



## Teacher of Design & Technology



## Candidate Information Pack



*"Please note the photo(s) of pupils attached to this notice were used under the legal ground of consent, for the purpose of preparing publications that promote the school"*

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## Welcome from the Chief Executive Officer

Thank you for your interest in the position of Design & Technology at Linton Village College, part of Anglian Learning.

We are an ambitious, outward looking school trust consisting of seven secondary schools and eleven primary schools, the latest to join our community being Stour Valley Community School and Clare Community Primary School in March 2025. While each of our academies retains very clearly their own identity and ethos, we are collectively passionate in our belief that all young people deserve to have access to an outstanding education, and which crucially enables them to thrive in the local, national, and global communities in which they live.

Anglian Learning has been founded on strong collaborative and trusting relationships, where everybody is committed to sharing their successes, but equally open to innovative ideas and alternative perspectives. We also passionately believe that our most valuable resource is our people, and if you apply and are successful in your application, we promise to develop and support you in your career, as well as providing a caring, friendly environment in which to work.

For an informal discussion regarding this role, please contact [humanresources@lintonvc.org](mailto:humanresources@lintonvc.org).

I hope that you find the following information useful. If you wish to visit our school or make an application for this vacancy, please see contact information within.

We look forward to hearing from you.

Yours sincerely



Jonathan Culpin  
Chief Executive Officer



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## Anglian Learning

Our mission is to build an innovative partnership of academies that excites, inspires, and empowers our people – pupils, staff, and the community in which we work - to be the absolute best they can be, to have the confidence to think creatively, and embrace new challenges. Through this we will seek to support and inspire our young people to be dynamic learners who will live, grow, and thrive in the local, national, and global community in which they live and will work.

Currently, the Trust educates more than 9000 pupils and employs over 1200 members of staff in 18 schools across three counties, with a 19th school due to open in the near future. Several of our schools provide adult education opportunities, reflecting our commitment to lifelong learning and we also operate our own sport centres, under the banner of Anglian Leisure.

We are recent winners of the NGA Outstanding Governance Award; have a unique partnership with Arts Council England, reflecting our commitment to arts education; and are one of the eight National Creativity Collaborative pilot hubs. We are strategic partners in the local teaching school hub, working closely with other trusts to provide professional qualifications in addition to our own very extensive professional learning programmes.

We provide school improvement support to our schools, alongside finance, human resources, ICT, and estates support. Many of our leaders, teachers, and professional services staff are involved in networks across the Trust to share best practice and build skills and knowledge, with some taking on cross-trust leadership positions.

### Our most recent staff survey indicated that a high proportion of staff:

- Feel as though they belong within Anglian Learning
- Agree that they are provided with relevant opportunities for professional development
- Feel that there is a positive culture of psychological safety within their school
- Have high levels of job satisfaction and happiness at work
- Would recommend our organisation as a great place to work
- Almost all staff who responded to the survey feel part a team within their school and can rely on colleagues for support when needed.



#### Aspiration

We are ambitious for ourselves and all those in our community to be the best we can be



