

TEACHER OF FOOD TECHNOLOGY

NORTHALLERTON SCHOOL & SIXTH FORM COLLEGE



Welcome from the Headteacher



**Northallerton School
& Sixth Form College**

Being the best we can be

May 2022

Teacher of Food Technology (1.0FTE)

Dear Colleague,

Thank you for your interest in the Teacher of Food Technology post at Northallerton School & Sixth Form College. This is an exciting time to join this school as we continue to develop. We were placed in special measures in 2018 and in 2019 the school joined Areté Learning Trust which includes Stokesley School and Richmond School. This collaboration allows for cooperative working between three Technology faculties. We are very proud of the progress we have made and in January 2022 our school was judged to be Good in all areas in our most recent Ofsted inspection. We are an ambitious school and are passionate about the education of our students, continuous professional development of all staff and developing our strong partnership with parents and the wider community.

We have also recently moved to a newly refurbished building and site in September 2021. There is still a lot of challenge and hard work required from all to secure the great school we are on route to become and we have confidence in the work we have done thus far.

The students attending NSSFC are fantastic. We are a comprehensive school where students are keen to learn and do well. Our policies and support systems ensure high expectations of behaviour and academic success.

Staff development at all levels is important. A varied CPD programme is provided and tailored to personal needs. You will receive support from your team, your line manager and all colleagues within school.

Information about the Technology Faculty

All rooms in the faculty are well resourced and are either brand new or newly refurbished. They include two food rooms, a large computer suite, a bespoke textiles room, a multi materials room with added IT facilities, one predominantly woodwork room and one predominantly metal work room.

At Key Stage 3 we offer a 3-subject rotation carousel in Y7/8. This comprises electronics/graphics, resistant materials/engineering and food/textiles. In Y9 students do a mini rotation from September to Christmas, then pick a specialism of either food, textiles or product design/engineering which they continue to do until the end of the summer term.

At Key Stage 4 we offer a balanced and varied curriculum containing both academic and vocational options. We run GCSE Food and Nutrition, WJEC Hospitality and Catering, VCert Engineering and GCSE Engineering. We also offer GCSE Design Technology.

At Post-16 we offer Edexcel A Level Product Design and have a rapidly growing cohort of students opting to do this.

For our extra-curricular opportunities we also offer after school revision and coursework sessions plus a KS3 CAD/CAM club.

Design and Technology students have access to a vast array of industry standard equipment including CAD/CAM. Students can design using various up to date CAD packages and make using traditional and modern manufacturing technologies, including CNC and automated industry compatible machinery. This gives our students a taste of a modern working environment and thus equipping them with up-to-date skills

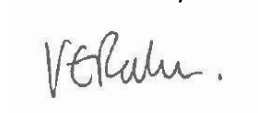
Faculty equipment and processes include design software such as Boutique 3, Solidworks, Boxford CAD/CAM design, PE design, Google Sketchup Photoshop, 2D Design; CNC manufacturing such as computerised sewing machines, lathes, milling, A1 and A3 size Router, CNC Lathe, CNC Milling machine, Laser Cutters and Rapid Prototyping machine. Traditional equipment such as the sheet metal folder, band saws, lathes for both wood and metal, miller, router, vinyl cutters, sewing machines, food processing, fast chill production, industrial fridges, new gas and electric ovens.

The successful applicant will be expected to teach all aspects of the food technology curriculum from Y7 to Y11 and be able to deliver some elements of textiles at KS3.

If you would like to discuss any aspects of the faculty's work or the post, please contact Mr Thompson, Head of Faculty on dthompson@arete.uk or 01609 773340.

If you are interested in submitting an application, please highlight the ways in which your abilities and experience make you a suitable candidate for this post. The closing date for applications is **9am on Friday 20th May 2022**, I look forward to reading your application and to welcoming you to Northallerton School & Sixth Form College. If you would like to talk more about the role please contact my PA, Louise Bramley, on lbramley@arete.uk.

Yours sincerely

A handwritten signature in black ink, appearing to read 'V Rahn', enclosed within a light grey rectangular border.

Vicki Rahn

Headteacher

Northallerton School & Sixth Form College

JOB DESCRIPTION

POST:	Teacher of Food Technology
SALARY:	MPS/UPS
HOURS:	1.0 FTE
CONTRACT:	Permanent
START DATE:	Required from September 2022

Job purpose:

To promote effective learning, appropriate achievement and educational, social and personal progress of all students for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

Key responsibilities:**A Teacher must:****1. 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.

2. Promote good progress and outcomes by students

- 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.

3. Demonstrate good subject and curriculum knowledge

- have secure subject knowledge of the 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

4. Plan and teach well-structured lessons

- 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).

5. Adapt teaching to respond to the strengths and needs of all students

- 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.

6. Make accurate and productive use of assessment

- 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.

7. Manage behaviour effectively to ensure a good and safe learning environment

- 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.

