



Fir Vale Academy

The best in everyone™

Part of United Learning

Briefing Pack for Applicants

Subject Leader of Food

September 2026

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Section 1 - Post Advertisement



Job title:	Subject Leader of Food
Location:	Fir Vale Academy, Owler Lane, Sheffield, S4 8GB
Starting salary:	United Learning Teacher Pay Scale (£36,400 - £53,040) plus TLR2a
Hours of work:	Full-time, permanent

Fir Vale Academy is seeking to appoint a Subject Leader of Food to join their Design and Technology Team. We are seeking to appoint a dynamic, enthusiastic and influential teacher who will lead this subject. The successful candidate will be a passionate individual with strong leadership skills.

The academy is part of United Learning, a national group of schools and academies. United Learning is one of the largest and most successful Trusts in the country who offers unrivalled Continuing Professional Development (CPD) and training, including opportunities for nationwide networking.

The city of Sheffield itself is a vibrant place to live and work with two universities and a range of entertainment opportunities alongside the access to the beautiful Peak District within a 20-minute commute. Quality of life is routinely ranked highly, and it is one of the greenest cities in Europe: [Welcome to Sheffield](#)

What we would like from you:

- Monitoring and improving academic progress in liaison with the team of curriculum area leaders and other key colleagues.
- Identification of student groups within the school who need additional interventions in order to secure excellent outcomes.
- Strategic oversight of programmes of intervention delivered by staff, academic tutors and supporting the work of trust-level subject advisors.
- Overall leadership of interventions to support individuals and cohorts of students, including in-school time and interventions taking place outside normal school time.
- Providing high quality line management to specific middle leaders as a SLT Link.
- Supporting staff in setting and achieving aspirational targets for all students.
- Working as part of a highly effective leadership team to support the running of a calm, purposeful and positive academy.

We will offer you:

- Highly competitive salary. We pay an average of 5% above national scales, the best rates of pay in the sector.
- Excellent facilities and resources.
- Access to an outstanding professional development programme.
- Exceptional curriculum resources.
- Expert subject advice.
- Three extra INSET days for planning.
- At least one personal day a year.

- Polite, respectful and dedicated students who want to learn and fulfil their potential.
- Colleagues who are supportive, friendly and who are committed to each other's professional development.
- A chance to become part of one of the largest groups of academies in the country.
- Opportunities to work collaboratively with colleagues in other schools within the Yorkshire cluster and across United Learning.
- Excellent employee benefits which include a highly sought-after pension scheme with high employer contributions.
- Access to training through the Apprenticeship Levy.
- Generous staff discount scheme.
- We are open to requests for flexible or part-time working; and we encourage open and regular conversations about work-life balance.

If you possess these qualities and share the academy's vision, then we will be delighted to hear from you. Please refer to the job description and person specification for further details.

To apply, please click the 'Apply Now' button at the top of the advert on our website using the following link to our vacancies page: <https://www.firvale.com/our-school/vacancies/> and complete our online application form. Please note that CVs are not accepted.

The closing date for this post is midnight Sunday 11th October 2026. Interviews will take place soon after.

If you would like to discuss this exciting opportunity, please contact hr@unitedlearningyorks.org.uk

United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

Section 2 – United Learning

Fir Vale Academy is part of United Learning which is a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our Subject Specialists, Group-wide Intranet, our own curriculum and online learning portal all help us share knowledge and resource, which supports simplifying work processes and managing workloads for an improved work-life balance.

As a Group we can reward our staff better, we provide good career opportunities, better pay, employee benefits and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET/training days per year (with three of those solely dedicated to planning) and an ongoing group-wide wellbeing programme. It is an ethos we call 'the Best in Everyone'.

We are working hard to become a more diverse organisation, which is key to our commitment to bringing out 'the Best in Everyone'. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

<https://unitedlearning.org.uk/>

Section 3 – Letter from the Regional Director

Dear Candidate

Thank you very much for your interest in the role within the Yorkshire United Learning Cluster. The cluster itself is a close-knit group of four Secondary Academies: Fir Vale Academy, Barnsley Academy, Sheffield Park Academy and Sheffield Springs Academy, who work alongside a number of local Primary Academies; all from within the United Learning Trust.

The cluster is well-established and has excellent support from locally based cluster central services. These cover Business Management, HR, IT and Site/Estate Facilities. They are led by an Executive Business Manager. This provides our Academies with excellent trained advice and support in these areas; this benefits the leadership and wider staff of every Academy.