#### Community

We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together



#### Empowerment

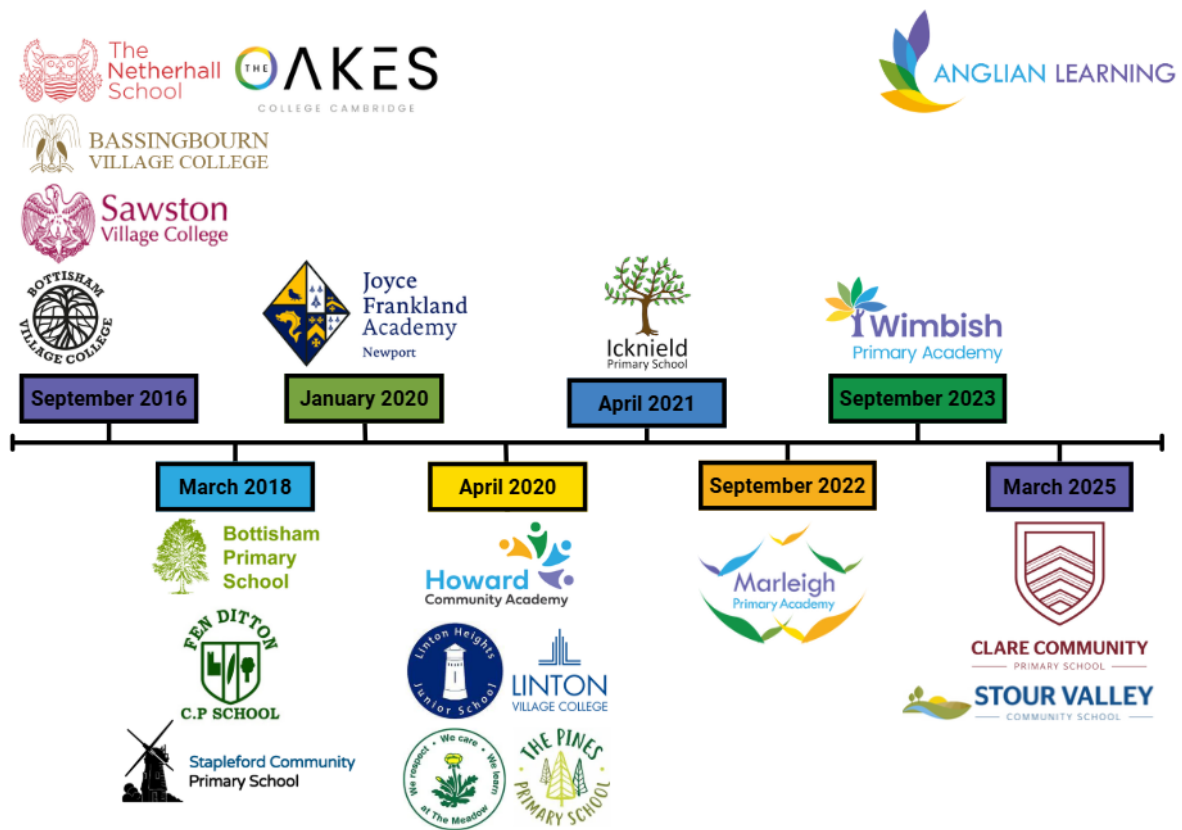
We enable our academies, staff and learners to embrace new ideas and think creatively



#### Inclusivity

We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds

It is an exciting time to join our growing Trust.



We are committed to providing outstanding academies which are a source of pride for the communities that they serve.

We aim to achieve this by raising the educational attainment of all our young people and using the collective energy and cross-school educational fertilisation within the Trust to improve life chances by:

- Developing a dynamic and inspirational culture for teaching and learning excellence.
- Providing pupils with stimulating and valuable enrichment opportunities across the curriculum.
- Building a curriculum and assessment structure that will enable teachers, pupils, and parents to celebrate success and respond swiftly to challenge.
- Encouraging innovation and risk-taking through a focus on research and best practice locally, nationally, and internationally.
- Promoting, enabling, and supporting leadership at all levels to flourish in individual schools and across the Trust.
- Providing high quality professional learning opportunities for staff at all levels in the Trust

## **Linton Village College**

Thank you very much for your interest in this position at Linton Village College. I hope that the information enclosed will encourage you to apply to join our dedicated team of staff and helps you to appreciate what makes Linton Village College a special place to work and learn.

### **College ethos**

We are a relatively small 11-16 comprehensive secondary academy with around 835 students on roll. Our culture is characterised by an inclusive and caring ethos. At Linton Village College everyone is a learner and every learner matters. Opened in 1937 as the third of Cambridgeshire's Village Colleges, the school is still true to Henry Morris' founding vision for cradle to grave learning. We operate a community sports centre and adult education provision in addition to community users.

### **Location and facilities**

Linton Village College is situated on the outskirts of Cambridge. Our students come from a large number of primary schools in South Cambridgeshire and bordering Essex and Suffolk villages, plus the town of Haverhill. There are excellent transport links and we have an expansive campus with lots of green spaces and some fabulous facilities including a beautiful library, science labs, dance studio and excellent sports amenities.

### **School culture**

Having been a pilot school for the Relational Schools research project, we prize the importance of developing strong relationships between all members of the College community. As a close-knit staff, there is collaboration and support across departments. We are people-centred and committed to having reasonable workload expectations of our staff (as showcased by the DfE) and access to high quality professional development. The four Linton Learner attributes are the qualities that we recognise, develop and promote in our students: independence, responsibility, curiosity and care. We have a strong safeguarding culture at the College.