Form Tutor / Base Coach (if applicable)

- to act as a personal tutor within the Year system.
- to be responsible for the well-being and academic progress of their personal tutor group.
- to act as the first point of contact for parents.
- to monitor and improve attendance rates for the tutor group.
- to be responsible for the school's reward system within the tutor group.
- to attend year team meetings
- to support inter-form and extra-curricular activities as arranged by the pastoral team.
- to deliver the school's PSHCE programme.
- to ensure that students follow the school's uniform policy.
- to ensure that students follow the school's rules and policies.
- to set a good example in terms of dress, punctuality and attendance

Upper Pay Scale Additional Duties (if applicable)

- A UPS teacher must be highly competent and make a substantial and sustained contribution to the wider life of the school. Duties to be negotiated.

Whilst every effort has been made to explain the main duties and responsibilities of the post, this does not constitute a jobs list and the successful candidate will be expected to undertake duties commensurate with her/his role.

Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to satisfactory completion of all pre-employment checks including an enhanced DBS

PERSON SPECIFICATION

TEACHER

Qualities and Attributes	
Qualifications	
ESSENTIAL	DESIRABLE
• Qualified teacher status • Honours degree to include study of specialist subject	• Evidence of recent CPD
Experience / Knowledge	
ESSENTIAL	DESIRABLE
• Recent teaching experience in the relevant key stages • Experience of planning and delivering curriculum at relevant key stages • A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post	• Experience in teaching at more than one school
Skills	
ESSENTIAL	DESIRABLE
• Transferable ICT skills • Excellent time management • Efficient record keeping	• Ability to work under pressure
Attitude and values / personal qualities	
ESSENTIAL	DESIRABLE
• Ability to relate to and build relationships with students, parents, and other members of the school community • Enthusiasm and commitment to the aims and objectives of the school • Good communication skills	• Willingness to participate fully in school activities

APPLYING FOR A JOB WITH ARETÉ LEARNING TRUST

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Rehabilitation of Offenders

If the post you are applying for requires you to have a Disclosure and Barring Service (DBS) check you will be required to disclose full details of your criminal history prior to your interview. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants where the post involves access to children and/or vulnerable adults. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the authority. Any information given will be completely confidential and will be considered only in relation to this application.

Canvassing

You must not try to influence any staff members, governors or directors of Areté Learning Trust to act in your favour, as this will disqualify you. If you are related to a Trust member, director, employee or governor you must indicate this in the relevant section of the application form.

How to apply

Please forward your completed application form to recruitment@aretelearningtrust.org stating the title of the post you are applying for in the subject box.

Closing Date, 9am on Friday 20th May 2022

APPLICATION FORM – NORTHALLERTON SCHOOL

POST: TEACHER OF FOOD TECHNOLOGY

Please write in black ink or type. Do not include a CV.

This application form has been designed to exclude information that might lead to discrimination.

SECTION 1 - PERSONAL DETAILS			
Title:		First forename:	
Other forename:		Surname:	
Former Surname:		Other names:	
Address line:			
Town:		County:	
Postcode:		Country:	
Home Phone No:		Resident at this address since:	
Mobile Number:		Work Number:	
Email Address:			

Please note correspondence regarding your application may be sent to your e-mail and/or postal address. If you have not heard from us within 21 days of the closing date, please assume your application has not been shortlisted. You are welcome to ring the school to ask for feedback to assist you in any future applications.

SECTION 2 - PERSONAL DETAILS CONTINUED		
Are there any restrictions to your residence in the UK which might affect your right to take up employment in the UK?	Yes ☐ No ☐	If Yes, please provide details:
If you are successful in your application would you require a work permit prior to taking up employment?	Yes ☐ No ☐	If Yes, please specify dates:
Have you ever lived and/or worked outside of the UK?	Yes ☐ No ☐	If Yes, please provide details:
Do you hold a Certificate of Good Conduct for your time spent abroad?	Yes ☐ No ☐	If yes, please provide the date of issue:

Insert your National Insurance Number:

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SECTION 3 – SOURCE OF APPLICATION - WHERE DID YOU SEE THE VACANCY ADVERTISED?			
Areté Learning Trust / School website	☐	NYCC Jobs page	☐
North East Jobs	☐	Other (please specify)	☐

SECTION 4 – SECONDARY EDUCATION

Subject	Qualification (n.b. include level 2 and level 3 qualifications)	Grade	Month/Year obtained (Mandatory)

SECTION 5 – FURTHER EDUCATION

Detail here any Further Education/Vocational/Professional Qualifications/Other Qualifications held or currently being studied (continue on a separate sheet if necessary)

School, College or University	Subject	Qualification/Level	Grade	Year Obtained / Examination Date

SECTION 6 – CPD

Please give details of recent significant in-service training courses etc. attended. (Continue on a separate sheet if necessary). *(Newly Qualified Teachers are invited to outline key elements of their course and dissertation work)*

Organising Body	Nature/Title of Course	Dates

SECTION 7 – MEMBERSHIP OF PROFESSIONAL BODIES

Institute	Grade of Membership, Membership Number	Enrolment date	Examination date	Expiry date

SECTION 8 – REGISTERED COUNCILS

Are you registered with the Institute for Learning?	Yes ☐ No ☐
If you have answered Yes, please provide your Registration number:	

