



ADT Teacher

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. 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 may therefore have been used, in which case all the usual associated duties are included in this job description. The post is subject to enhanced DBS clearance.

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| Job title | ADT Teacher |
| Reporting to | Subject Leader of ADT |
| Job purpose | Teacher of Art, Design and Technology |
| Principal responsibilities: | |
| | <ul style="list-style-type: none">• Deliver engaging and motivating lessons to students across all Key Stages.• Produce high quality resources and take part in the creation of new schemes of work.• Use the whole school behaviour policy in setting high standards and expectations for all pupils.• Identify and differentiate for groups of learners within your teaching groups.• Use ICT and other learning technology in the planning and delivery of lessons.• Use the schools' assessment system to track progress within own teaching groups.• Regularly mark and feedback to students in line with the Academy and department marking and feedback policy and procedures.• Take part in the whole-school and department work scrutiny exercises.• Engage in, and contribute, to the self-evaluation review processes within the department.• Monitor the progression of all pupils in own teaching groups.• Identify pupils at risk of underachievement in liaison with the Subject Leader, and then ensure that appropriate interventions are in place.• Work as part of the team in supporting department members in spreading and sharing good practice.• Attend and contribute to departmental and staff meetings.• Be willing to attend relevant courses/conferences that will stimulate and enhance the role of teacher of ADT and wider role within the school community.• Have a thorough and up-to-date knowledge and understanding of specifications for examination courses.• Uphold and promote the school's child protection and safeguarding policies and procedures and ensure they are adhered to by all staff. |
| Main Responsibilities | <p>The specific nature and balance of these responsibilities will vary according to the needs of the ADT department. The teacher of ADT will be directed by the Subject Leader to the necessary responsibilities depending upon the needs of the department.</p> <p>I. Teaching:</p> |



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| | <ul style="list-style-type: none">• To provide an excellent environment and culture for learning in the classroom.• To ensure own practice is of a high standard and continue to develop your professional skills and knowledge.• To develop and deliver innovative schemes of learning and assessment in line with new specifications, curriculum requirements and related pedagogy.• To promote and inspire learners through planning which takes into account the needs and progress of all, creativity in the classroom, vocational support and Assessment for Learning.• To ensure Health and Safety standards are met and risk assessments carried out and recorded. <p>2. Achievement and Standards:</p> <ul style="list-style-type: none">• To continually assess pupil progress.• To provide pupils and parents with high quality feedback in order to drive attainment.• To use available data including IEPs to plan, review and monitor progress of all pupils in order to promote rigorous improvement of attainment.• Promote equality of performance and achievement of all pupils and pupil groups. <p>3. Other Specific Responsibilities:</p> <ul style="list-style-type: none">• To take on the role of form tutor.• To carry out other professional duties in line with the Teacher Standards.• To actively engage in the staff and school review and development process.• To carry out other responsibilities as determined by the Headteacher.• To contribute to the school's extra-curricular programme. |
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Person Specification

| | ESSENTIAL | DESIRABLE |
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| Qualifications | <ul style="list-style-type: none">• 5 GCSE or equivalent including English, Maths and Science.• Degree level qualification in relevant subject area.• QTS. | <ul style="list-style-type: none">• Food Hygiene Training |
| Experience | <ul style="list-style-type: none">• Recent experience of teaching Food across key stages 3 and 4.• Recent evidence of planning sequences of lessons (schemes of work) in line with National Curriculum and KS4 specification requirements.• Understanding of the exam board and subject's assessment objectives and accurate assessment of this in student's work at key stages 3 and 4.• For QTS - Successful Teaching Practice experience in key stage 3 or 4, including the relevant subject area(s).• Evidence of a desire to pursue a balanced programme of continuing professional development.• Evidence of ICT skills to support and enhance teaching. | <ul style="list-style-type: none">• Fully qualified food teacher able to cover food preparation & nutrition.• Recent experience of teaching technology at key stage 5. |
| Skills/Knowledge | <ul style="list-style-type: none">• Creative and innovative approach to teaching and learning.• The ability to integrate ICT effectively into their teaching.• Manage workplace activities safely.• Manage resources effectively especially within practical lessons.• High levels of written and oral communication skills. | <ul style="list-style-type: none">• Extensive wider subject knowledge for food preparation and nutrition. |



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| | <ul style="list-style-type: none">• Sound numeracy/analytical skills.• Evidence of appropriate and effective communication with parents.• Evidence of working effectively and flexibly to meet deadlines• Ability to act on own initiative | |
| Other | <ul style="list-style-type: none">• Enthusiasm and passion for the importance of the subject.• Commitment to the school's Catholic ethos.• Commitment to safeguard and promote the welfare of young people.• Self-motivated and self-reliant with a readiness to seek and accept support.• Desire to continue to improve professional competency and qualifications.• Be an organised team player with a willingness to contribute and deliver ideas for department development. | |