



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE

RECRUITMENT PACK

TEACHER OF FOOD TECHNOLOGY - DT



LEARN THINK CONTRIBUTE CARE



**LFC ACADEMY
EDUCATION
CENTRE**
LFC WOMEN



**Centre of
Excellence**



**Artsmark
Platinum Award**
Awarded by Arts
Council England



WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School.
I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Headteacher

TEACHER OF FOOD - DESIGN TECHNOLOGY

Role Overview

DIRECTLY RESPONSIBLE TO:
Head of Faculty ADT

COMMENCING:
September 2023
Fixed term Maternity cover

CLOSING DATE:
9am Monday 19th June 2023

INTERVIEW DATE:
Friday 23rd June 2023

We are seeking to appoint an innovative and creative Food Technology teacher who has the capacity to enthuse, engage and inspire our pupils through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition. This position is a fixed term maternity leave cover to start in September 2023.

As a Teacher of Design Technology Food, you will want to make a difference. You will want to inspire students in an outside the classroom. You must be a reflective practitioner and be committed to continuing professional development and educational research.

You will become part of an inspiring team, who are always looking for ways to make learning as engaging as possible for students, whilst supporting them to progress to their full potential.

The interview process will be challenging. We are seeking to find staff who can deliver in the classroom but can also inspire children to make great progress and achieve fantastic outcomes. We are also looking for a teacher who will challenge themselves and others with evidence-based practice and the belief they can make a difference to what great Food Technology teaching should look like.

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our students' love of learning in Design Technology. If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. This is a great opportunity to work with a talented and forward-thinking team and make a difference to students at the school.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



RAINHILL
HIGH SCHOOL

Post Teacher of Food - Design Technology

Grade STPCD

Responsible to Head of Faculty: ADT

Set high expectations which inspire, motivate and challenge pupils;

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION



RAINHILL
HIGH SCHOOL

| Criteria | E/D | A/I |
|--|-----|-----|
| Experience & Pupil Progress | | |
| Familiarity with the GCSE Food Technology specification | E | A/I |
| Experience of teaching Design Technology at Key Stage 3 | D | A/I |
| Track record of expertise and raising achievement and securing improvement | D | A/I |
| Qualifications Skills and Abilities | | |
| Good Honours Degree in relevant subject area | E | A |
| PGCE in relevant subject area | E | A |
| QTS/QTLS | E | A |
| Evidence of further professional development at Masters level. | D | A |
| Relevant, recent experience of working in an 11-16 or 11-18 school | E | A |
| Experience of teaching across the ability spectrum | E | A |
| Qualifications Skills and Abilities | | |
| Strong academic background and subject knowledge | E | A |
| A strong interest in current developments in Art | E | A |
| Enthusiasm and ability to motivate and inspire students and staff | E | A/I |
| Reliable, punctual, diligent, and well organised | E | A/I |
| Excellent communication skills | E | A/I |
| Willingness to be involved in the wider life of the school | E | A/I |
| Professional Ability | | |
| Demonstrates excellent subject knowledge and knowledge of subject pedagogy | E | A/I |
| An understanding of current national agenda developments | E | A/I |
| Can set, maintain and actively promote high standards of student behaviour | E | A/I |
| Has a commitment to safeguarding and promoting the welfare of children and young people | E | A/I |
| Evidence of inclusive practice and commitment to safeguarding and the welfare of students | E | A/I |
| Personal Qualities | | |
| Shows a strong commitment to equity in provision for students and a belief in the potential of every child | E | A/I |
| Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents | E | A/I |
| Willingness to get involved in the wider life of the school | E | A/I |
| Excellent written and oral communication skills | E | E/I |
| Has good interpersonal skills | E | E/I |
| An excellent health, attendance and punctuality record | E | E/I |
| Has a high level of personal integrity and probity | E | E/I |
| Sense of humour and willingness to work hard | E | E/I |

E = Essential requirement of the role D = Desirable requirement of the role A = Assessed via the application form
I = Assessed at Interview P = Presentation T = Task

ART DESIGN TECHNOLOGY FACULTY

The Art and Design Technology Faculty include the subjects:

- Design Technology which includes Product Design, Construction and Food Technology.
- Art, which includes Fine Art, Art Textiles, Photography and Graphic Design.

We have a team of teachers and technicians who are dedicated to producing excellent work with our students in a calm focused environment. The curriculum promotes an educational culture which is creative, technological and vocational within the community framework of the school. In addition, this Faculty encourages the excellent artistic, technological and academic skills needed for our modern society.

The aims of the Art and Design Technology Faculty support the general aims of the school and strive to:

- Stimulate students' curiosity, interest and enjoyment with the visual and design environment.
- Enable students to be familiar with a body of art and design knowledge by producing their own work and responding to the work of others to produce dynamic and original responses.
- Allow pupils the opportunity to experience and explore art through a wide range of creative and experimental techniques, activities and materials
- Enable students to perceive art and design technology as a major cultural feature, developing awareness in students of the implications and significance of art and design technology both past and present.
- Employ teaching methods which allow equal opportunities to all students irrespective of gender, ethnic origin or academic ability.
- To enable students to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- To be aware of the significant importance of Art and Design Technology within the wider community and commercial sectors.