Teaching Roles only:

Teacher Reference Number:	
Current salary point:	
Date QTS awarded:	
Induction period completed?	Yes ☐ No ☐
If you have answered Yes, please confirm the date:	
If you have answered No, please select the appropriate option:	Not yet started ☐ Stage 1 completed ☐ Stage 2 completed ☐

SECTION 9 – PRESENT OR MOST RECENT EMPLOYMENT

Name of Company/Employer:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Notice required:
Leave date:	Telephone number:
Reason for leaving:	
Summary of current job role; duties and responsibilities:	

SECTION 10 – PREVIOUS EMPLOYMENT

List all your previous jobs (most recent first). Identify and account for any gaps in employment.

Name of Company/Employer:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

Name of Company/Employer:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

Name of Company/Employer:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

Name of Company/Employer:	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

Gaps in employment	
Please provide details for any gaps in your employment history when you have not been in education, training or employment.	
Please list dates and the reason (i.e. Travel, Parental leave etc.)	
Date:	Reason:
Date:	Reason:
Date:	Reason:

SECTION 11 – REFERENCES

Please give the name and addresses of two referees (not relatives) one of whom should be your present employer (or last employer if not currently employed). If you are in, or have just completed, full time education, one referee should be from your College/University.

Title:	First forename:
Other forename:	Surname:
Company:	Position held:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes ☐ No ☐

Please note your second referee should ideally be a previous line manager or someone in a position of authority.

SECTION 12 – REFERENCE

Title:	First forename:
Other forename:	Surname:
Company:	Position held:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes ☐ No ☐

SECTION 13 – DECLARATIONS AND CONSENTS

Do you consider yourself to have a disability:	Yes ☐ No ☐
If yes, please detail any reasonable adjustments that you would require if you were selected to attend an interview/assessment event.	
Are you related to any member or employee of Areté Learning Trust?	Yes ☐ No ☐
If you answered Yes, please provide details.	
I understand that canvassing of any staff members, governors or directors of Areté Learning Trust in connection with this appointment will disqualify me.	Yes ☐ No ☐

Has any previous employer expressed concerns and/or taken any action, whether informal/formal (including suspension from duty) on the following, including any investigations or actions taken by your professional body:

Capability/Performance	Yes ☐ No ☐
Please provide details:	
Disciplinary	Yes ☐ No ☐
Please provide details:	
Are there any dates when you would not be available for interview in the near future?	Yes ☐ No ☐
Please provide details	
Please state the date on which you could take up duty if appointed.	
I declare that the information contained in this application form is correct and understand that the trust will request to see proof of qualifications at the time of interview.	Yes ☐ No ☐
I consent to Areté Learning Trust recording and processing the information detailed in this application. The trust will comply with their obligation under the Data Protection Act 2018.	Yes ☐ No ☐
Have you ever been convicted of a criminal offence/received a caution, reprimand or warning?	Yes ☐ No ☐

Under the Safeguarding Vulnerable Groups Act 2006, it is a criminal offence for a barred person to knowingly work, or apply to work in regulated activity with vulnerable groups.

As you are applying for a post which requires a DBS clearance, under the Rehabilitation of Offenders Act 1974, you are required to disclose full details of any 'spent' and 'unspent' convictions. If you answered Yes to this question, please provide details below.

What was the date of the conviction(s)?	(DD/MM/YY)

SECTION 14 – SUPPORTING EVIDENCE WHICH SHOULD INCLUDE RELEVANT KNOWLEDGE, EXPERIENCE AND SKILLS

I confirm that the information that I have provided in support of this application is complete and true and understand that knowingly to make a false statement for this purpose may be a criminal offence.

Signature: Date:

SECTION 15 – EQUAL OPPORTUNITIES MONITORING

Areté Learning Trust is committed to equality in employment. The trust's aim is to ensure equality for all existing and prospective employees. In line with this, the Trust is required to publish work force data. In order to assist the trust with this aim please provide the information below in monitoring recruitment procedures for which your co-operation would be appreciated.

The information will not form part of our short listing, and will be separated from your application form upon receipt. The information provided will be used for statistical and monitoring purposes and to help us to develop our policies and practice and will be treated confidentially and be subject to the provisions under the current Equality Legislation and Data Protection Act.

Gender	Male ☐	Female ☐	Prefer not to disclose ☐
Ethnic group:	White British	☐	If other, please specify:
	White Irish	☐	
	White Other	☐	
	White and Black	☐	
	Mixed	☐	
	Mixed: White and Black African	☐	
	Mixed: White and Asian	☐	
	Asian or Asian British	☐	
	Asian or Asian British: Indian	☐	
	Asian or Asian British: Pakistani	☐	
	Asian or Asian British: Bangladeshi	☐	
	Asian or Asian British: Other Asian	☐	
	Black or Black British: Caribbean	☐	
	Black or Black British: African	☐	
	Black or Black British: Other Black	☐	
	Chinese or Other Ethnic Group	☐	
	Other	☐	