

MOULSHAM HIGH SCHOOL



JOB DESCRIPTION

FACULTY: Technology

JOB TITLE: Subject Leader for Food Technology

PAY SCALE: MPR/UPR 1-3 + TLR2b (£5705)

LINE MANAGER: Head of Technology

THE TECHNOLOGY FACULTY

The Technology Faculty consists of Food Technology, Child Development, Art, Photography and Design and Technology. There is a strong team ethos in which everyone works collaboratively to achieve the best possible outcomes for all students under the leadership of the Head of Faculty.

Food Technology is a strength of the faculty and of the school. Take up at G.C.S.E. is high and outcomes are consistently above national average. In 2023 the average point score for G.C.S.E. Food Preparation and Nutrition was in the top 20% of all schools nationally.

The Food Technology team also offers OCR's Cambridge National in Child Development which is equally as successful.

The Food Technology team consists of three specialist teachers, including the Subject Leader. Food Technology is taught in three purpose built and well-equipped rooms which are adjacent to each other, wireless networked and have interactive whiteboards and multimedia projectors which are soon to be replaced by Smartscreens. There is also access to a set of laptops and a small number of stand- alone computers which are for the sole use of the subject.

Class sizes at Key Stage 3 and Key Stage 4 rarely exceed 20 students.

KS4 Outcomes 2023

<i>Year</i>	<i>% Grades 9-7</i>	<i>%Grades 9-5</i>	<i>% Grades 9-4</i>
G.C.S.E. Food 2023	47.22	97.22	100
	<i>% Distinction</i>	<i>% Merit</i>	<i>% Pass</i>
Cambridge National Child Development 2023	4.55	63.64	90.91

The Curriculum

Years 7-9

The students have 2 x 1-hour lessons per fortnight. Lessons cover basic nutrition linked to the Eatwell Guide with individual nutrients studied, thereby forming a basic understanding to be built on at GCSE or as general life skills. Practical lessons are very much skills based. Specific cooking skills are developed throughout KS3 with the dishes being made increasing in complexity year on year. Most dishes are made following a demonstration from the class teacher. There is a good bank of resources available including recipe sheets, information sheets, retrieval sheets and PowerPoints for each topic. Each workstation is well equipped and central storage is used for more specialist equipment.

Year 7

Basic health and safety requirements – hygiene and food safety.

Use of equipment, including the grill.

Safe preparation of food – bridge and claw holds for knives.

How to wash up using the correct cloths.

Making muffins to show the use of raising agents.

Evaluation skills.

Nutrients – their uses and sources.

Crumble and the basics of the rubbing in method.

Accurate weighing and measuring.

Designing and making scones.

Carrot cakes.

Fibre in the diet.

Fruit and Vegetables.

Coleslaw.

Dips and Dippers.

Use of electrical equipment.

Year 8

Profile tests on food.

Making biscuits – developing the rubbing in method.

Making and adapting a white sauce to use with pasta or vegetables.

The science of making white sauce thicken.

Use of a food processor and burger press.

Bread making to show use of yeast as a raising agent.

Using bread to make a pizza for the family.

Cheese straws to revisit the rubbing in method.

Fat in our diets – its uses and sources.

Pastry making.

Sausage rolls.

Carbohydrates.

Whisking method – Swiss roll.

Creaming method – Fairy cake.

Year 9

Coating food for quality and protection (nuggets).

Bread making into bread shapes and the science behind bread production and the use of yeast.

How to develop individual design ideas.

Danish pastries, including writing a recipe.

Vitamins and minerals- uses and sources. •

Stuffed vegetables to develop thinking about sensory properties.

Samosas/spring rolls to use filo pastry, shaping and finishing.

Calzone pizza – to revisit bread making and shaping the dough.

Shaping and finishing dough – Palmiers
Food Around the World – longer project.
Whisking method – sponge fruit flan.
Recipe adaptation.

OCR G.C.S.E. Food Preparation and Nutrition.

This is 50% written paper and 50% NEA made up of 2 pieces of coursework. Both NEAs are completed in Year 11 after the publication of the new titles. Students build on the skills developed at KS3 in both theory and practical. There is an element of science involved in the investigation task and a 3-hour practical in the second NEA.