United Learning Trust is a national organisation serving Primary and Secondary Academies, all-through Academies and Independent Schools. Our ethos is, “the Best in Everyone”. This is a useful phrase that sums up the work and focus of the organisation. Every decision taken is done with this aim in mind: for staff, for students and for the community. The Trust values of Respect, Determination and Ambition are driven through the Character Programme, which each Academy has carefully interpreted in their own way. The Trust attributes of Creativity, Confidence and Enthusiasm are demonstrated at every level.

United Learning, and Academies within the Yorkshire Cluster, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join our schools you will be inducted, supported and developed in a deliberate way from before you even take up post. Our status as an Academy Trust enables highly competitive rates of pay progression and our employee schemes, such as Perkbox, are an attractive feature of employment.

Above everything, we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide a structured, supportive experience that enables them to achieve as well as they possibly can and become excellent scholars and rounded individuals. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and emotional energy. The recruitment decision has to be right for employee and employer. I would encourage you to seek out any information you need in order to make the important decision to apply and we welcome visits to our schools in advance of applications wherever this might be helpful.

I do wish you the very best with your application and thank you again for considering us.

Best wishes,

Laura Moore

Regional Director
United Learning

Section 4 – Letter from the Principal of Fir Vale Academy



Dear Candidate,

Thank you very much for your interest in joining Fir Vale Academy. I am delighted to introduce you to our school, and I hope this application pack gives you a clear sense of our values, our community, and the exciting opportunity this role presents.

Fir Vale Academy is a diverse and dynamic 11–16 secondary school, proudly serving the North of Sheffield. We are part of the United Learning family of schools, and we work closely with our cluster partners to share best practice and drive improvement. We fully subscribe to the ethos and values of United Learning, which align closely with our own commitment to ambition, opportunity, and determination for every student.

You are very welcome to contact me directly for an informal conversation prior to applying, and we would be pleased to arrange a visit so you can experience our school in action.

Thank you again for considering Fir Vale Academy as the next stage in your career. I wish you the very best of luck with your application.

Warm regards,

Danny Bullock
Principal

Section 5 – Job Description



Job Description

Post title	Subject Leader of Food
Salary	United Learning Teacher Pay Scale plus TLR2a
Responsible to	Vice Principal
Responsible for	
Role purpose	To lead and inspire students in food skills, ensuring strong outcomes. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable in the context of this school.
Relevant qualifications	• Qualified Teacher Status • Degree or equivalent academic qualifications

The postholder must, at all times, carry out their duties and responsibilities within the spirit of United Learning Trust and academy policies and procedures, and within the legislative framework applicable to academies.

Role Summary

The post-holder will provide an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area in accordance with the aims of the academy and curricular policies, monitor and support the overall progress and development of students as a teacher and tutor. They will facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential, contribute to raising standards of student attainment and outcomes.

Key Responsibilities

Main duties

This serves as guidance only and is not definitive.

- To set challenging teaching and learning objectives which are relevant to all students' in their classes
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate
- To contribute to teaching teams, meetings and events
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines
- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager
- To develop and audit schemes of work and other documentation and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met
- To develop strategies for the use of Food to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice
- To manage the resources available Food and make recommendations in order to maintain and develop curriculum provision
- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives
- To use monitoring and assessment information to improve planning and teaching
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn
- To involve students' in reflecting on, evaluating and improving their own performance and progress
- To assess students' progress accurately against appropriate standards
- To identify and support students' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties
- To identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning
- To report on students' attainment to parents, carers, other professionals and students' as appropriate
- To have high expectations of students' and build successful relationships centred on teaching and learning
- To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students' in their age range
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress

- To organise and manage teaching and learning time effectively
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence
- To use ICT effectively in delivery of teaching and learning
- To take responsibility for teaching a class or classes over a sustained and substantial period of time
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students' to learn independently
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To attend and participate in regular meetings
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements
-

General

- Develop excellent working relationships with colleagues internally, centrally and externally
- Be an effective and flexible member of the team
- Ensure any documentation produced is to a high standard and is in line with the in-house style
- Participate in training and other learning activities as required
- Participate in the Performance Management process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the academies at events as appropriate
- To support and promote academy and United Learning's ethos, playing a part in strengthening relationships between academies and with central office
- To be aware of, and comply with, United Learning's policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- To actively participate in continuous professional development and act as a positive role model across the academies and Trust
- Undertake academy duties in line with supervising the academy day
- The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Executive Business Manager and Human Resources
- This job description will be kept under review and may be amended via consultation with the individual, Executive Business Manager and Human Resources as required

Information

This post may require the post-holder to have a degree of flexibility and willingness to work outside of normal working hours.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have therefore, been used in which case all the usual associated duties are included in this job description.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post-holder.

Elements of this job description and changes to it may be negotiated at the request of either the post-holder or the incumbent of the post.

