

Tomlinscote School



Dear Applicant

November 2022

Appointment of Food Technology Teacher (part time position)

Thank you for your interest in this post at Tomlinscote School. We are seeking to appoint a part time teacher who will join our team of enthusiastic members of staff. Tomlinscote is a successful school where you can flourish and develop your career. It is a school where you can teach effectively in classrooms with students that have a thirst to learn. Furthermore, it is a place where you will be valued, and your well-being is considered as being of great importance. We believe the most effective learning takes place when staff feel happy, supported and appreciated. If you would like to know more about the role please contact Iain Brotherton (Head of Technology) on ibrotherton@tomlinscoteschool.com.

The Food Department is part of the Design, Technology & Computing Faculty which has a strong and supportive team currently consisting of 7 teaching staff and two technicians, one of whom performs a secondary role as area administrator. The majority of D&T subjects are taught within a single, well-resourced building; however, Food Technology is delivered in two purpose built rooms, close to the main D&T building. Food is a very popular subject within the school and has seen considerable investment over the last few years, resulting in a brand new state of the art classroom being installed in September 2018

At KS3, students' work in mixed ability groups within a carousel system whereby they undertake a variety of design and make projects, experiencing the use of different resistant and compliant materials. All work is supported by a strong sense of designing and under-pinned by theoretical knowledge, from industrial practices to the use of CAD/CAM. Food at KS3 centres on food safety, nutrition and science, as well as developing a range of practical skills. At KS4, students have the opportunity to further their knowledge with a GCSE in Food Preparation & Nutrition or a Level 1/2 qualification in Hospitality & Catering.

The Department has a long tradition of extra-curricular participation and encourages the involvement of all staff and students with activities deemed outside of the timetabled curriculum. Currently students are involved in a variety of department-based clubs and frequently enter a number of STEM run competitions. We also have strong links with local industry that support the department in a variety of ways including problem solving challenges, Industry talks, sponsorship schemes or simply providing prizes for our young achievers.

All students at Tomlinscote have an iPad to enhance learning inside or outside of the classroom. Therefore, the ideal candidate will have a good grasp of technology (iPads) and be keen to develop this within their teaching. However, 1:1 training will be provided for all new staff.

Tomlinscote is a highly successful, over-subscribed mixed comprehensive school of approximately 1500 students. Our staff enjoy working here because our standards, facilities and staff well-being are excellent. Our students are a pleasure to teach and make excellent progress as shown by the positive examination data. Tomlinscote is part of The Prospect Trust which provides an opportunity to teach in a Sixth Form in the future.

Support for staff is strong. The school is fully staffed, partly because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations. We have a well-established programme of support for newly appointed staff, which enables them to settle into the school routine quickly and effectively.

As an employee of The Prospect Trust, we offer an excellent benefits package:

- Induction day
- New staff training and mentor
- Individual iPads
- 1:1 iPad support & training
- Excellent training and professional development opportunities,
- Generous Pension Scheme
- Free annual eye test
- Excellent onsite catering facility
- Discounted membership to the onsite gym
- Free counselling service.

Please contact HR department at recruitment@prospecttrust.org.uk, for further details.

The attached Job Description summarises the main responsibilities of the post. To apply, please complete the application and equality monitoring forms which are available on the school website under the vacancies section – C.V.s are not required. Please refer closely to the Person Specification when writing your accompanying 'Statement of Application'. Use a maximum of two sides of A4 to describe how your knowledge, skills and experience have prepared you for this post. Please give brief examples where possible.

Please return the application form electronically to recruitment@prospecttrust.org.uk by **Friday 2nd December 2022**.

Thank you for your interest in this post and the school. I look forward to reading your application.

Yours sincerely

Rob Major
Principal

The Prospect Trust is committed to safeguarding and promoting the welfare of all children and young people within our care and requires all staff and volunteers to share and demonstrate this commitment, Any future offer of employment remains subject to satisfactory pre-employment checks, including enhanced DBS clearance, a health check and references.

Tomlinscote School – Job Description (Teacher)

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STPCD), other current education legislation and the policies of the Trust. The teacher shall carry out these professional duties as circumstances may require, under the reasonable direction of the Principal. This document does not aim to specify all the details of the responsibilities and key tasks of the post holder and specific duties are subject to annual review with the Principal. It is in addition to the separate job description for a subject teacher which applies to all teaching staff.

All posts within school are subject to an enhanced DBS disclosure.

The purpose of the post: To deliver to students an appropriate high-quality educational experience reflecting the policies, aims and values of the school, by enabling every student to achieve his / her maximum potential.

The post holder reports to the relevant Head of Department, Faculty and Head of Year.