OCR Cambridge National in Child Development.

This is 40% written paper and 60% NEA. The development of the child from conception to age 5 is the focus with a link to work in a nursery setting.

Enrichment

Pupils are always welcome to attend for G.C.S.E catch up sessions and homework can be completed in the department. Termly interhouse competitions take place with various foci. This can be a design idea or a practical experience, e.g. Easter biscuit competition.

Subject Leader Job Description
Subject Leaders Are Responsible

- Implementing school policies relevant to all year groups within the subject area, including those relating to teaching and learning, behaviour, homework, assessment/marking, reading, numeracy and S.M.S.C.
- Ensuring that all students can (and do) make exceptional progress within the agreed subject area.
- Ensuring that effective tracking of students' progress is in place throughout the subject; through accurate identification, any underperformance is supported by effective intervention programmes whose impact is closely monitored.
- Ensuring that the core values of the school (Enjoy, Enrich, Achieve) are fully expressed by the subject.
- Creating and developing appropriate schemes of learning, lesson plans and assessment tools which allow all students to make exceptional progress both across Key Stages 3 and 4 and each year group (7-11).
- The quality assurance of provision within the subject, including through learning walks and book checks, and ensuring that high quality and meaningful home learning takes place.
- Setting and moderation of internal examinations.
- Moderation of examination coursework.

Subject Leaders Are **Accountable** For:

- The outcomes (attainment and progress) reached by all students throughout Years 7-13.

- Ensuring a consistently high quality of teaching is delivered throughout the subject. No teaching is ever less than 'Good'.
- Producing Subject Improvement Plans and Subject Self-Evaluations.
- The professional development of staff within the subject area.

Subject Leaders Are **Expected** To:

- Attend half-termly Bridge Academy Trust Subject Leader Network Meetings (on-line).

General Duties

All staff at Moulsham High School are expected to:

- Participate in the performance management and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.
- Comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the postholder.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Child Protection and Safeguarding policies can be found on the school website: www.moulshamhigh.org

This post is subject to an enhanced DBS check and is not suitable for anyone who has been barred in any way from working with children.

(May 2024)

MOULSHAM HIGH SCHOOL



PERSON SPECIFICATION

SUBJECT LEAD FOR FOOD TECHNOLOGY

MPR/UPR 1-3 +TLR2B

In due course we would expect all the qualities and attributes listed below to be acquired by the successful candidate. Those marked 'Essential' must be demonstrable at the point of interview.

Qualities and Attributes	Essential	Desirable
Qualifications		
Good quality Honours degree	√	
PGCE, or equivalent, in Secondary Education	√	
Qualified Teacher Status	√	
Experience		
Proven success in teaching Food Technology up to and including G.C.S.E.	√	
Proven success in teaching Cambridge National Level 2 In Child Development (J809).		√

Knowledge / Skills		
Strong subject knowledge.	√	
A highly competent understanding of what makes outstanding teaching and learning and the ability to put this into practice on a day-to-day basis.	√	
Well-developed behaviour management skills.	√	
An ability to forge good working relationships with staff and students, continuing the strong team ethos within the subject and faculty.	√	
Highly efficient organisational skills.	√	
An understanding of the qualities of a good scheme of work	√	
Knowledge and understanding of current curriculum developments in Food Technology.		√
An understanding of how to monitor the quality of teaching and learning within the subject and the ability to provide staff with appropriate support.	√	
An ability to analyse and interpret internal data in order to monitor student progress		√
The ability to use 4Matrix to monitor student progress at KS4.		√
Familiarity with the most effective intervention strategies to use with underperforming students and the ability to implement these and monitor their impact.	√	

Ensure that whole school policies are implemented consistently, including those relating to safeguarding, child protection and student behaviour.	√	
Personal		
Ability to prioritise and meet deadlines	√	
Commitment to continued personal development	√	
Commitment to contribute to extra-curricular activities and educational visits		√
General		
Good attendance and punctuality record.	√	
Professional dress.	√	

(May 2024)