I accept my job description and job title as detailed above.

Name (print)	
Sign	
Date	

Section 6 – Person Specification



Person Specification

Post title	Subject Leader of Food		
Salary	United Learning Leadership Pay Range		
Education and Qualifications		Essential	Desirable
Qualified Teacher Status (QTS).		X	
Evidence of further/higher study.		X	
Experience		Essential	Desirable
Experience working and leading a department.		X	
Raising student achievement.		X	
A minimum of two years of middle leadership experience which includes: • Successful leadership at Head of Department, Head of Year (or other significant role, i.e. TLR). • Line management of staff • A strong track record of success in the areas that you are applying to lead, evidenced by key performance indicators.			X
Good teaching at secondary level.		X	
Inspiring staff and students and establishing successful relationships.		X	
The ability and experience to develop a vision and put this into practice.		X	
Establishing and maintaining high standards and expectations.		X	
Appropriate professional development (particularly linked to raising achievement).		X	
Leadership and management experience.			X
Knowledge and Skills		Essential	Desirable
Knowledge on how to effectively engage young people		X	
Good skills in staff management and ability to undertake the support and supervision of staff.		X	
Ability to mentor and coach staff in order to develop and improve professional practice.		X	
Knowledge and understanding of current educational issues.		X	
Understand issues that may form barriers to learning and be able to initiate appropriate action to overcome underachievement.		X	
Excellent ICT skills and a knowledge of how the use of new technologies can enhance learning and the monitoring of student performance.		X	
Good organisational ability and time management skills.		X	
Ability to manage students firmly, fairly and effectively and to develop strong relationships.		X	
Excellent written and oral communication skills and the ability to communicate across a wide range of audiences.		X	

A willingness to go the 'extra distance'; being committed to give time and support when and how needed to improve the life chances of students.	X	
Ability to work with the Senior Leadership Team in implementing strategies for raising achievement and achieving excellence for students, in particular disadvantaged students.	X	
Use appropriate models and principles of effective learning and assessment for learning.	X	
Management and Leadership	Essential	Desirable
Leads by example and acts as a role model for professional behaviour and good practice.	X	
Sets the pace for action and demonstrates commitment to achieving stretching goals.	X	
Translates broad strategies into clear objectives and practical action plans.	X	
Actively implements and encourages improvement processes.	X	
A person who is committed to an ethos of high standards, personal fulfilment and academic success.	X	
Teamwork	Essential	Desirable
Recognises the contribution and achievement of colleagues.	X	
Keeps colleagues, stakeholders and/or customers informed of progress.	X	
Treats others fairly, openly and consistently.	X	
Expresses disagreement or challenges views calmly, constructively and tactfully.	X	
Supports and co-operates with colleagues.	X	
Personal Attributes	Essential	Desirable
Maintains confidentiality and discretion	X	
Able to make connection between their work and the benefits to students.	X	
Good written and verbal communication skills.	X	
Ability to prioritise and manage workload while maintaining a flexible response to urgent requests.	X	
Good interpersonal skills and ability to work with staff and stakeholders at all levels.	X	
Organised and good attention to detail.	X	
High expectations of self.	X	
The ability to act on advice and be open to coaching.	X	
A commitment to extra-curricular activities.	X	
A continued interest in developments in teaching and learning.	X	
The ability to motivate others.	X	
The ability to establish effective working relationships with individuals, groups and organisations.	X	
The ability to remain calm and diffuse situations.	X	
The demonstration of a concern for excellence in one's professional work and the achievement of students.	X	
A commitment to support the school's aims, vision and ethos.	X	
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	X	
Energy and commitment to professional responsibilities and to the betterment of all students.	X	
A willingness to contribute to the wider life of the school.	X	

Section 7 – The Appointment Process

These notes are intended to guide you when making an application.

The Application Form

The application form is accessible via the 'Apply' link on the job advertisement. Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CVs are not accepted.

Education and Training

State your qualifications and any training you have undertaken relevant to the post.

Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointment

When completing this section it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. Reference will be taken if the candidate is successfully short-listed for interview. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

The Supporting Statement

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website/s prior to attending the interview.

The Interview

Candidates will be invited to interview at the school during which time they will have the opportunity to meet staff and students and see the school at work.

Feedback

Feedback is offered to those candidates who are shortlisted, interviewed and not recommended for appointment. It is hoped that this information will help you with future applications.

Section 8 – Visitors/Contacts for Fir Vale Academy



Fir Vale Academy
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Fir Vale Academy
Owler Lane
S4 8BG

Website: <https://www.firvale.com>
Email: enquiries@firvale.com
Telephone: 0114 2439391

As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost.