|  |  |  |
| --- | --- | --- |
| **Employee Specification Form** | Post Number |  |
| Job Title | Technology / Food Technology Teacher (0.6) (Temporary at this stage) |
| Department | Children and Young People’s Department |
| Prepared by and date | Wirral Hospitals’ School – May 2022 |
| ***Important - Study “Explanatory Notes” printed overleaf before completing form*** |
| **Essential Personal Attributes** | Stage Identified | **Desirable Personal Attributes** | Stage Identified |
| **Qualifications**1. Recognised teaching qualification.
2. Recent professional development covering a range of educational issues associated with the post.
 | AA | 1. Degree or further Degree.
2. Evidence of further study/CPD relating to SEN (e.g. mental and emotional health, ASC, Speech and Communication Difficulties etc.)
3. Full, clean driving licence.
 | AAA |
| **Experience**1. Significant experience of consistently delivering good/outstanding lessons.
2. Record of outstanding achievement in pupil progress for all students.
3. Experience of teaching a GCSE or equivalent course in Food.
4. Successful experience of contribution to the development of a technology curriculum, including schemes of work and assessment.
5. Demonstrate a successful track record of inspiring students, both in technology and in terms of wider academic progress.
6. Demonstrate successful engagement with key stakeholders - Governors; parents/carers; students and other relevant outside agencies/organisations.
7. Experience of working with vulnerable students who exhibit a wide range of mental health, emotional, psychological and/or educational difficulties.
8. Experience of working with pupils with a range of specific learning difficulties and complex needs, such as ASC & ADHD.
9. Experience of joint planning to improve outcomes for students, including working closely with Teaching Assistants.
10. Evidence of a willingness to undertake further training and development.
11. Evidence of a willingness and ability to take an active

 role in whole-school developments. | A/I/RA/I/RA/I/RA/IA/I/RA/IA/IA/IA/I/RA/IA/I/R | 1. Experience of a broad variety of educational settings.
2. Demonstrate evidence of a commitment to the very best outcomes for all students regardless of barriers.
3. Demonstrate a track record of partnership work in order to identify appropriate and timely interventions, where required.
4. Evidence of a creative and innovative approach to problem solving.
5. Experience of organising and leading curricular and extra-curricular events, including those involving external speakers.
6. Experience of teaching BTEC courses to Level 2 and of the moderation process involved in successfully teaching BTEC courses.
7. Experience of teaching a Food-based GCSE-equivalent vocational course.
 | AA/IA/IA/IA/I/RA/IA/IA/I |
| **Knowledge and Skills**1. A commitment to excellence.
2. To be a good communicator and demonstrate excellent inter personal skills.
3. Personal qualities to include enthusiasm, imagination, flexibility and resilience.
4. To have high levels of organisational skills.
5. Desire to develop, in both themselves and others, further knowledge and skills regarding SEN provision.
6. Be able to promote a learning culture which embraces a love of creative processes.
7. Good knowledge of current educational developments in the Food Technology and its accredited courses.
8. Ability to use creative and imaginative strategies to re-engage students who feel excluded from learning as a result of unhappy school experiences.
9. Ability to assess and achieve progress for students who have frequently had interruptions to their learning programme.
 | A/IIA/IA/I/RA/IA/I/RA/IA/IA/I | 1. Knowledge of behaviour management techniques that encourage internalised controls rather than externally modified behaviour control.
2. Knowledge of best practice in the teaching and learning needs of ASC students.
3. Ability to lead on whole-school initiatives, such as assemblies, visitors to school, healthy eating, food hygiene courses etc.
 | A/IA/IA/I |
| **Special Requirements**1. Willingness and enthusiasm to work with students exhibiting a diverse range of needs.
2. A willingness to become involved in wider school activities.
3. Ability to balance own needs, and the needs of the department, with the wider needs of the school and its students.
4. Willingness to take the lead in planning, teaching and assessing GCSE Food and Nutrition, including preparing work for external moderation
5. Willingness to fully partake in relevant CPD activities in order to develop skills related to the teaching, assessing and moderation of all relevant courses.
 | IIIII | 1. Capacity and willingness to offer support and/or teaching to students beyond the subjects of Food and Technology.
 | I |