



Teacher of Food (part time 0.6-0.8) Application Pack



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Headteacher Welcome



I am incredibly proud to lead a school that strives to make education a transformational experience for all, regardless of ability or background. Our ethos of Valuing Everyone, Caring for Each Other and Achieving Excellence underpins everything that happens in our school.

All staff are invested in these core values and we work together to improve the life chances and dreams of all our students through ongoing progress and improvement in learning. Our record of sustained success reflects this commitment to raising achievement for everyone.

Tapton has the highest expectations of its students in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. This is to ensure that all our students feel safe and secure. We are kind, we work hard and we follow the rules.

Safeguarding is everyone's responsibility and all our staff undertake regular training to keep up to date on the latest guidance from 'Keeping Children Safe in Education'. Safer recruitment practices reflect our commitment to this aim. As part of the recruitment process Tapton colleagues will carry out a number of checks to ensure the successful candidate champions the safety, wellbeing and success of all our students.

We are an inclusive school and treat all students as individuals. We recognise and celebrate different abilities, aptitudes and interests, and believe that everyone can develop through dedication and hard work. Our aspiration is to have the best behaviour, conduct and manners of any school in the country, whilst recognising that children learn and grow at different rates as they become responsible citizens.

Don't just take our word for it though, see what Ofsted had to say when they visited us in November 2024. [Tapton School - Open - Find an Inspection Report - Ofsted](#)

We look forward to welcoming you into our school community.

Kathryn Rhodes

Our School

Tapton is values-led secondary school with approximately 1760 students including around 450 in post-16 study. We value everyone, care for each other and achieve excellence.

We pride ourselves on our culture of high expectations delivered with high support and care for each student as an individual.

Tapton has higher than average prior attainment, however, our catchment and demographics vary greatly. We educate students from some of the most affluent postcodes in the city with high levels of university educated parents and students from postcodes in the most deprived areas of Sheffield. We work hard to ensure that all students are successful in their secondary education. The school offers a broad and extensive programme of extra and super curricular activities with high take up from students from all backgrounds.

A culture of excellent teaching and learning is at the heart of everything we do at Tapton. Everyone's learning matters to us and we are proud to make a difference to the learning of our students. We have high expectations and we know that learning goes hand in hand with relationships and trust. We make learning exciting, engaging and inspirational. Quality first teaching has been proven over and over again to have the biggest impact on student attainment and outcomes, we therefore invest heavily in staff development. From day one we promise to work with you and engage in your professional development journey

Our staff work together as a professional community to ensure the best outcomes for all. We recognise that we are all learners with the capacity to develop and improve. Our teachers collaborate to form a shared understanding of what great teaching and learning looks like.

The Role

The Headteacher and Governing Board are seeking to appoint a teacher of Food to join Tapton School

SERVICE	TAPTON SCHOOL
POST TITLE	Teacher of Food
SALARY RANGE	MPS/UPS (0.6-0.8)
RESPONSIBLE TO	Subject Leader
RESPONSIBLE FOR	
HOLIDAY AND SICKNESS RELIEF	
PURPOSE OF JOB	To implement an appropriately broad, balanced, and relevant curriculum for Food students. To deliver excellent teaching and learning adapted to meet the needs of all Food students at KS3 , KS4 and KS5..

Responsibilities

The postholder must at all times carry out his/her responsibilities within the spirit of Tapton School Academy Trust's Policies and Procedures, in particular the Trust's Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996

Curriculum Intent and Implementation

- To work with the Subject leader to ensure students of Food achieve excellence through a coherent, sequenced and ambitious curriculum.
- Ensure that this curriculum is constantly reviewed and refined to provide the right level of challenge.
- Demonstrate a passion and enthusiasm for Food and its value in school and wider society.
- To plan opportunities for students to learn inside and outside of the school context.
- To identify areas for development and improvement linked to the school improvement plan and national and local initiatives.
- To review, evaluate and develop the curriculum maps for Food to ensure successful implementation which meets curriculum requirements.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account student interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To monitor and evaluate student progress within each Food class.
- To develop and audit schemes of work and other documentation related to the use of MFL within school.
- To develop strategies for the use of MFL to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To promote the Languages department and school within our trust, city and elsewhere.

Curriculum Impact

- To make appropriate use of the school's monitoring and assessment strategies to evaluate student progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess student progress accurately against appropriate standards.
- To identify and support students who are not meeting potential
- To identify the levels of attainment for student learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record student progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on student attainment to parents, carers, other professionals and students as appropriate.

Teaching and Behaviour Management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To adapt teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of students and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for student behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance student learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance development arrangements.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

The Person

The successful candidate will demonstrate the following:

Minimum Essential Requirements	Method of Assessment
Skills/Knowledge	(e.g. Interview, Application form, test, assessment, etc)
Knowledge of KS3, KS4 and KS5 Food (previous experience of teaching GCSE Food preparation and nutrition)	Application form, interview
Ability to communicate these skills through maintaining high levels of teaching in the classroom	Application form, interview, portfolio
High level of subject knowledge, and an active interest in maintaining subject knowledge; and using to engage students.	Application form, portfolio, interview
Ability to maintain high standards of student learning and behaviour in the classroom, including an understanding of strategies that will motivate and engage students of all ability levels	Application form, interview
Good ICT skills	Application form, observation portfolio
Ability to work as part of a team	Application form, references
An enthusiasm, commitment and a real desire to work for high standards in Food with students of all ages and abilities	Application, interview, references portfolio
An ability and willingness to communicate with parents and carers both orally and in writing	Application, interview
Good communication skills and written Food	Application, interview
An ability to organise and manage resources and situations in and out of the classroom	Application, references
Experience/Qualifications/Training etc. (if any)	
QTS	Application form
Graduate in Further/Higher education	Application
Recent successful experience of having taught Food	Application, references portfolio
Work Related Circumstances (including Working Conditions)	
<p>Tapton school is committed to safeguarding students. Student safety and promoting the welfare of our students is our primary concern. We adopt a holistic culture of care and expect all our staff to share this commitment. We value everyone, care for each other and strive to achieve excellence</p>	

