

Teacher of Food Technology

Application Pack

Iceni Academy Secondary
Methwold, Norfolk

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01. About Academy Transformation Trust

Our Mission

Four Critical Questions

These four critical questions make it clear who we are and what we do. We ask ourselves these questions to guide our work and our improvement.

Why We Exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we Behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we Succeed?

- Aligned autonomy
- Keeping it simple
- Talent development



Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 22 academies (primary, secondary, special and FE) operating across the Midlands and East of England. We are responsible for the education of over 13,000 learners, for the careers of over 2000 colleagues and for the most effective spending of nearly £100 million of taxpayer income each year.

Our Priorities

Achieve greater alignment of culture and routines.

Map processes to achieve greater efficiency.

Improve attendance.

Align curriculum and improve student outcomes.



- Academy Transformation Trust
- Secondary Academies
- Primary Academies
- Special Academies
- FE Colleges



ATT | 22 Academies

Local Authority Areas | 10

Staff | 2014

Primary | 391
Secondary | 1244
FE | 111
Other | 268

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 8
Members | 5

Finance

£99 million in funding and other income

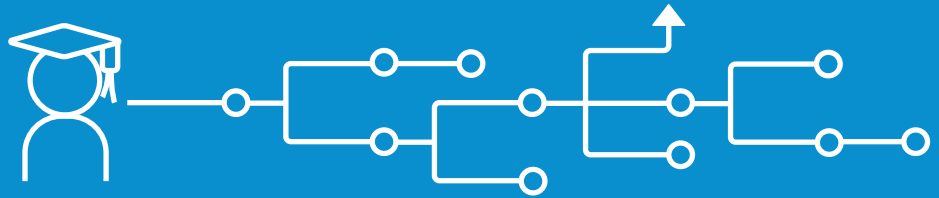
ATT Institute | Offering the very best PD opportunities for all our people & partners



Our Performance: Ofsted

We've achieved a long run of consecutive positive outcomes from Ofsted inspections. Nineteen of our academies are rated **Good**; one is rated **Outstanding**; the academy most recently inspected, after single-word judgements ceased, is **Good** in 3/4 key areas; the final academy has not yet been inspected.

02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Sarah Tranter | Teacher in Charge of Teaching and Learning for RSE

Bristnall Hall Academy has been a great place for me to work for over 25 years. I started here as a teacher of Music and Religious Education and then progressed to Leading Year 10, Work Experience and taking many whole school rewards trips. I even led the Religious Education department for a while. However, careers do not always have an upwards projection and for the last few years Bristnall Hall Academy has allowed me to take a step back from being a busy Year Leader to focussing on classroom teaching, which I greatly enjoy and becoming teacher in charge of teaching and learning for RSE. As I enter my final years of my teaching career, I find the younger teachers and leadership team are gifted, full of enthusiasm and importantly fun to work with.

Nicola Powling | Vice Principal

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. Academy Information



Iceni Academy Methwold is on a journey to transform the lives of all students

and staff with whom we work. We are determined to give our students the very best education possible so they can realise their full potential and succeed in their later lives, by offering them a broad and balanced knowledge-rich curriculum, rooted in strong pedagogy, throughout their time studying with us. We hold this as the gold standard for all our students, with Ofsted inspectors particularly noting that 'Leaders....have high expectations of pupils with special educational needs and/or disabilities (SEND).'

We are fortunate, too, to work with external agencies and charities to provide opportunities not available to all schools and academies, including the Duke of Edinburgh Award and access to a Combined Cadet Force. The pursuit of academic excellence is paramount, but the learning experience for Iceni Academy Methwold students extends far beyond the classroom. Personal development is valued in the same way as achievements in examinations, and we relentlessly celebrate success in all its forms. We support our students to develop a strong sense of responsibility as global citizens, underpinned by our academic motto: 'individually strong, unstoppable together.'

Iceni Academy Methwold is part of Iceni Academy, an all-through school set across two sites. We work closely with our colleagues at our Iceni Academy Hockwold site (Primary) on curriculum and personal development, sharing values, foundations and community names with them. Our communities of Mandela, Attenborough, Pankhurst and Nightingale reflect the attributes we teach our students to have, and the values we wish them to hold throughout their lives. We teach behaviour and self-regulation as a curriculum, knowing that these skills will help our students excel in later life.

We care passionately for our staff, and place people development at the heart of our offer to them. From an in-house coaching programme for teaching staff and research-led project groups for all, and from a well-stocked CPD library to access a wealth of opportunities afforded by the ATT Institute, we are committed to supporting all colleagues develop to be the best that they can be. We work closely with the Trust and colleagues at other ATT academies to share shining examples of best practice in all of our teams.

Iceni Academy Methwold is set in the heart of beautiful Norfolk in a tranquil, rural village, just 15 minutes from the A11 and 20 minutes from the A47.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

Professional Development at ATT:

04. The ATT

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

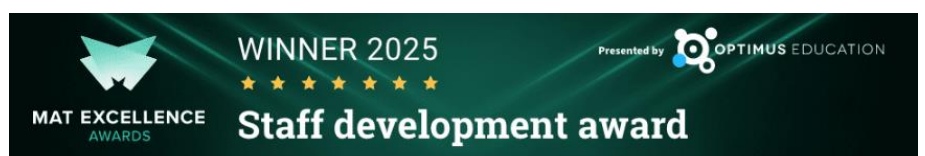
These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

[ATT Institute](#)



05. Job Description



Teacher of Food Technology

Main Purpose of the Role:

To ensure pupils receive an excellent education through the delivery of high quality teaching.

