**JOB DESCRIPTION – Temporary TEACHER OF TECHNOLOGY / FOOD TECHNOLOGY (0.6)**

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| Title and Grade of Post | Temporary Teacher of Technology / Food Technology – MPS + SEN Allowance |
| Purpose of the Job | To be responsible for the teaching of Technology to KS3 level and Food Technology to both KS3 and KS4 levels within the school, with some lessons in other subjects as required. To carry out such other associated duties as are reasonably assigned by the Headteacher. |
| Applicable Contract Terms and Duties | This job description is to be performed in accordance with the attached provisions of the School Teachers’ Pay and Conditions Document and within the range of duties set out in that document, so far as relevant to the postholder’s title and salary grade. This post is otherwise subject to the Conditions of Service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.  This post is subject to an enhanced DBS and barred list check. |
| Responsible to: | This postholder is responsible to the Headteacher in all matters through the Line Management system. |
| Responsible for: | The planning and delivery of schemes of work, and the development of resources, within Technology/Food Technology to ensure the provision of good/outstanding Teaching and Learning in accordance with the school’s Whole School Curriculum Policy.  Interacting on a professional level with colleagues and seeking to establish and maintain productive relationships with them, in particular with staff within the Faculty. |
| Particular Responsibilities: | The particular responsibilities attached to the post of Teacher of Technology/Food Technology are as follows:   1. To provide good/outstanding teaching and learning. 2. To teach Technology to KS3 level and Food Technology to the full range of GCSE abilities. 3. To review available courses and be prepared to introduce new Food Technology courses to GCSE level (or equivalent) if required. 4. To be prepared to teach additional non-examination subjects, as required by the needs of the school. 5. To contribute to the department’s development plan, taking responsibility for action points required by the Head of Faculty. 6. To contribute to cross-curricular initiatives within the faculty and to contribute to the whole-school curriculum. 7. To make effective use of the Faculty’s equipment and observe the relevant Health and Safety regulations. 8. To maintain a suitable level of Technology and Food Technology materials and resources, including taking responsibility for ordering of ingredients. 9. To keep up to date with local and national initiatives and best practice guidelines in relation to the teaching of Food Technology. |
| Other Tasks: | Key tasks attached to this post are as follows:   1. To attend Faculty meetings and contribute to the work of the Faculty and the school. 2. To implement faculty policies and practices. 3. To use strategies for assessment and reporting to parents on the progress of students, undertaking studies in the faculty in accordance with the school’s overall systems. |
| Tasks common to all teachers | 1. To teach, according to their educational and individual needs, all students in allocated classes. This includes fostering a flexible, positive, and inclusive learning environment suitable for our vulnerable students. 2. Plan and deliver schemes of work and develop differentiated resources, including additional support materials, in order to meet the varied learning needs of all students. 3. Be responsible for the assessment, recording and reporting of student progress, consistently reflecting the content of the whole-school policy and National Curriculum programmes of study. 4. Be involved in the development of cross-curricular initiatives within the whole-school curriculum. 5. Maintain appropriate records and involve students in line with school policies and procedures. 6. Provide relevant accurate and up-to-date information on students. 7. Track student progress and use information to inform planning of teaching and learning, intervening where necessary to accelerate progress of students who are not meeting their potential. 8. Moderate assessment of student progress and achievement across the department, and with other schools where necessary. 9. Take part in open days/parents’ evenings/review days. 10. To mark class attendance registers. 11. To make use of, and to store, books and resources appropriately. 12. To assess, record and report students’ achievements in line with faculty and school policies and practices. 13. To maintain positive professional relationships with students and ensure they are engaged with their learning. 14. To promote equal opportunities within the school and to seek to ensure the implementation of the school’s Equality and Diversity Policy. 15. To develop students’ cross-curricular skills. 16. To liaise with pastoral staff, SEN team, Learning Mentors and Teaching Assistants in order to gather and report relevant information about students. 17. To follow school policy on visual/verbal communication in lessons, in line with ASC/SALT guidance. 18. To contribute to the school’s Enrichment Programme as required. 19. To be a form tutor and contribute to the welfare of students at the school. 20. Within the role of form tutor, to show commitment to understanding the needs of your students and sharing the relevant information about those needs with other colleagues. 21. To carry out such other associated duties as are reasonably assigned by the Headteacher commensurate with the grading and designation of the post. |
| **Staff Development**: To be committed to continued professional development through: | 1. Engage in the Performance Management Review process. 2. Take part in the school’s staff development programme and participate in arrangements for further training and professional development. In particular, being committed to developing knowledge and skills to meet the needs of students with communication and interaction difficulties (including those on the Autistic Spectrum and those with Communication and Language disorders), both within the classroom and on behalf of the school as a whole. |