Staffing

- | | |
|--------------------|---|
| • Anthony Bennett | Head of Art & Design Technology Faculty |
| • Sharon Bolland | Head of Food Technology |
| • Laura Goodwin | Second in Art (maternity leave) |
| • Charlotte Fahey | Design Technology Teacher |
| • Stephanie Miller | Art (0.6) Teacher |
| • Peter Quirke | Art & Art Graphics Teacher |
| • Laura Simms | Art & Photography (0.7) Teacher |
| • Victoria Carlin | Art and Art Graphics Teacher |
| • Ruth Smith | Art Textiles Teacher |
| • <i>Vacancy</i> | Food Technology Teacher (maternity cover) |
| • Lauren Jameson | ADT Technician |
| • Andrew Mortimer | DT Food Technician |

Facilities

Housed in its own block, Visual Art upstairs and Design Technology on the ground floor.

Food Technology

The department has 2 specialist rooms which are both large and well equipped with resources to teach practical skills. Each has eight cookers consisting of gas and electric hobs and ovens, seven microwaves and an industrial fridge for pupils to store their ingredients. An industrial sized freezer is shared between the two rooms. Each classroom is equipped with its own washer, drier and dishwasher to maintain high standards of cleanliness. The department has its own suite of new laptops and printer access. Ingredients are provided by the department for all pupil premium students which the ordering and delivery are organised by the technician weekly.

Design Technology

The department has 5 dedicated rooms that deliver a subject suite at Key Stage 3 and 4. DT classrooms offer interactive white boards, and we have both 3D printing and Laser cutting machines. Workshops offer all types of hard material manipulation, fully resourced with equipment, such as pillar drills, band saw, laser cutter, welding area, wood and metal lathes.

Outside, a construction area offers practical solutions for today's budding construction workers with bricklaying, joinery, painting, decorating and tiling on offer through the courses. The construction yard boasts plenty of room to undertake any practical exercise, which is undercover, protected by a large modern cantilever canopy.

Art

The Art Department is a strength of the school, offering pupils excellent provisions in both visual and cultural arts. The department has a large GCSE cohort, offering 4 separate endorsements for pupils to choose as an option at the end of Year 9. Visual Arts as an option is a popular subject within the school delivering consistently good results year on year.

Results in the Sixth Form are good with a strong track record of students' destinations to include some of the most prestigious Universities in the country.

The department consists of 6 art rooms. Three of the rooms have a full suite of PC's. (Software including Adobe Photoshop and Illustrator CS6). Photography and Graphics are delivered from these areas. We also have a bank of laptops (Wi-Fi installed) which can be used by students within the block. Photography resources include a variety of cameras available for all pupils ranging from simple point and shoot and bridge cameras, up to highly advanced DSLR'S.

CURRICULUM

Design Technology

The Design Technology department is an emerging subject area, that is at an exciting stage in its development. Refurbishments are ever evolving as we re-brand the future vision for the faculty area, year on year, as new technologies emerge. The Design Technology curriculum allows pupils to explore a wide range of modern influenced technology-based theory and practice. Currently in KS3, all pupils are timetabled 3 hours per fortnight and get the opportunity to explore Food Technology, Product design, & Textiles. This system allows pupils to experience, in-depth, the various disciplines on offer in a focused and sustained environment.

At KS4 students can select one of the following courses: Food Preparation and Nutrition – (EDQUAS) Construction and the built environment – (EDQUAS) & Product Design – (AQA) All subject areas are led by dedicated specialists who are passionate about educating our future designers, engineers, architects, nutritionists & chefs. All KS4 courses are delivered in 5 hours across a two-week timetable.

Art

The Art department is a successful, passionate and thriving environment. The Visual Art department delivers an innovative curriculum relevant to contemporary influences and references. Outcomes produced by students are diverse and this is echoed in the skills from the teachers who lead individual subject areas. The work of the department is underpinned by structured planning and robust assessment procedures with clear policy statements. Pupils in years 7,8 & 9 are allocated 1 hour of Art per week. This number increased to 5 hours per fortnight at KS4.

At KS4 Art students can select one of the following GCSE courses to study in Yr10: Art Textiles, Graphics, Fine Art & Photography.

Key Stage 4 Examination Results 2022.

Food & Nutrition = 21.3% 9-7 / 57% 5-7 / 70% 9-4

Visual Art = 21% 9-7 / 69% 9-5 / 86% 9-4

Design Technology = 21% 9-7 / 57% 9-5 / 70% 9-4

Construction = 20% D*-M / 40% D*-P

Fashion = 47% 9-5 / 68% 9-4

Extra-Curricular Activities

Annually the Food Technology Department sets an interhouse whole school competition. Over the years this has had a variety of themes and its participation is high amongst students. Our Food Technology students have helped showcase our

school at school events including Open Evening, Options Evening and the Art Exhibition. Children benefit from a number of enrichment activities offered by the faculty including working with practitioners, Trips to New York City, enrichment visits, coursework clubs, gallery exhibitions, fashion shows, visits to construction sites, annual Art evenings and catering events to name a few.

Anthony Bennett

Head of Art Design Technology Faculty



GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Click here for the [Teacher application form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