Organisational relationships

- Responsible to the Curriculum Leader
- Liaising with a variety of stakeholders including -

Professional Responsibilities:

- maintain a minimum level of professional conduct as set out in the Teachers' Standards in terms of: high expectations, promoting good progress, demonstrating good subject/curriculum knowledge, planning and teaching well-structured lessons, adapting teaching, making accurate and productive use of assessment, managing behaviour effectively and wider professional behaviours.
- work effectively and in a professional manner with all staff, including those from external agencies.
- participate in the annual performance management cycle.
- participate in and contribute to professional development activities as directed by the Curriculum Leader, Head of Year or the Senior Leadership Team/ trust.
- complete any necessary accreditation or induction required for achieving or maintaining professional standing, including where relevant participation in the early-career framework.
- participate in and contribute to meetings, quality assurance processes and evaluations (both internal and external) as directed by the Curriculum Leader, Head of Year or Senior Leadership Team/ trust.
- participate in appropriate events in the calendar outside of normal academy hours such as parents' evenings and open evenings.
- have excellent punctuality, meet all deadlines and complete tasks to a high level of accuracy.
- comply with all relevant Health and Safety policies and procedures.
- offer active support for the Trust and Academy's ethos, policies and procedures.

Pastoral Responsibilities:

- report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture at the academy that prioritises the safety and welfare of children.
- follow procedures and strategies in the academy that promote excellent pupil attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
- supervise pupil behaviour and conduct outside of the classroom as directed by the Senior Leadership Team.
- be a form tutor who teaches the pastoral programme as directed by the Head of Year and the Senior Leadership Team.
- play a full part in the life of the academy, including participation in enrichment activities as directed by the Curriculum Leader/ Senior Leadership Team.

Academic Responsibilities:

- teach the curriculum as set out by the Curriculum Leader, including preparing pupils for examination in appropriate qualifications.
- participate in collaborative planning and resourcing within the department.
- teach timetabled lessons and any necessary additional lessons for intervention, revision or to support

the transition of pupils into the next stage of their education as directed by the Curriculum Leader.

- set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies.
- ensure that work by pupils in lessons is completed to a high standard and presented in a form as directed by the Curriculum Leader.
- contribute to ongoing discussions about subject knowledge and teaching approaches and to adopt any teaching approaches agreed within the department.
- adapt the curriculum, teaching methods and resources for pupils who have a SEND or EAL, as guided by the Curriculum Leader and the SEND department.
- assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources.
- provide reports for parents and, where necessary, write references for pupils to support access to the next stage of their education.

Working Time:

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time

Employee Commitments:

- The vision, values and key principles of the Trust
- Equality, Diversity and Inclusion
- In anyway possible, in accordance with the role, support Pupils to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- Support the inclusion agenda

Performance Management:

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Other

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

06. Person Specification



Teacher of Food Technology

	Essential	Desirable
Professional Qualifications and learning	➤ An appropriate degree and other qualifications required for the award of QTS. ➤ Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post). ➤ We are keen to support entrants to the profession and have a range of routes to support attaining QTS. Contact the academy to see how we could help with this.	➤ A postgraduate qualification in the subject to be taught. ➤ A postgraduate qualification in the teaching of the subject. ➤ Other relevant awards or qualifications Applicants should have.
Experience	➤ Teaching the subject in a secondary school across the 11-18 age range. ➤ Assessing pupils for a variety of purposes using appropriate strategies. ➤ Working with whole-school behaviour systems. ➤ Supporting pupils in the subject with a SEND or EAL need	➤ Teaching the subject in a Sixth Form or other Further Education setting. ➤ Being a form tutor and supporting the wider personal development of pupils. ➤ Examining the subject for an appropriate exam board. ➤ Mentoring trainees and early-career teachers
Competencies	Applicants should have knowledge and understanding of: ➤ The subject taught, to undergraduate degree level or an equivalent standard ➤ Different approaches to teaching the subject and the strengths and weaknesses of these ➤ The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor ➤ The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection	Applicants may be strengthened by knowledge and understanding of: ➤ Different curriculum models in the subject(s) and the strengths and weaknesses of these ➤ Forms of assessment commonly used in the subject(s), including in public examinations ➤ Opportunities for teacher development in the subjects
Other	Applicants should have the ability to: ➤ Express themselves clearly in written and spoken English ➤ Manage pupil behaviour in line with a academy policy ➤ Build and maintain effective working relationships with colleagues, pupils, parents and the wider community ➤ Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard	Applications may be strengthened by the ability to: ➤ Offer extra-curricular and other enrichment activities for pupils ➤ Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

Teacher of Food Technology

Applying:

Please apply by visiting
[www.academytransform
ationtrust.co.uk/vacanci](http://www.academytransform
ationtrust.co.uk/vacanci)

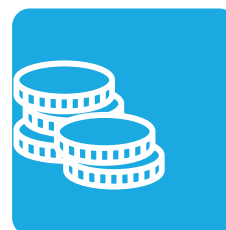


Status: Permanent

Full Time

Salary:

Teachers Main Pay Scale 1-6
£31,650 - £43,607

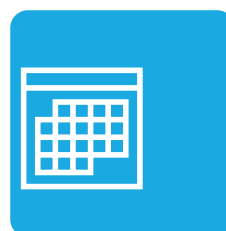


Closing Date:

Friday 29 August 2025

Start Date:

03 November 2025



Interviews:

September 2025



EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.



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