 **JOB**

**DESCRIPTION**

Job Title:

**Teacher of Food, Cookery, Nutrition and Intervention**

Location:

**Humberston Academy**

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| **Job Purpose:** | To be an effective teacher (and tutor) who supports and challenges all students to achieve their full potential  To reduce barriers to learning for our most vulnerable students through delivery of intervention. |
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| **Background:** | The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.  Our aim is to be the country’s leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment. |
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| **Reporting To:** | Curriculum Leader: Design Technology |
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**KEY RESPONSIBILITIES**

This Job Description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

**Main Responsibilities**

* Teach the Food, Cookery and Nutrition curriculum across the age and ability range
* Accountable for the quality of teaching and learning and students’ progress and attainment of timetabled classes
* Delivery bespoke intervention to identified students
* Set high expectations for standards of teaching, learning, conduct and relationships, and model good practice
* Plan, and deliver engaging learning activities that are differentiated to meet the needs of all students, and that stretch and challenge students to achieve their potential
* Mark students’ work and homework in line with the Academy marking and feedback policy
* Set and mark homework in line with the Academy homework policy
* Responsible for a tutor group
* Responsible for target setting, tracking, monitoring student progress and achievement of own classes
* Ensure effective assessment for learning, consistent recording and reporting of students’ progress and the effective use of assessment data
* Monitoring of progress and standards of attainment through analysis of performance data in line with the academy’s assessment cycle
* Identifying students at risk of underachieving and in need of additional support
* Developing and implementing effective intervention strategies where required
* Monitor and evaluate all aspects of own teaching and learning, through active participation in the academy’s monitoring, evaluation and review cycle through: lesson observations; work sampling; student interviews; and written reports as necessary
* Develop a stimulating learning environment that promotes the identity of the department and celebrates achievement of students
* Attend meetings as required
* Attend parents evenings as required
* Report to parents as per the Academy’s recording and reporting cycle
* Attend staff training and INSET as required
* Make a good contribution to the academy’s programme of enrichment and extension activities
* Uphold all relevant academy policies and health, safety and welfare requirements
* Supervise students during unstructured periods of recreation before, during and after school
* To undertake any other specific or time-limited leadership or management duties as directed by the Principal

**Teaching and Learning**

* + Developing a high quality ethos of learning amongst students based on high expectations and a shared vision
  + Developing, implementing and reviewing support programmes, CPD and intervention to improve teaching and learning of your subject
  + Delivering high quality support, mentoring, coaching, induction and CPD that improves teaching and learning and support professional development of colleagues
  + Acting as an exemplary role model teaching good and outstanding lessons and supporting colleagues to develop their own practice
  + Supporting other team members with their subject specific knowledge
  + Personalising and planning and teaching to ensure the achievement of students including those with SEND and Pupil Premium and other key groups
  + Keeping up to date with new teaching and learning strategies and implement as appropriate to further develop the quality of teaching and learning across the department, Faculty and Academy
  + Supporting underperforming colleagues to improve and develop good practice across the department, Faculty and Academy
  + Taking part in demonstration and “model” lessons to support colleague professional development across the department, Faculty and Academy
  + We are committed to safeguarding and promoting the welfare of children and as part of this recruitment process, all successful applicants will be required to apply for an enhanced DBS
  + disclosure.

**Performance Management**

* Totality of performance
* Challenging objectives
* Development
* Capability

Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your Line Manager and grouped under the headings: Professional Development; Team Improvement Plan and Student Progress.

**Knowledge/skills/expertise**

* Excellent subject knowledge
* Thorough knowledge of the new national curriculum
* Knowledge of new performance measures
* Good working knowledge of examination specifications
* Maintenance of good conduct and relationships
* Proven track record of delivering consistently good, and often outstanding, teaching and learning, and good outcomes for students
* In-depth knowledge of best practice in teaching, learning and assessment for, and of, learning
* Thorough understanding of how to use performance data to monitor standards of attainment and to plan appropriate interventions
* Excellent interpersonal skills and the ability to inspire confidence, trust and respect amongst staff, students and families
* Excellent oral and communication skills and confidence in the use of new technologies
* Experience of promoting a wide range of teaching methodologies

**Pupil outcomes**

* Results
* Other examinations/accreditation

**Resources**

* Accommodation – ambience conducive to learning
* Risk assessment
* Value for money
* Effective deployment
* Safety

**NOTE:**

This Job Description may periodically be varied after consultation with the post holder.

**Key Responsibilities – all staff**

* To support the academy ethos
* To contribute to academy-wide events including curriculum-focused events as part of the wider curriculum team, as and when required
* To support and contribute to the academy’s commitment to ‘Every Child Matters’ to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
* To be aware of the academy’s duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
* To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities

**PERSON SPECIFICATION**

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

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|  | **Essential** | **Desirable** |
| Qualifications and Professional Development |  |  |
| * Relevant Subject Degree at BA or above. |  |  |
| * Qualified Teacher Status |  |  |
| * Evidence of applying continued professional development. |  |  |
| Experience |  |  |
| * Understanding of the current curriculum discussions within your subject. |  |  |
| * Have taught across the key stages |  |  |
| * The ability to quickly establish positive relationships with pupils and parents. |  |  |
| Skills and Knowledge |  |  |
| * Able to show evidence of the use of technology within teaching. |  |  |
| * A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively. |  |  |
| * A thorough understanding of the national curriculum and a range of assessment requirements. |  |  |
| * A clear understanding of age-related expectations for children within the Primary phases. |  |  |
| Personal Qualities |  |  |
| * Well-motivated, enthusiastic with a can-do attitude. |  |  |
| * Honesty and integrity. |  |  |
| * Good organisation and time management skills. |  |  |
| * To be a positive role model to our pupils. |  |  |
| * Be flexible and resilient in response to a changing educational environment. |  |  |
| Equal Opportunities |  |  |
| * A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best. |  |  |
| Safeguarding |  |  |
| * Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child. |  |  |
| * Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them. |  |  |
| * Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children. |  |  |
| Health and Safety |  |  |
| * Aware of Health & Safety and Safeguarding as appropriate to role |  |  |

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

*The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

*All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.*