### **Student profile**

As Linton Village College has grown, its student demographic has diversified. Our cohort varies year on year but is typically above national average with a significant proportion of higher-attaining students. Our intake is very comprehensive and in recent years we have attracted more students with acute SEND. The proportion of students eligible for the Pupil Premium is lower than the national average (around 15%). We have relatively few EAL students.

### **Pastoral care**

The care and support on offer to students is a strength at Linton Village College. Each student is a member of a horizontal tutor group within a vertical House. The form tutor plays an integral role in offering pastoral care and supporting educational success. A Support Hub houses the five Heads of Year and a range of other colleagues with specific pastoral expertise including an inclusion and safeguarding team. This team works in partnership with the SEND team in our Henry Morris Centre.

### **Enriching education**

We value the importance of a holistic education. Students at Linton Village College benefit from a wealth of enrichment activities including trips and visits to support the curriculum (particularly in STEM subjects and careers education) in addition to a thriving extra-curricular programme. A 5-day enrichment week in the summer term enables all students to engage in cultural opportunities beyond the classroom – the ambition is for every Year 9 student to experience a residential excursion. There are plentiful lunchtime and after school clubs on offer and we are also proud of our exceptional provision in the Arts.

### **Professional networks**

We joined Anglian Learning Trust on 1<sup>st</sup> April 2020. Membership of this local, community-focused and like-minded group of schools affords us lots of opportunities for professional development and school improvement. Our staff body benefits from accessing training through The Cambridge Teaching Hub and through membership of Whole Education. We also have close links with the University of Cambridge and other teacher training providers as well as our local primary schools.

### **College Improvement priorities**

Our current College improvement strands and leadership priorities focus on achieving consistently high-quality education in these areas:

- Empower all leaders to drive whole school improvement.
- Establish a culture of professional collaboration.
- Embed ambitious, inclusive and enriching teaching and learning and establish effective assessment practices cross the school.
- Ensure that students' behaviour is ready, respectful and safe in and outside of lessons.
- Build community relationships.

It is my tenth year as Principal and it is a privilege to lead the College. Our loyal staff team play an important role in ensuring that Linton Village College continues to be a vibrant, high-performing and successful school that meets the needs of all of its learners. I hope that you feel inspired to join us and play an integral role in the school.

Thank you, in anticipation, for the time you will give to your application.

Yours sincerely



Helena Marsh  
Principal

## **Teacher of Design & Technology**

**Hours: Part time/Full time**

**Salary: Main Scale/UPS**

**Contract Type: Permanent**

**Start date: September 2025 or January 2026**

Anglian Learning is a high-performing multi-academy trust responsible for 18 schools in West Suffolk, Cambridgeshire, and Essex, educating over 9,000 pupils and employing more than 1200 staff.

Our vision is for dynamic, empowered learners who thrive and lead in their communities: locally, nationally, and globally. Our schools are at the heart of their communities and as well as providing a broad, rich, and vibrant curriculum to pupils they also provide sporting, community education and other facilities and opportunities to their local community.

## **The Vacancy**

We are seeking an enthusiastic and capable Teacher of Design Technology that is willing and able to specialise in teaching Food and Nutrition across KS3 and KS4. The successful candidate must be a positive, collaborative individual who will contribute to high standards and a culture of excellence and innovation across the teaching team.

The successful candidate will join a vibrant Technology Department with a committed team of staff. As a small secondary school, we are looking for a flexible and versatile teacher who can teach different DT specialisms. The ability to teach Art and Photography, or other subjects outside of the department would also be welcomed.

We are keen to appoint someone who is committed to enrichment and will develop partnerships and extra-curricular opportunities that bring learning to life.

*Requests for flexibility in working arrangements/patterns will be considered.*

***We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.***

## Employee Benefits

Anglian Learning offers the following benefits to staff.

- Career Average Revalued Earnings Pension Scheme (CARE)
- Free membership to all Anglian Learning's Sports Centres
- 20% Discount on Adult Education Classes
- Employee Assistance Programme
- Cycle to Work Salary Sacrifice Scheme
- Discounted Eye Care Vouchers
- Annual Flu Jab Vouchers
- A friendly, community environment.
- Access to free parking on site.
- A commitment to supporting healthy staff workload and wellbeing.
- Access to staffroom with free tea and coffee.

