

JOB DESCRIPTION

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| Postholder | Teacher of Food Technology |
| Line Manager | Curriculum Leader of Technology |
| Salary/Scale of Post | MPS/UPS Full Time Role |
| Purpose of Post | <ul style="list-style-type: none"> • To carry out duties set out in the terms of the Catholic Education Service Contract. • To carry out duties set out in the School Teachers' Pay and Conditions Order that are relevant to the post. • The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England. |

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| Main areas of responsibility for a Teacher | <p>A teacher must:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge students. • Establish a safe and stimulating environment for students, rooted in mutual respect. • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. <p>Promote good progress and outcomes by students</p> <ul style="list-style-type: none"> • Be accountable for students' attainment, progress and outcomes. • Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guide students to reflect on the progress they have made and their emerging needs. • Demonstrate knowledge and understanding of how students learn and how this impacts on teaching. • Encourage students to take a responsible and conscientious attitude to their own work and study. |
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| Main areas of responsibility for a Teacher | <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. 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. <p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. Reflect systematically on the effectiveness of lessons and approaches to teaching. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development. Have a clear understanding of the needs of all students, 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. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure students' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. |
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| Main areas of responsibility for a Teacher | <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • 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. • 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 students' needs in order to involve and motivate them. • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. <p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Deploy support staff effectively. • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with parents with regard to students' achievements and well-being. • Follow school policy in relation to all prescribed areas. • To have commitment to safeguarding and promoting the wellbeing of all children in line with school policy and national guidelines. • Ensure high standards of professional appearance in line with the school's dress code. |
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| Main areas of responsibility for this post | <ul style="list-style-type: none"> • To teach Food Technology to all students across the ability range at KS3 and KS4. • To prepare students for public examination e.g. GCSE. • To promote students' confidence and competence in their abilities. • To develop a sense of wonder in students' learning. • To be a committed member of the Technology Department. • To attend departmental meetings, staff meetings and parental consultation evenings as appropriate. • To set high standards and expectations for all children including those with learning needs. • To act as form teacher following the guidelines set out in the current Staff Handbook of routines. • To undertake any other duties as appropriate to the post or which may from time to time be reasonably determined by the Headteacher. |
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PERSON SPECIFICATION

| Selection Criteria | Essential (E) Desirable (D) | Method of Assessment |
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| | E | D |
| Qualifications/Knowledge | | |
| Well qualified Honours Graduate of Food Technology or related area | E | A, I, R |
| Qualified Teacher Status | E | A, I, R |
| Ability to teach Food Technology to GCSE | E | A, I |
| Experience | | |
| Experience of using a variety of teaching styles | E | A, I |
| Experience of teaching full ability range at Key Stages 3 and 4 | | D |
| Awareness of ICT applications | E | A, I |
| Evidence of using assessment data to set challenging targets and raise standards of students' achievements | | D |
| Specific Aptitude | | |
| Understanding of the way young people learn | E | A, I, R |
| Ability to communicate effectively with students, parents and staff | E | A, I |
| Effective classroom management | E | A, R |
| Work effectively as an individual and as part of a team | E | A, R |
| Well organised with high level of commitment to teaching | E | A, I |
| Good management and interpersonal skills | E | A, I |
| Computer literate | E | A, I |



| Selection Criteria | Essential (E) Desirable (D) | Method of Assessment | |
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| Motivation and Social Skills | E | D | Application – A Interview – I References - R |
| Show initiative | E | | A, R |
| Ability to deal with students in a firm and sensitive manner | E | | A, R |
| Place importance on self and students achieving high standards | E | | A, I, R |
| Supportive of the school ethos | E | | A, I, R |
| Has vision, energy and enthusiasm | E | | A, I, R |
| Practising Catholic | | D | A, I |
| Ability to contribute to other aspects of school life | | D | A, I |
| Commitment to safeguarding and promoting the wellbeing of all children | E | | I |
| Ability to make an effective contribution to the Catholic ethos of the school | E | | A, I |

