



Subject Teacher of Food Technology, Hospitality and Catering

Responsible to: Subject Leader

Purpose

As a Subject Teacher:

- To have responsibility for planning, delivery and assessment of learning activities for identified groups of students.
- To ensure student achievement within these groups is at least in line with expectations.
- To be accountable for progress and achievement of students within these groups.
- To have responsibility for the pastoral care of an identified tutor group.
- To implement school policies and procedures as appropriate in day-to-day activities.

Delivery

1. Plan appropriate learning experiences for all allocated groups of students; use knowledge of prior attainment and on-going assessment data to ensure activities are appropriate for all students, providing appropriate support for students with SEN and appropriate challenge for more able students.
2. Mark students' work regularly in accordance with published school and subject marking policies.
3. Undertake regular assessments of students' progress, in accordance with published school and subject assessment requirements; report the outcomes of such assessments to the Director of Subject, students and parents as appropriate; ensure deadlines set are met.
4. Attend parental consultation evenings for all groups of allocated students.
5. Consistently teach at least good lessons, with the aim of improving to consistently delivering outstanding lessons.
6. Manage the classroom behaviour of allocated groups of students, using the school's published procedures for rewards, referrals and sanctions.
7. Undertake the role and responsibilities of a form tutor.
8. Attend all subject team meetings as directed by the Director of Subject; attend all year team meetings as directed by the appropriate SLT Link.
9. Contribute to developments within the subject/year team, as agreed with the Director of Subject /SLT link.
10. Contribute to the delivery of revision, coursework, catch-up and enrichment programmes, as agreed with the Director of Subject /SLT link.
11. Except in emergencies, ensure appropriate cover work is set when unable to fulfil teaching responsibilities, in accordance with the published Cover policy.

Safer Recruitment

1. This role will require the post holder to have an enhanced DBS check.
2. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

Contd/..



General

1. Play a full part in the life of the school community; support the school's priorities and ethos and encourage students to follow this example.
2. Undertake continued personal professional development activities, as agreed with the Director of Subject/CPD co-ordinator.
3. Participate in subject team activities arranged for open evenings.
4. Undertake duties as per the published rota.
5. Undertake a reasonable share of cover lessons in accordance with the published cover policy.
6. Undertake any other responsibilities or tasks as reasonably requested by the Headteacher.

Upper Pay Spine

In addition to the above, teachers who have progressed to the Upper Pay Spine will be expected to undertake additional responsibilities. The scope of these should increase along with UPS progression.

1. Teach consistently good or better lessons, with the aim of improving to deliver an increasing number of outstanding lessons.
2. Contribute to developments within the subject/year team and lead on appropriate aspects, as agreed by their line manager.
3. Undertake induction, coaching and mentoring of identified staff or trainees, in line with the school's policy.
4. Contribute to the whole school professional development programme as appropriate.
5. Provide guidance, support and mentoring for identified students, as agreed with their line manager.

Notes

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget Policy and have regard to clause 4(1)(f) of a Teacher's Conditions of Employment.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Subject Teacher of Food Technology, Hospitality and Catering

Responsible to: Subject Leader



Lealands
High School

Attributes	Essential	Desirable	Evidence
Qualifications & Experience			
▪ QTS	✓		A
Knowledge & Skills			
▪ Good classroom practitioner	✓		IP
▪ Ability to articulate characteristics of effective teaching	✓		IP
▪ Knowledge and understanding of current and future initiatives in Food Technology, Hospitality and Catering	✓		A/IP
▪ Understanding of the learning needs of all students	✓		A/IP
▪ Use of ICT, particularly to promote teaching and learning	✓		A/IP
▪ Ability to enthuse, inspire and motivate students	✓		A/IP
▪ Knowledge of the use of student performance data to raise achievement		✓	A
▪ Good subject knowledge	✓		A
▪ Good administrative and organisational skills	✓		A
▪ Knowledge of requirements for safeguarding the welfare of children	✓		R/IP
Personal/Professional Qualities			
▪ Self-motivated, with ability to use initiative	✓		R/IP
▪ Approachable, caring, flexible and supportive	✓		R/IP
▪ Ability to contribute to and be part of a team	✓		R
▪ Ability to develop good relationships with staff	✓		R
▪ Desire for further development	✓		R
▪ Commitment to extra-curricular activities	✓		A / IP
Safer Recruitment			
▪ Knowledge and understanding of requirements and responsibilities for safeguarding and promoting the welfare of children and young people (including an enhanced CRB check)	✓		A/R/IP
▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		A/R/IP
▪ Emotional resilience in working with challenging behaviours	✓		A/R/IP
▪ Appropriate motivation to work with young people	✓		A/R/IP

A = Application Form
IP = Interview Process (this will include teaching a lesson)
R = Reference