## Application

If you would like to arrange an informal discussion, please contact Rachel Drennan, HR Officer [humanresources@lintonvc.org](mailto:humanresources@lintonvc.org).

To apply for this vacancy please complete the application process via our [website](#), outlining how your skills and experience will enable you to be successful in this role. Please note that CVs will not be accepted.

If for any reason you need to apply via an alternative format, please contact Rachel Drennan, HR Officer [humanresources@lintonvc.org](mailto:humanresources@lintonvc.org).

**Closing Date:** Midday 30<sup>th</sup> June 2025

**Interview date:** 2<sup>nd</sup> July 2025

**Start date:** September 2025/January 2026

***We reserve the right to close this vacancy early if we receive sufficient applications for the role.***

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Anglian Learning is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We expect all staff to share this commitment and those in regulated activity will be subject to an Enhanced DBS Check and online checks. Certificate of Good Conduct and other applicable checks may be requested. This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR, Safeguarding and Recruitment can be found on our website: [www.anglianlearning.org](http://www.anglianlearning.org). We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered for all roles deemed suitable. As a result of the changes to the UK immigration rules which came into effect on 1 January 2021, Anglian Learning will offer sponsorship for a skilled worker visa under the points-based system, where a role has been deemed to be business critical. Do contact us to discuss further. Please note the photo(s) of pupils attached to this notice were used under the legal ground of consent, for the purpose of preparing publications that promote the school

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## **The Food Department**

### **Philosophy and Ethos**

Food Preparation and Nutrition at Linton Village College provides learners with the knowledge and skills that enable them to make well-informed, life-long choices about the food that they prepare and eat. A broad range of practical skills are developed through a focus on savoury dishes that support learners' development and give them the opportunity to use a wide variety of ingredients. Through passionate teaching, we develop learners' appreciation and respect for a range of foods to promote curiosity and inclusivity. It is vital that learners appreciate the cultural origins of cuisine and understand global socioeconomic factors that contribute towards food choices and production.

It is vital that learners understand the chemical and functional properties of ingredients. This is not only essential to producing successful outcomes, but it also enables them to optimise food as a valuable commodity and recognise social and environmental responsibility.

### **Our Team**

The subject is currently taught by three teachers from the Design and Technology and PE teams, in addition to the Head of Food and Nutrition. Lessons are taught in two dedicated teaching spaces that include a professional kitchen and a classroom for theory-based lessons.

### **The Curriculum**

In Years 7 and 8 students are taught Food and Nutrition as part of a Design Technology curriculum carousel. They complete a FPN project over the course of a term during their three timetabled DT lessons a fortnight.

In Year 9, students can opt to study the subject as part of our two-stage options process at Linton. They have three discrete lessons a fortnight for each of their four elected options subjects from across their chosen arts and technology subjects.

At Key Stage 4 we offer OCR Food Preparation and Nutrition GCSE. It is a popular options subject with up to three GCSE groups each year.

The food curriculum delivers these fundamental principles through seven distinct pillars. These are:

- Food Commodities
- Nutrition
- Food Science
- Food Provenance
- Diet and Health
- Cooking and Food Preparation Skills
- Food Safety

Each scheme of learning is designed to enable learners to make progress through all pillars. Lessons are sequenced to encourage learners to make connections to prior knowledge and promote depth of understanding. This develops independence and self-regulation. Units of study are taught

thematically to enable equitable distribution of knowledge across all pillars. The themes have been selected in response to the local context and the demographic of learners at Linton Village College.

### **Enrichment**

Enrichment is one of our core values at Linton Village College. We are keen to appoint someone who will commit to developing extra-curricular opportunities in the department and can contribute to whole school enrichment. We currently offer an after-school cookery club to Key Stage 3 students. In the past, students have enjoyed competitions and learning experiences linked to local industry.

### **The Role of the Form Tutor**

The successful candidate will be required to take on the role of form tutor.

The tutor serves as the first point of contact between the College and home and has an important pastoral responsibility in supporting students to maintain high standards of behaviour and academic achievement. Form tutors are expected to ensure an ordered and organised start to the College day. Tutor time involves the sharing of key messages and expectations, as well providing care and oversight of individuals and their welfare and progress. It is important that effective professional relationships are fostered through a high-quality tutoring experience. Key strands of the PSHE/RSE and personal development curriculum are also delivered through tutor time.

