

Hospitality Teacher/Instructor

Job Description

PURPOSE OF THE ROLE

- To provide high-quality, inclusive and engaging hospitality education to learners aged 16–19 within Elms Bank College, supporting young people with a range of additional needs to develop practical skills, confidence, independence and employability.
- To promote and uphold the aims, values and strategic objectives of the school and the trust in all aspects of professional practice.
- To deliver appropriate vocational courses and accreditation in hospitality and catering, enabling learners to progress towards employment, further training or independent living.
- To provide meaningful learning opportunities that support wellbeing, personal development and preparation for adulthood.
- To embed the trust's commitment to equity, inclusion and equal opportunities, ensuring all learners can access, participate in and succeed in hospitality learning.

KEY RESPONSIBILITIES

Teaching and Learning

- Plan, prepare and deliver high-quality hospitality and catering lessons appropriate to the needs of learners aged 16–19 in college setting.
- Teach across a range of hospitality-related subjects using practical, hands-on and vocationally relevant approaches.
- Deliver teaching that is routinely adapted and personalised to meet the needs of learners with SEND, including communication, sensory, cognitive and social, emotional and mental health needs.
- Create safe, structured and engaging learning environments, including practical kitchens and hospitality spaces, in line with health and safety requirements.
- Embed employability skills, independence, teamwork and preparation for adulthood within hospitality learning.
- Use inclusive, relational and trauma-informed approaches to support engagement, regulation and positive learning behaviours.

Assessment and Accreditation

- Assess, record and report on learner progress in line with school and trust assessment policies.
- Deliver and support accredited hospitality qualifications (e.g. BTEC or equivalent) in line with awarding body requirements.
- Contribute to EHCP outcomes and preparation-for-adulthood targets, working collaboratively with the wider team.

Collaboration and Pastoral Support

- Work collaboratively with colleagues, support staff, families and external professionals to support learner progress and wellbeing.

- Fulfil a pastoral role as required, supporting learners' attendance, engagement and personal development.
- Support transitions for learners, including progression into employment, further training or adult services.

Professional Responsibilities

- Maintain up-to-date knowledge of hospitality practice, vocational education and inclusive SEND teaching approaches.
- Participate in professional meetings, training and development activities in line with Directed Time.
- Uphold school and trust policies relating to safeguarding, SEND, equality, health and safety and professional conduct.
- Promote high standards of personal and professional behaviour at all times.

Please note that this job description is not exhaustive, and the post-holder may be required to undertake other duties commensurate with the role.

Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • Educated to degree level (Level 6 or above) or equivalent. • Experience of teaching, training or instructing young people or adults within education, training or workplace settings. • Strong experience or knowledge of hospitality, catering or food preparation, including industry-standard practice. • Experience of teaching across a range of hospitality-related subjects. • Experience of working with learners with SEND, or a clear commitment to developing effective practice within a SEND school. • Commitment to inclusive practice, professional development and reflective working. • Ability to build positive and effective relationships with learners, families and colleagues. 		<ul style="list-style-type: none"> • Teaching qualification (e.g. QTS, QTLS) • Experience delivering or assessing City & Guilds, BTEC or other vocational qualifications. • Understanding of trauma-informed practice, regulation-aware teaching or positive behaviour support.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Ability to deliver engaging, practical and inclusive hospitality teaching in a SEND setting. • Knowledge of safe working practices in kitchens and hospitality environments, including food hygiene and food safety requirements. • Understanding of, or willingness to obtain, an appropriate food hygiene qualification (e.g. Level 2 Food Safety in Catering). • Ability to model, teach and enforce safe food handling and hygiene practices with learners. • Ability to assess learner progress and adapt teaching to meet individual needs and learning profiles. • Ability to motivate, support and inspire young people towards positive outcomes. 		

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- Professional, reliable and reflective approach to work.
- Strong commitment to inclusion, equity and equal opportunities.
- Positive, patient and supportive approach to learner behaviour and engagement.
- Ability to work collaboratively as part of a multi-disciplinary team.
- Willingness to work positively with distressed or dysregulated behaviour using de-escalation and supportive strategies.

Please note that this role is subject to safer recruitment checks, including an enhanced DBS check. The post-holder is expected to comply with all statutory requirements and trust policies relating to safeguarding, SEND, equality, data protection, health and safety and professional conduct.