



Job Description

Job title:	Teacher of Food Technology
Responsible to:	Headteacher, line managed by Deputy Headteacher, Assistant Headteacher or Curriculum Leader where appropriate
Responsible for:	Student progress and achievement Effective teaching in the specified subject area Support staff assigned to the area The effective leadership of the Curriculum Area
Salary/grade	MPS or UPS (as appropriate) Plus TLR2B

Context

All teaching staff are expected to meet and demonstrate the relevant National Standards for Teachers and work within the framework of the School Teachers' Pay and Conditions document. Particular reference should be made to the preamble in the National Standards which states that: Headteachers (or appraisers) will assess qualified teachers against a standard this is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career (whether an Early Career Teachers (ECT), mid-career teacher, or a more experienced practitioner).

In order to have a framework that is consistent and, therefore, fair for all teaching staff we will assess against the expectations defined in the previous competency framework document. In it, in relation to C40, MPS teacher are expected to contribute towards the creation of departmental schemes of work and assessment methodologies from the end of their NQT year (with some experience of doing this within the NQT year).

UPS 3 teachers "play a critical role in the life of the School. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team" (STCPD 2009 p. 162).

UPS1 and 2 teachers must be approaching the above description and must "grow professionally by developing their teaching expertise post-threshold (Ibid).

UPS teachers are expected to undertake leadership roles within their department, especially in relation to P9 and P10, in particular, UPS teachers are expected to lead the development of schemes of work and methods of assessment (related to P1, P3, P4, P5 and P7).



Main purpose:

The professional duties of all teachers are set out in the STPCD and describe the duties required of all main pay range posts. In addition, the job description of the requirements of the post of Subject Leader at Notley High School & Braintree Sixth Form are:

- To effectively lead and manage the Subject Area.
- To be a role model for outstanding classroom practice.
- Ensure that students achieve to the best of their potential.
- Use data effectively to identify areas of weakness and plan appropriate interventions.
- Support other Subject Area members to use data effectively to identify areas of weakness and plan and execute challenging and differentiated lessons.
- Maintain high academic standards.
- Generate and maintain enthusiasm for the subject(s) in both students and staff.
- Nurture a team ethos within the Subject Area which is mutually challenging and supportive.
- Maintain a curriculum which is appropriate, challenging and inspirational.
- Carry out the duties of school teacher as set down in the teacher's Pay and Conditions documents.

Main tasks:

Student Achievement

- Monitor the progress of all students within the Subject Area by rigorous and thorough analysis of each data trawl and feedback to the Curriculum Leader via line management meetings.
- Ensure that staff are assessing student progress accurately and robustly by setting regular Common Assessment Tasks across each year group. Ensure that the assessments are moderated, a CAT checklist is completed and any follow up necessary implemented.
- Identify underachievement and with Subject Area members establish action plans to improve progress, share these plans with Subject Area members and oversee implementation. Monitor the impact of these interventions.
- Ensure that all colleagues are confident with using the available class data to inform lesson planning to ensure that progress can be made in every lesson.
- Ensure that all students have access to their target and current level/grade/flight path.



- Liaise with Heads of Curriculum Area, Subject Leaders, Raising Standards Leaders and the SENCo to support intervention plans.
- Ensure that praise and sanction systems are applied consistently to reinforce positive learning experiences for students.
- Implement monitoring, assessment, recording and reporting procedures in line with School Policy.
- Ensure that all colleagues are aware of any subject targets that have been set and support colleagues in working towards meeting them.

Teaching and Learning

- Ensure that productive discussions of effective teaching strategies are central to the work of the faculty. All members of the Subject Area should be expected to be reflective practitioners who regularly review their own and colleagues practice in a constructively, critical way.
- Ensure that schemes of learning are regularly reviewed and checked against the SoL checklist to ensure coverage of the Notley 10.
- Actively promote the Notley 10 as the basis for good/outstanding teaching and learning.
- Use the most current data to inform the placement of students in appropriate classes which will support progress in their learning.
- Provide guidance for colleagues on how to deliver the curriculum to pupils of differing abilities.
- Ensure that the Subject Area keeps up to date with national and local developments and be prepared to share good practice within the college and beyond.
- Ensure that the Subject Area implements the delivery of cross-curricular issues; literacy, numeracy, SMSC, ICT.
- Ensure that quality homework is set and marked in accordance with School Policy.
- Ensure that students work is regularly assessed and that all students have clear indications about how to make progress which they are responding to.

Monitoring and Evaluation

- To monitor and evaluate the curriculum to be delivered, all aspects of teaching and learning, assessment, recording and reporting, planning at all levels and the implementation of the Subject Area development plan through:
 - Learning Reviews
 - Assessment Reviews
 - Learning Walks
 - Moderating common assessment tasks
 - Data analysis
 - Response to Ofsted or Internal Self Reviews
- Work with SLT to carry out periodic Internal Self Reviews.
- Monitor the implementation of the Curriculum Area (and Subject) Improvement Plan.

Strategy and planning for improvement

- Produce an annual Improvement Plan for the Subject Area which supports the School Improvement Plan and addresses any issues within the Subject Area or specific subjects within the Curriculum Area.
- Monitor progress of the implementation of the Subject Area (and subject) Improvement Plans.
- Report back on progress made in implementing the Subject Area Improvement Plan to SLT and Governors as required.

