



**JOB DESCRIPTION**

**Job Title: Teacher, Food Technology**

**Location: Surrey, South East England**

**Hours of work: 32.5 hours per week**

**Responsible to: Academy Principal, Senior Leadership Team**

**Department: Food Technology**



# Purpose of the Role:

General professional duties of all teachers are specified in the Conditions of Employment.

To take responsibility for teaching Food Technology, developing an innovative approach so that all pupils are stimulated to accomplish their optimum performance.

To promote and adhere to the Trust’s values to be unusually brave, discover what’s possible, push the limits and be big hearted.

# Responsibilities:

An MPS teacher is responsible for:

# Their own Professional Development:

* keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with Teaching and Learning Lead Teacher
* evaluating their own teaching critically and use this to improve their effectiveness
* building up a thorough understanding of their professional responsibilities in relation to Academy policies and practices
* setting a good example to the pupils they teach in their presentation and their personal conduct
* participating in Performance Management arrangements

# Teaching and Managing Pupil Learning:

* identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
* setting appropriate and demanding expectations for pupils’ learning and motivation.
* setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual and taking into account their emotional and social needs
* ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
* using teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
* setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the Academy
* ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
* liaising effectively with support staff

# Monitoring and Assessing Pupil Progress:

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* marking and monitoring pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress.
* assessing how well learning objectives have been achieved and use this assessment for future teaching.
* maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of your tutor group
* producing and analysing teaching group examination predictions and results as requested by the Vice Principal, Pupil Performance and the Teaching and Learning Lead Teacher
* participating in discussions of pupil targets and progress and of the development of strategies to meet Academy targets
* overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
* mentoring and negotiating individual targets for tutees
* acting as a key worker

# Resources within the Department:

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* selecting and making good use of learning resources to enable teaching objectives to be met
* ensuring that stock and equipment is well cared for and economically used
* ensuring that food technology room presents a stimulating and tidy environment
* implementing the Academy Health and Safety Policy
* ensuring that Health and Safety policies and practices, including Risk Assessments, throughout your lessons are in-line with national requirements.

# Communication with Parents:

* attending any appropriate meetings with parents
* providing informative reports to parents
* raising, in consultation with the principal, particular concerns regarding pupils with parents

# Internal Communication:

* representing the views and interests of the Department to the Principal and Senior Leadership Team
* providing information required by Senior Leadership Team and SENCO
* actively participating in Academy meetings

# Staff Absence:

* ensuring that appropriate work has been set and that the resources required are available
* supporting supply staff who are working within the Department

# Additional Specific Responsibilities

* as negotiated with the Principal in the interests of the pupils and of the CPD of the member of staff

The post holder needs to

* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils.
* Have an understanding of the Nurture Group principles and practices and of Restorative Justice practices.
* Understand and apply Academy policies in relation to heath, safety and welfare.
* Attend relevant training and take responsibility for own development.
* Attend relevant Academy meetings as required.
* Respect confidentiality at all times.
* Participate in the performance and development review process, taking personal responsibility for identification of learning development and training opportunities in discussion with line manager.
* Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
* Undertake and comply with Managing Actual and Potential Aggression (MAPA) training and practice restraint reduction.
* Be able in exceptional circumstances to carry out restraint techniques on male pupils aged 9 to 16 in line with the criteria of the training and the Policy of the Academy.
* Drive the Academy minibus.
* Ensure that all duties and services provided are in accordance with the Academy’s Equal opportunities Policy.

# Employee value proposition:

We passionately believe that every child can discover their own remarkable life. It’s what motivates us around here. We know this vision requires something extra. Which is why at AET, you’ll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we’re inspiring. Come inspire their remarkable with us.

# Our values:

The post holder will be expected to operate in line with our values which are:

* Be unusually brave
* Discover what’s possible
* Push the limits
* Be big hearted

# Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers’ Pay and Conditions.

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.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive

5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

# Safeguarding:

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



**Person Specification**

**Job Title: Teacher, Food Technology**

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| **General Heading** | **Detail** | **Essential Requirements** | **Desirable Requirements** |
| **Qualifications** | Qualifications required for the role | Qualified Teacher Status | Assessed as a good or outstanding teacher |
| **Knowledge/Experience** | Specific knowledge/experience required for the role | Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilitiesEvidence of continuing professional developmentThorough knowledge and understanding of curriculum requirements and developments within your subject specialism, particularly the KS4 curriculum including recent developments in GCSERelevant teaching experienceSecure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs |  |
| **Skills** |  | Ability to use assessment to raise standards of achievementCommitment to improving practice through reflection, appropriate professional development of oneself and others. Being open to giving and receiving advice and feedbackSecure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practiceWork closely with leadership team taking a leading role in developing, implementing and evaluating policies and practiceAbility to motivate pupils and colleagues to recognise and respond to the diverse needs of learnersAbility to design opportunities for learners to develop their literacy and thinking and learning skills within your subject areaManage pupil behaviour effectively using appropriate least intrusive and de-escalating strategies | Ability to design opportunities for learners to develop their numeracy, literacy and ICT skills within your subject areaExperience of running controlled assessments |
| **Personal Characteristics** | Behaviours | Ability to relate effectively and confidently to young people with consistency and understanding, recognising there may be emotional demands associated with feelings of concern, frustration and angerEnergy, enthusiasm, determination and an insistence on high standardsA willingness to learn new skills and approaches and to share the experience with othersAbility to relate to students, parents and carers, colleagues and other partners A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the AcademyBe able to work under pressure, prioritise and manage time effectively Reflective and clear-headed thinker who makes considered judgementsResilienceReflective practitionerNatural leader who can resolve conflicts, create a harmonious and productive team ethos |  |
|  | Values | Ability to demonstrate, understand and apply our valuesBe unusually braveDiscover what’s possiblePush the limitsBe big heartedEvidence of commitment to the principles and policies of equal opportunities |  |
| **Special Requirements** |  | To have an understanding of Restorative Justice and Nurture Group principles and practicesSuccessful candidate will be subject to an enhanced Disclosure and Barring Service CheckRight to work in the UKEvidence of a commitment to promoting the welfare and safeguarding of children and young people |  |