Key Accountabilities

1 – Teaching and learning:
<ul style="list-style-type: none">a) To undertake an allocated programme of teaching and contribute to the development of schemes of work.b) To prepare, organise and deliver high quality lessons using a variety of methods / resources which will stimulate learning appropriate to student needs and the demands of programmes of studyc) To ensure effective setting and marking of work to be carried out by the student in school and elsewhere.d) To assess, record and report on the progress, development, attainment and attendance of students and to keep such records as are required.e) To ensure that ICT, Literacy and Numeracy are reflected in the teaching / learning experience of studentsf) To maintain good discipline in class and around the school, actively promoting good practice with regard to punctuality, behaviour, standards of work and homework.g) To be proactive in applying school Health and Safety practices and policy
2 – Assessment and Reporting:
<ul style="list-style-type: none">a) To undertake assessment of students as required by the departmental, school and examination boardsb) To adhere to published deadlines relating to assessment and reportingc) To provide, or contribute to, oral and written assessments of individuals and groups of studentsd) To communicate with parents through established school structure and procedures

3 – Support and guidance: <ul style="list-style-type: none"> a) As Form Tutor, provide advice and guidance to an assigned group of students on educational and social matters, acting as the first point of contact for colleagues and parents b) To monitor the academic progress of members of the tutor group and provide support where needed c) To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. d) To implement school procedures for tutor time particularly in terms of uniform expectations and regular monitoring of student planners e) To encourage members of the tutor group to participate fully in the life of the school, in order to gain maximum benefit for membership of the school community.
4 – Professional requirements: <ul style="list-style-type: none"> a) To ensure that students are safe and protected whilst at school and that all suspected child protection incidents are reported to the Designated Safeguarding Lead. b) Establish effective working relationships and set a good example through dress, communication and conduct c) Adhere at all times to the requirements of the school's Code of Conduct for staff and the Teacher Standards. d) To participate in appropriate scheduled departmental, pastoral, staff and parent meetings e) To undertake supervision of students as detailed in the published duty lists f) To take a full and committed part in their own Appraisal in line with school policy g) Take responsibility for their own professional development h) To communicate as necessary with persons or bodies outside the school i) Have a working knowledge of teachers' professional duties and legal liabilities
5 – Other: <ul style="list-style-type: none"> a) In addition, carry out other duties as reasonably required by the Principal

Tomlinscote School - Person Specification (Teacher)

Essential	Desirable	Evidence
1. Education and training		
<p>1.1 Evidence of successful training to be able to teach appropriate aged students</p> <p>1.2 Professional qualifications relevant to subject – typically a graduate</p>	<ul style="list-style-type: none"> Relevant degree and Qualified Teacher Status First or second class degree. A-level in relevant subject 	<p>Application form and references</p> <p>Certificates</p>
2. Teaching Experience		
<p>2.1 Unless a beginning teacher, has a track record of classes achieving examination success across the relevant age range.</p> <p>2.2 The ability to judge the progress of students during a lesson and over time</p> <p>2.3 Knowledge of the subject curriculum and its relationship to the curriculum as a whole.</p> <p>2.4 Ability to recognise and describe the characteristics of high quality learning in the subject and the main strategies for securing good, or better, progress for all.</p> <p>2.5 Evidence of good behaviour management skills resulting in the active participation of all students in a class</p> <p>2.6 Ability to differentiate materials to meet the needs of learners</p> <p>2.7 Successful experience working with young people in a pastoral capacity (eg as form tutor)</p>	<ul style="list-style-type: none"> An experienced teacher will have the ability to consistently teach lessons that are at least good. 	<p>Verified examination results.</p> <p>Lesson observation</p> <p>Application Form</p> <p>References</p> <p>Interview</p>

3. Professional knowledge & skills		
<p>3.1 An ability to inspire and manage students effectively, thereby developing positive working relationships</p> <p>3.2 Well developed interpersonal and communication skills.</p> <p>3.3 Ability to communicate clearly in writing</p> <p>3.4 Always meets deadlines and has proven administrative abilities</p> <p>3.5 Good ICT skills including use within personal teaching.</p>	<ul style="list-style-type: none"> Evidence of teaching being enhanced by students having the opportunity to use IT to aid learning 	<p>Application form, teaching & Interview</p>
4. Personal qualities		
<p>4.1 A desire to make a difference to the lives of young people</p> <p>4.2 Belief in the importance of high expectations</p> <p>4.3 Energy, enthusiasm and creativity</p> <p>4.4 Able to work as part of a team</p> <p>4.5 Excellent time management and self-organisation</p> <p>4.6 Resilient and an ability to work calmly and effectively under pressure</p>	<ul style="list-style-type: none"> Evidence of commitment to working with students outside lesson time. 	<p>Application Form</p> <p>References</p> <p>Interview</p>
5. Safeguarding & promoting welfare of students		
<p>5.1 Motivation to work with students</p> <p>5.2 Ability to form and maintain appropriate relationships and boundaries with students</p> <p>5.3 Emotional resilience in working with challenging behaviours</p> <p>5.4 Attitudes to use of authority and maintaining discipline</p>		<p>References</p> <p>Interview</p>