

**TEACHING STAFF**  
**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Teacher for Food & Nutrition
<b>CONTRACTED HOURS</b>	Full-time
<b>LOCATION</b>	Breckland School
<b>GRADE / SCALE POINT – SALARY</b>	MPR/UPR + TLR2A
<b>REPORTING TO</b>	Head of Faculty

**INTRODUCTION**

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

**INTEGRITY**

**INCLUSION**

**KINDNESS**

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

**Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

### **JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

### **KEY TASKS & RESPONSIBILITIES**

The main purpose of this role is to make the education of students the first concern, and to be accountable for achieving the highest possible standards in work and conduct. The role will require you to act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills up-to-date; forge positive professional relationships; and work with parents in the best interests of the students.

The additional responsibility as subject lead teacher requires the utilisation of subject-specific skills and knowledge to support the Head of Faculty to lead improvements in the quality of education provided by the subject. In particular, the post holder will take a lead role in evaluating, developing, and implementing changes to the subject curriculum to maximise student engagement and progress.

In addition to meeting all Teachers' Standards and maintain consistently high standards of personal and professional conduct, the postholder will also fulfil the following professional responsibilities:

- With the Head of Faculty, contribute to the development and implementation of a strategic view for the subject.
- With the Head of Faculty, lead the development of a knowledge-rich and appropriately sequenced subject curriculum.
- Promotion and development of cross-curricular skills (such as literacy, numeracy and reading).
- Ensuring there is adequate focus on students' personal development through your subject delivery (such as raising students' awareness of subject-related careers).
- Ensuring adequate assessment opportunities to evaluate students' learning.
- Producing a Year7-11 curriculum map for your subject.
- Producing consistently implemented subject schemes of learning.
- Setting and marking of home learning tasks in line with the school home learning policy.

- Assisting the Head of Faculty with the faculty improvement cycle by regularly reviewing the performance of your subject and identify development priorities to bring about improvements in teaching and learning and the achievement of students.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Technical or Specialist</b>	<ul style="list-style-type: none"> <li>NVQ or equivalent in a relevant subject</li> <li>Experience of teaching a range of ability</li> <li>Evidence of collaborative lesson planning</li> <li>Effective deployment of support staff in the classroom</li> <li>Good honours degree in relevant subject area.</li> <li>Qualified Teacher Status</li> <li>Relevant evidence of continued professional development</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of School / Trust Computer systems</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Secondary education up to GCSE level or equivalent</li> <li>Ability to set out letters / documents and to use grammar correctly</li> <li>Able to carry out basic calculations accurately</li> <li>Computer literate</li> <li>Able to main routine records e.g. school meals, sale of tickets, supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and confident in use and interpretation of databases and spreadsheets.</li> </ul>
<b>Organisational</b>		<ul style="list-style-type: none"> <li>Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post</li> </ul>
<b>Equipment / Materials</b>	<ul style="list-style-type: none"> <li>High level, accurate keyboard skills.</li> <li>Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers</li> </ul>	
<b>Research</b>	<ul style="list-style-type: none"> <li>Able to use the internet effectively for routine research</li> </ul>	
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Ability to check stock deliveries accurately</li> <li>Ability to resolve a range of day-to-day problems, using own initiative.</li> <li>Know when it is appropriate to refer upwards</li> </ul>	
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>Design and produce documents / advertisements etc</li> </ul>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>Organised and methodical approach to admin tasks</li> <li>Ability to manage and coordinate projects and in-house events</li> </ul>	
<b>Interpersonal and Communication</b>	<ul style="list-style-type: none"> <li>Tact and diplomacy second nature</li> <li>Articulate with a good grasp of the English language</li> </ul>	

	<ul style="list-style-type: none"> <li>• Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable</li> <li>• Understanding of the necessity and ability to maintain absolutely confidentiality</li> <li>• Pleasant and helpful telephone and face-to-face manner</li> <li>• Ability to function effectively as part of a team</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• The ability to meet setbacks and opposition with resilience, humour and calmness</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Able to inspire pupils through effective teaching of the subject</li> <li>• Excellent communication of subject</li> <li>• Ability to use a range of teaching strategies</li> <li>• Understand interests and concerns of children</li> <li>• Able to enthuse children in their learning</li> <li>• Good level of organisation</li> </ul>	
<b>Keyboard</b>	<ul style="list-style-type: none"> <li>• High level keyboard skills</li> </ul>	
<b>Manual Skills</b>	<ul style="list-style-type: none"> <li>• Routine manual handling skills</li> </ul>	
<b>Level of Autonomy</b>	<ul style="list-style-type: none"> <li>• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time.</li> </ul>	