## Teacher of Design & Technology

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Salary</b>           | Main scale/UPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Hours</b>            | Part time/Full time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Pension</b>          | LGPS is a salary-related, defined benefit scheme and is not affected by stock market changes or performance of investments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Disclosure Level</b> | Enhanced DBS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Location</b>         | The post holder will be based at Linton Village College                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Responsible to</b>   | Head of Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Job Purpose</b>      | <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</p> <p>To monitor and support the overall progress and development of students.</p> <p>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of student attainment.</p> <p>To share and support the College's responsibility to provide and monitor opportunities for personal and academic growth.</p> |

## Main Responsibilities

| MAIN DUTIES                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Operational/strategic planning</b> | <p>To make a positive contribution to the work of the department, assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies and taking responsibility for particular facets of the department's work.</p> <p>To contribute to the curriculum area and department's development plan and its implementation.</p> <p>To plan and prepare courses and lessons.</p> <p>To contribute to the whole school's planning activities.</p> |
| <b>Curriculum provision</b>           | To assist the Head of Department and Senior Leadership Team to ensure that the curriculum area provides a range of teaching that complements the school's strategic objectives.                                                                                                                                                                                                                                                                                                                    |
| <b>Staffing</b>                       | To take part in the school's staff development programme by participating in arrangements for further training and professional development.                                                                                                                                                                                                                                                                                                                                                       |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Staff development</b>                    | To continue personal development in the relevant areas including subject knowledge and teaching methods.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Recruitment/<br/>deployment of staff</b> | To engage actively in the appraisal process.<br>To ensure the effective/efficient deployment of classroom support.<br>To work as a member of a designated team and to contribute positively to effective working relations within the College.                                                                                                                                                                                                                                                                                                                                                      |
| <b>Quality assurance</b>                    | To help to implement school quality procedures and to adhere to the requirements outlined in the school's quality assurance policy.<br>To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures.<br>To seek/implement modification and improvement where required.<br>To review from time to time methods of teaching and programmes of work.<br>To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the College. |
| <b>Management<br/>information</b>           | To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers etc.<br>To complete the relevant documentation/online records to assist in the tracking of students.<br>To track student progress and use information to inform teaching and learning.<br>To ensure the security and confidentiality of all such information.                                                                                                                                                                                                                       |
| <b>Communications</b>                       | To communicate effectively with the parents/carers of students as appropriate.<br>Where appropriate, to communicate and co-operate with persons or bodies outside the College.<br>To follow agreed policies for communications in the College.                                                                                                                                                                                                                                                                                                                                                      |
| <b>Marketing and liaison</b>                | To take part in marketing and liaison activities such as open evenings, parents' evenings and liaison events with partner schools.<br>To contribute to the development of effective subject links with external agencies.                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Management of<br/>resources</b>          | To contribute to the process of the ordering and allocation of equipment and materials.<br>To assist the Head of Department to identify resource needs and to contribute to the efficient / effective use of physical resources.<br>To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the College, Department and the students.                                                                                                                                                                                                                 |
| <b>Pastoral care</b>                        | To take responsibility for a group of students whether as form tutor, mentor or co-mentor.<br>To play a full part in ensuring that there is a calm, orderly environment in and outside the classroom.<br>To promote the general progress and well-being of individual students and class groups as a whole.<br>To treat all students with respect.                                                                                                                                                                                                                                                  |
| <b>Teaching</b>                             | To undertake a designated programme of teaching.<br>To ensure a high-quality learning experience for students which meets internal and external quality standards.                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <p>To teach students according to their educational needs, including the setting and marking of work carried out by the students in school and elsewhere.</p> <p>To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</p> <p>To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</p> <p>To ensure that literacy, numeracy and school subject specialisms are reflected in the teaching / learning experience of students.</p> <p>To ensure that students have the opportunity to further their experience of IT within the subject area and to assess their competence and progress with this skill set.</p> <p>To prepare and update subject materials.</p> <p>To use a variety of delivery methods which stimulate learning appropriate to student needs and demands of the syllabus.</p> <p>To maintain discipline in accordance with the College's procedures, and to encourage good practice with regards to punctuality, behaviour, standards of work and homework.</p> <p>To undertake assessment of students as requested by external examination bodies, departmental and College procedures.</p> <p>To mark, grade and give written /verbal and diagnostic feedback as required.</p> <p>To contribute to the development, promotion and active use of the College's learning platform.</p> |
| <b>Other specific duties</b> | <p>To undertake duties according to the rota and discharge the responsibility proactively.</p> <p>To contribute to good order across the College by responding proactively where there is a cause for concern.</p> <p>To play a full part in the life of the school community.</p> <p>To support its aims and values and to encourage staff and students to follow this example.</p> <p>To promote actively the College's policies.</p> <p>To attend staff briefings and staff meetings.</p> <p>To continue personal development as agreed.</p> <p>To comply with the College's Health and Safety Policy and undertake risk assessments as appropriate.</p> <p>To undertake any other duties as specified in the STP&amp;CD not mentioned in the above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

