to promote good literacy and numeracy across the curriculum</li> <li>• A commitment to innovative curriculum development</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• An ability and willingness to aim, inspire and motivate all learners, including the most disengaged</li> <li>• Commitment, enthusiasm and energy</li> </ul>	

	<ul style="list-style-type: none"><li>• Commitment to own personal and professional development</li><li>• Excellent organisational skills including the ability to meet deadlines</li><li>• The ability to be a reflective and evaluative practitioner who is willing to learn and develop</li><li>• Evidence of the ability to work effectively as a member of a team.</li><li>• Willingness to contribute to extra-curricular activities</li><li>• Ability to work under pressure and determination to succeed.</li></ul>	
--	---	--