

**POST:** TEACHER OF FOOD TECHNOLOGY

**RESPONSIBLE TO:** HEAD OF FACULTY FOR TECHNOLOGY

### **JOB PURPOSE**

To provide high quality teaching and learning, to enable the effective use of resources and high standards of achievement for students, within an environment in which students feel safe, rewarded and challenged.

### **DUTIES AND RESPONSIBILITIES**

The duties and particular expectations of this post are detailed below and are in addition to those specified in the latest School Teachers' Pay and Conditions Document. All reflect the National Teachers' Standards introduced on 1 September 2012.

#### **Responsibilities**

Working with the Head of Faculty:

- To set high expectations and provide leadership in the classroom
- To ensure that high quality teaching and learning takes place in all classes as allocated by senior staff/the leadership team
- To support and participate in curriculum and faculty development
- To maintain high standards of work and behaviour
- To efficiently and effectively deploy quality resources for learning
- To assist with the assessment, recording and reporting of progress
- To provide equality of opportunity.

#### **Key Tasks**

Work with the Head of Faculty:

1. Ethos/Vision
  - To support the vision and ethos of the school
  - To promote high expectations of students throughout the faculty
  - Promote a positive climate for learning and maintain effective arrangements for managing student behaviour within the faculty.
  - To lead by example to help motivate, inspire and enthuse students in their studies
  - To encourage students to recognise their role within school and within the wider community
  - To set a good example in terms of dress, punctuality, attendance and expectations outlined in the National Teachers' Standards.
  - To uphold the school's policies, procedures and practices.
2. Planning
  - To prioritise, plan and organise the development of the subject through objective/target setting.
  - To maintain up-to-date policies on learning and teaching within the faculty, to complement school and faculty policies.

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**INCORPORATING:** Caludon Castle School, Hill Farm Primary, Kingsbury School, Foxford School and Richard Lee Primary

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- To maintain a consistent approach to lesson planning across the faculty in line with faculty, and to monitor lesson plans.
3. Curriculum
- To monitor arrangements for grouping students within the subject, and to ensure that grouping criteria help to raise attainment.
  - To ensure that teaching pays due regard to promoting equality of opportunity.
  - To share in the development of, and follow, course outlines, syllabuses and schemes for learning as agreed by the Leader of Learning/Leadership Team.
4. Learning and Teaching
- To ensure that students' special educational needs are recognised and met.
  - To promote and develop different learning styles for students.
  - To ensure effective deployment of Teaching assistants/support staff/technicians within the faculty.
  - To maintain an environment within the faculty which promotes high quality learning.
  - To promote consistent improvement in examination results.
  - To ensure good record keeping with respect to teaching and learning within the faculty.
  - To ensure home learning is set in line with the school policy.
5. Assessment/Recording and Reporting
- To make effective use of comparative data together with prior attainment data, to provide relevant information to the Leader of Learning to establish benchmarks and set targets for students and the faculty.
  - To ensure the effective use of performance data to promote achievement and ensure at least expected progress
  - To ensure the school's marking and assessment policy is adhered to.
  - To ensure that the school's recording and reporting procedures are implemented effectively.
6. Staff Development
- To participate in and support the Performance Management Policy/Staff Development policy
  - To participate in INSET activities
  - Be a group tutor/mentor
  - To attend relevant scheduled meetings and briefings as appropriate
7. Management of Resources
- To effectively and efficiently utilise all resources available
  - To support the faculty to effect change and to maximise potential.
  - To participate in the smooth running of the faculty/faculty and to assist in maintaining an effective team.
  - To be involved in extra-curricular activities
  - To undertake other duties as reasonably required by the Headteacher

8. Equality of Opportunity  
To ensure that everyone within the team and within each classroom is valued as an individual.
9. Safeguarding  
To be accountable for promoting and safeguarding the welfare of students responsible for, or in contact with.

## Person Specification

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	<ul style="list-style-type: none"> <li>Degree in Technology or a related subject</li> <li>Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent</li> <li>Recent and relevant experience of teaching Design and Technology or a related subject at secondary level up to 16.</li> </ul>	A A A	E E E
Knowledge	<ul style="list-style-type: none"> <li>Understands how to ensure effective student learning through challenging, high quality and exciting teaching</li> <li>Understands the potential of student voice and parental engagement</li> <li>Is a competent user of ICT and understands its role in enhancing learning and teaching.</li> <li>Understands the positive role of Performance Management within their own professional development.</li> </ul>	A, I A, I, R A, I A, I	E E E E
Experience	<ul style="list-style-type: none"> <li>Is an outstanding classroom practitioner</li> <li>Is a 'typically' good classroom practitioner</li> <li>Works effectively with Teaching Assistant/support staff/technicians within the faculty/department</li> </ul>	I, R I, R I, R	D E E
Skills & Abilities	<ul style="list-style-type: none"> <li>Values the contribution that students can make to their own learning.</li> <li>Likes and seeks to understand young people.</li> <li>Shares our belief that Every Child <b>Does</b> Matter.</li> <li>Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom.</li> <li>Experience of promoting positive behaviour conducive to learning, focused on raising standards</li> <li>A desire to get the best from all students, regardless of ability</li> <li>A record of achieving student progress for all students, including underachieving students.</li> <li>Ability to plan and teach effectively using a variety of strategies.</li> <li>Contributes positively in their role as a group tutor to the pastoral care of students.</li> <li>Is able to assess students' work effectively and within whole school and department guidelines.</li> <li>Is able to set and assess purposeful home learning which extends/reinforces students' learning.</li> <li>Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.</li> </ul>	A, I, R A, I, R A, I, R A, I, R  A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R	E E E E  E E E E E E E E E

	<ul style="list-style-type: none"> <li>Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times</li> <li>Is able to lead, in a variety of contexts, by example.</li> <li>Is committed to team work at all levels.</li> <li>Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.</li> <li>Understands the importance of meeting deadlines and supporting others (colleagues) to do so.</li> <li>Carries out all professional duties within whole school and department guidelines.</li> <li>Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Caludon Castle.</li> </ul>	<p>A, I, R</p> <p>A, I, R A, I, R A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>E</p> <p>D E E</p> <p>E</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> <li>Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.</li> <li>Strives constantly to better themselves as a professional</li> <li>Is able to demonstrate commitment to Trust values</li> </ul>	<p>I, R</p> <p>I, R A, I</p>	<p>E</p> <p>E E</p>
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>Motivation to work with children and young people;</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>Emotional resilience in working with challenging behaviours; and</li> <li>Attitudes to use of authority and maintaining discipline.</li> </ul>	I, R	<p>E E E E</p>
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offend Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	I, R	E

#### References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.