*The post holder will also be expected to undertake any other tasks as reasonably required by the Principal or line manager to ensure efficient and effective operation of the College.*

## Person Specification: Teacher of Design & Technology

| Education                                   | Essential/<br>Desirable | Application/<br>Interview/<br>Reference |
|---------------------------------------------|-------------------------|-----------------------------------------|
| Good honours degree in a relevant subject   | E                       | A                                       |
| PGCE or recognised teaching qualification   | E                       | A                                       |
| GCSE grade C or higher in Maths and English | E                       | A                                       |

| Experience                                                                                                                                 | Essential/<br>Desirable | Application/<br>Interview/<br>Reference |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------|
| Recent experience of teaching Food and Nutrition to at least GCSE or equivalent level                                                      | E                       | A/I/R                                   |
| Experience of teaching other relevant courses                                                                                              | D                       | A/I/R                                   |
| Experience of involvement in extra-curricular activities                                                                                   | D                       | A/I/R                                   |
| Evidence of the successful use of ICT within teaching and learning                                                                         | E                       | I                                       |
| Evidence of ability to develop positive and effective relationships with students, staff, governors, parents/carers and other stakeholders | E                       | I/R                                     |

| Professional Qualities                                                                                                                            | Essential/<br>Desirable | Application/<br>Interview/<br>Reference |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------|
| An excellent communicator who is able to work effectively with students, parents, colleagues and outside agencies                                 | E                       | A/I/R                                   |
| Good or outstanding classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students | E                       | A/I/R                                   |
| Ability to establish productive working relationships and work well in a team                                                                     | E                       | A/I/R                                   |
| Has excellent subject knowledge and is aware of best practice in teaching Food and Nutrition, including effective use of AfL and enquiry learning | E                       | A/I/R                                   |
| An excellent communicator, both orally and in writing                                                                                             | E                       | A/I/R                                   |
| Commitment to the promotion of equal opportunities for all                                                                                        | E                       | I                                       |
| Evidence of a commitment to the safeguarding of all young people                                                                                  | E                       | A/I/R                                   |

| <b>Professional Qualities</b>                                               | <b>Essential/<br/>Desirable</b> | <b>Application/<br/>Interview/<br/>Reference</b> |
|-----------------------------------------------------------------------------|---------------------------------|--------------------------------------------------|
| An awareness of new technologies, their use and impact                      | D                               | I                                                |
| <b>Personal Qualities</b>                                                   | <b>Essential/<br/>Desirable</b> | <b>Application/<br/>Interview/<br/>Reference</b> |
| Enthusiasm, energy and personal dynamism                                    | E                               | A/I/R                                            |
| Approachable, friendly and patient                                          | E                               | I/R                                              |
| Good humour and an ability to maintain perspective                          | E                               | I/R                                              |
| Able to prioritise and meet deadlines                                       | E                               | A/I/R                                            |
| A liking and respect for young people                                       | E                               | I/R                                              |
| Appropriate professional relationship with colleagues, parents and children | E                               | I/R                                              |
| High level of integrity, honesty and fairness                               | E                               | I/R                                              |
| Demonstrate personal enthusiasm for the learning process                    | E                               | I                                                |

| <b>Teaching &amp; Learning</b>                                                                                                | <b>Essential/<br/>Desirable</b> | <b>Application/<br/>Interview/<br/>Reference</b> |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------|
| Excellent teaching, pastoral and behaviour management skills leading to evidence of excellent student outcomes                | E                               | I/R                                              |
| Excellent use of enquiry-based strategies in teaching and learning within the classroom                                       | E                               | I                                                |
| A personal commitment to the continuing development of teaching skills in order to have a positive impact on student outcomes | E                               | A/I                                              |

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