

## **FOOD TECHNOLOGY TEACHER**

### **Job Description**

#### **Job Purpose**

- To raise standards of pupil and student attainment and achievement within the whole Food Technology curriculum area and to monitor and support pupil and student progress.
- To be accountable for pupil and student progress and development within the subject area.
- To ensure the provision of an appropriately broad, balanced relevant and differentiated curriculum for pupils and students.
- To be accountable for leading, managing and developing the subject/curriculum plan.
- To provide all those professional duties found in Part XII of the schoolteachers' pay and conditions document.

#### **Key Accountabilities**

- Teaching & learning
- Curriculum Development
- Assessment
- Pupil and student progress
- Behaviour Management
- Multi-disciplinary working
- Personal and Professional Development
- To provide all those professional duties found in Part XII of the schoolteachers' pay and conditions document

#### **Main Duties and Activities**

1. Planning lessons, in the short, medium and long term, appropriate to all pupils and students to be taught, according to the school's planning policy; taking a full part in joint planning where appropriate.
2. Teach topics such as food science, nutrition, food processing, food preparation and presentation, food safety and hygiene, and the principles of Food Technology.
3. Design practical assignments, projects, and lessons to help pupils and students understand food technology concepts in real-world contexts.
4. Adapt lessons to cater to diverse learning needs and abilities.
5. Teaching planned lessons to assigned pupils and students according to their educational needs, ensuring that appropriate targets are set and achievement monitored to inform future planning.
6. Setting and marking of work to be completed at school and at home where appropriate, ensuring that pupils and students are set challenging, but achievable targets and encouraged to excel.
7. Establish a learning culture within the classroom where children are positively supported and encouraged to do well in a climate of equal opportunity and security.
8. Provide support and advice to families of pupils and students, building positive relationships to encourage their involvement in their child's education and provide feedback on children's progress.

9. Monitor and record pupil and student progress according to the policy of the school completing reports to families as required by the Principal and Governors. Undertake other routine administrative tasks when required.
10. To deliver the national Curriculum using a variety of teaching styles and methods to stimulate interest and ensure full class participation, advising others and assisting in preparation of teaching materials where required.
11. To maintain good standards of classroom behaviour in the classroom and elsewhere, encouraging positive behaviour and development of desirable social skills.
12. Ensure the health and safety and wellbeing of pupils and students in the classroom and elsewhere by assessing risks in planned and day-to-day activities and reducing any risks to an acceptable level.
13. When appropriate, to direct the work of other staff or adults working in the classroom to ensure that they are fully briefed on their role and where possible involved in planning and evaluating the pupil achievements.
14. To take an active part in meetings, within the contracted 1265 hours where appropriate, making a positive contribution and supporting the school policies and good practice i.e. in staff meetings, parents' evenings and training events.
15. Any other activities, which reasonably match the level of responsibility for the post and are within the guidance given in the schoolteachers' pay and conditions document.

### **Responsibility**

1. Responsible to the Principal and the Governors for delivering excellent teaching and creating a positive learning environment for the pupils allocated and for supporting the ethos and policies/procedures approved by the Governing body.
2. Responsible to colleagues and the school management for teamwork and positive contribution for the good of the whole school.
3. Responsible for the induction, supervision and direction of other adults and colleagues working in the classroom, providing appropriate leadership and guidance regarding their role.
4. Responsible for his/her own continuous professional development, undertaking development activities and training appropriate to the post to ensure continuous updating and developed professionalism.

### **Decision Making**

1. Assessment of pupil/student progress and appropriate targets to be set within given timescales.
2. Identification of pupils and students who:
  - Have special needs
  - Are very able
  - Have language difficulties and having identified such pupils to refer them to the appropriate member of the School Leadership Team.
3. When concern for a child's welfare should be referred to the Principal for any reason, but especially child protection cases.
4. Professional judgement to set a challenging but achievable pace to lessons, which stimulates intellectual curiosity and fosters enthusiasm.

### **Main contacts and reason for the contact**

1. Pupils and students – to teach them and motivate them to learn by providing support and guidance in groups and individually. To identify appropriate objectives and targets for each pupil/student in discussion with them and assess their progress against the targets.
2. Classroom support staff – to direct their activities and ensure that they are properly briefed to work as part of an effective team enhancing pupils' and students' learning in the classroom.
3. Other teachers – to work collaboratively as part of a teaching team to provide a cohesive learning package for pupils and students which is appropriate to their needs. To plan jointly within the department or key stage. To provide clear records of achievement when pupils and students progress within the school or to a new learning environment to pass relevant information to other agencies.
4. Therapists – to work jointly with them to provide a child centred package of support to each pupil and student where all support is well integrated and complementary.
5. Senior managers – to take direction and receive professional support. To work as part of a team within a subject area or key stage to plan lessons and schemes of work. To discuss difficulties and seek guidance when concerns arise about particular pupils and students.
6. Parents and Guardians - to consult them regarding targets set for their children and teaching /support available to enable pupils and students to access the curriculum. To keep them informed regarding their child's progress against targets set. To discuss families' concerns and suggest ways for them to support their child at home with various activities and learning opportunities to meet their particular needs.
7. Governors and Trustees – to explain their work area and systems in place to provide a high quality learning environment. To work in partnership with Governors who have particular responsibility for subject areas or key stages which are the teacher's area of expertise.

## Person Specification

<b>Criteria</b>		
<i>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A; Assessed by Certificates = C; Assessed by References = R</i>		
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>• QTS</li> <li>• A relevant qualification in Food Technology, Food Science, or a related field (if not a subject specialist)</li> <li>• Evidence of further recent professional development</li> <li>• Relevant SEN training and qualifications</li> </ul>	E E D D	A,C A,C A,C A,C
<b>Knowledge and Experience</b>		
<ul style="list-style-type: none"> <li>• Best practice in delivery of teaching to pupils and students with complex special needs</li> <li>• Best practice in delivery of the curriculum subject</li> <li>• Delivery of education to pupils and students with one or more of the following: speech and language difficulties, learning difficulties, autism</li> <li>• Curriculum subject content for examination levels</li> <li>• Delivery of the curriculum subject to an excellent standard</li> <li>• Working with students with special needs in a voluntary or professional capacity</li> <li>• Teaching in a special school</li> <li>• Teaching young people with learning difficulties</li> <li>• Working with and managing other professionals in the classroom to enhance learning</li> </ul>	E E D D E E D D D	I I I I A A A A A
<b>Skills and Abilities</b>		
<ul style="list-style-type: none"> <li>• Good decision making based on evidence</li> <li>• Time management and organisation</li> <li>• Good classroom management and teaching skills</li> <li>• Good communication skills</li> <li>• Conflict management skills</li> </ul>	E E E E D	I,R I,R I,R I,R I,R
<b>Personal Attributes</b>		
<ul style="list-style-type: none"> <li>• Demonstrates a teaching style rooted in compassion and inclusivity where students are treated with dignity</li> <li>• Ability to combine effectiveness with humour, friendliness and warmth</li> <li>• Communicator</li> <li>• Leader</li> <li>• Change orientated</li> <li>• Visionary</li> <li>• Self-motivated and a motivator for others</li> <li>• Team Player</li> <li>• Inclusive and respectful</li> <li>• Genuine commitment to the ethos and work at St Dominic's School</li> </ul>	E E E E E E E E E E	A,I,R A,I,R I I I I I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p> <p><b>Date produced:</b> December 2024</p>		