Student work ethos and behaviour

- Promote a positive profile of the Subject Area across the school and seek to ensure that students are motivated and enthusiastic when learning in the Subject Area.
- Take responsibility in dealing with problems of discipline within the Subject Area in accordance to Academy policies.

Parental involvement

- Ensure that all colleagues within the Subject Area contact parents appropriately in line with the Behaviour Policy.
- Respond to parental enquiry within 2 school days.
- Ensure that colleagues attend relevant parents' evenings.

Staffing leadership and management

- To exercise a leadership style which promotes high academic achievement and good staff morale.
- Play a full part in making sure that the Subject Area operates consistently in accordance with School policies.
- Promote and actively inspire a team ethos.
- Keep SLT informed of key issues in the Subject Area by preparing for line management meetings thoroughly.
- Ensure that all colleagues are effectively line managed via regular timetabled line management meetings.
- Act as team leader for Performance Management.
- Ensure that ECTs and any student teachers are effectively mentored.
- Liaise closely with the timetable co-ordinator to maximise effective deployment of staff and effective setting of students.
- Actively encourage and support staff to access CPDL opportunities.
- Encourage and promote the interests of Subject Area staff, including giving professional help, advice and support to colleagues and by delegating Curriculum Area responsibilities as appropriate to skills and potential.
- Advise SLT on recruitment and participate in the selection of staff.
- Oversee the work of Student Co-educators and LMs within the Subject Area and liaise with the SENCo to ensure that students are supported appropriately in the classroom.
- Co-ordinate and/or contribute to staff support plans where necessary.

Organisation and administration

- Organise and chair meetings and briefings in line with the School meeting structure.
- Provide written information for the School prospectus, option booklet, website and any other publications.
- Liaise with outside agencies, feeder primary schools, post 16 providers, local industry and the wider community.
- Liaise closely with the internal exams officer and ensure that all exam papers are prepared and duplicated in good time.
- Liaise closely with the external exams officer to ensure that all deadlines are met with regards to exam entries and the completion of mark sheets.



- To organise appropriate revision sessions in order to support student success in external exams.
- Ensure that appropriate cover work is organised for classes being covered by supply teachers or cover supervisors.

Learning beyond the classroom

- Promote activities beyond the taught day which gives students the opportunity to continue their personal and academic development
- Organise trips and visits which will extend learning and promote interest in the subjects of the faculty.
- Ensure that there are opportunities and activities available during the academic year which will engage and stretch the most able and talented.

Resources, Health and Safety

- Ensure that curriculum areas are safe, well maintained and attractive both in classrooms and common areas.
- Co-ordinate the effective and fair distribution of teaching resources and equipment.
- Maintain an inventory of all subject equipment and resources.
- Be accountable for the deployment of Subject Area funding.
- Create a striking and individual identity for the Subject Area.
- Ensure that all Subject Area members implement best practice as laid out in the Safeguarding policy to ensure the safety and welfare of the whole school community.

Other Duties

- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the School's Safeguarding Policies.
- To comply with the Academy's Health and Safety Policy and statutory requirement as detailed in the Health and Safety at Work manual.
- To undertake any other duties not detailed above, commensurate with the level of the post.



Expectation of ALL staff at Notley High School & Braintree Sixth Form:

General:

- Understand and apply school policies in relation to health, safety and welfare.
- Attend relevant training and take responsibility for own development.
- Attend relevant school's meetings as required.
- Respect confidentiality at all times.

All staff are expected to:

- Participate in the performance 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 & safety in the workplace.
- Ensure that all School and Trust policies are adhered to.
- 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 Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

(February 2023)

Person Specification – Food Technology

	Selection Criteria (Desirable [D]/Essential [E])	How Assessed
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (E) • A degree in a relevant subject (E) • Evidence of Continuing Professional Development (E) • Further post-graduate qualifications (D) 	Application Form and Certificates
Skills and Knowledge	<ul style="list-style-type: none"> • Successful experience of subject leadership (D) • Expert knowledge of the National Curriculum, particularly the Food Technology curriculum at KS3 and specifications at GCSE level (E) • Strategies for raising student achievement and attainment through effective teaching and learning (E) • ICT and how it can impact on students' learning (D) • Current methodology in the teaching of Food Technology (E) • Excellent outcomes at GCSE in one of the Food Technology areas (E) • In the classroom – student/classroom management skills (E) • The ability to deliver consistently good or better lessons (E) • Understanding the importance of quality written feedback to students (E) • The use of assessment data to identify underachievement and plan teaching and learning (E) • Set high expectations for students (E) • Take part in/lead extra-curricular activities (E) • Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve (D) • Awareness of local and national organisations that can provide support with delivering the subject (D) • Ability to build effective working relationships with staff and other stakeholders (E) • Ability to adapt teaching to meet pupils' needs (E) 	Application Form, Interview and Selection Process

Person Specification – Food Technology Cont.

	Selection Criteria (Desirable [D]/Essential [E])	How Assessed
Skills and Knowledge	<ul style="list-style-type: none"> • Ability to build effective working relationships with pupils (E) • Knowledge of guidance and requirements around safeguarding children (E) • Good IT skills (E) • Effective communication and interpersonal skills (E) • Ability to communicate a vision and inspire others (D) 	Application Form, Interview and Selection Process
Personal qualities	<ul style="list-style-type: none"> • A commitment to achieving the best outcomes for all pupils • Uphold and promote the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to safeguarding and equality 	