The Department

The department is an enthusiastic, and dedicated team of full and part time teachers who are entirely committed to the creative delivery of a challenging and evolving curriculum. We strive to ensure that all students broaden their horizons and offer a greater understanding of the world in which we live. Students are taught to develop their knowledge, understanding and skills preparing for being 21st century citizens. We motivate challenge and inspire a very able cohort whilst supporting and nurturing those who lack confidence. Expectations are high for all students no matter their starting point and we deliver a curriculum which allows all students to achieve the best they can.

We are a highly supportive and cohesive team full of outstanding practitioners who are relentless in the pursuit of excellence. Departmental CPD whether formal or informal is fundamental to our success as a team. Every member of the department is nurtured, supported, and challenged to achieve their best from the most to the least experienced. Product Design, Engineering, Textiles and Food are popular subjects at both KS4 and KS5, we offer GCSE and vocational qualifications throughout both key stages. Using creativity and learned skills, pupils apply their knowledge to solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Tapton is a truly comprehensive school, whose students span the full range of abilities. Whilst we are hungry to instil academic rigour, we celebrate success at every level, and delight in the cultural richness our diverse cohort brings to lessons. Supportive leadership, superb students and a warm, friendly team make this an excellent department to be part of



Welcome to INOVA Multi-Academy Trust and thank you for your interest in joining our organisation. I am the Chief Executive Officer, and I feel incredibly proud to lead such a wonderfully diverse group of schools, that have people at their heart.

At INOVA Multi-Academy Trust, our vision is clear and unapologetically ambitious: Transforming lives through the power of learning. We are a values-led Trust, committed to Innovation, Collaboration, and Excellence. These principles guide everything we do – from the way we educate and support our learners, to how we develop our staff and engage with our communities.

Each of our schools is unique, shaped by its local context, and we are proud to celebrate that diversity. But what unites us is a shared commitment to equity, high standards, and the belief that every child – regardless of background, need, or starting point – deserves a brilliant education and the opportunity to succeed.

At the heart of INOVA Multi-Academy Trust is a people-centred culture. We believe that when we invest in people, we invest in futures. That's why we have created a Trust model that is agile, responsive, and grounded in trust – one that removes unnecessary noise from schools and enables Headteachers and staff to focus on what really matters: the young people we serve.

Our central teams provide high-quality support and challenge, reducing workload and unlocking capacity at school level. From curriculum development and inclusion, to safeguarding, wellbeing, and digital transformation, we direct more resources where they matter most – into classrooms, into staff development, and into building futures full of possibility.

We also believe in doing things differently – whether that's through our Institute of Talent, our evidence-led school improvement strategy, or our collaborative leadership networks. We don't just strive for compliance – we strive for brilliance.

As CEO, I have the privilege of working alongside a deeply committed team of leaders, educators, governors, and support staff – all of whom share a common purpose: to unlock potential and create opportunity.

As a prospective staff member, or simply interested in our work, I invite you to explore our Trust and connect with our journey. Together, we are building futures worth believing in.

Thank you again for your interest in joining us and the best of luck with your application.

Lee Barber
CEO



About INOVA Multi-Academy Trust

Since forming in 2011 we have grown to 9 schools - 5 primary and 4 secondary - providing learning to over 7,500 learners from ages 2 - 18.

Collaboration is systematic to our Trust. We give our leaders license to operate and empower them to do the right thing for our organisation.

Our Vision:

Transforming lives through the power of learning.

Our Mission:

To equip young people with the knowledge, skills and character to thrive in a rapidly changing world. From nursery to destination, our pathways will embed a culture of innovation, collaboration and excellence delivered through high quality, inclusive and enjoyable educational experiences.

Our Values:

Innovation : Collaboration : Excellence



Our Values

Innovation

- We embrace forward thinking solutions
- We experiment, learning from our success and failures
- We champion the use of cutting-edge resources
- We are agile in our approach.



Collaboration

- We ensure a safe and transparent culture
- We are proactively involved in our communities
- We apply resilience and adaptability
- We promote teamwork and inclusivity.



Excellence

- We have high standards and expectations
- We continually evaluate, seeking improvement
- We insist on equity for all
- We foster a culture of ownership and responsibility.



Our Offer

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

Each of our primary schools are Ofsted graded 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes. Our sixth form provision is Ofsted graded 'Good' or 'Outstanding.'

Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities and Estates
- Finance
- Governance
- HR
- IT
- School Improvement

How to Apply

Applications for this role are via TES website

The closing date for applications is 9.00am Monday 19th May 2025 and interviews will be held on shortly after

Safeguarding

INOVA Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview
- A Criminal Convictions Disclosure Form will be requested at interview
- Evidence of right to work in the UK will be requested at interview
- Qualification certificates will be requested at interview
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role, or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's service.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts)
- Pre-employment medical screening.

Please Note: Canvassing of any employee, Trustee or member of the Local Governing Board, directly or indirectly, and your application will be disqualified.

Policies: Our approach to safeguarding and school safeguarding policies can be found on the Trust website:

<https://www.taptonttrust.org.uk/page/?title=Safeguarding&pid=69>

Equality and Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender religion, age, disability, marital status or sexual orientation.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies](#) page of our website.





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