



Academies Enterprise Trust

**Job Description**

<b>Job Title:</b>	<b>Catering Teacher</b>
<b>Location:</b>	<b>New Forest Academy</b>
<b>Hours of work:</b>	<b>Full Time</b>
<b>Reports to:</b>	<b>Head of Department</b>

**Purpose of the Role:**

You will be required to fulfil professional and particular duties as required by the Conditions of Employment of Teachers as specified in the current Pay and Conditions Document.

Current practices and procedures at New Forest Academy require you to carry out the following functions in your capacity as a classroom Food Technology teacher. The standards indicate the school's expectations and the document will be used as the basis for lesson observation, support, self-evaluation, appraisal and monitoring. If you hold other responsibilities, a separate job description will be issued for these.

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:**

**Standard:**

**1. Preparation of lessons**

- In accordance with Schemes of Work and methodology
- Clearly identify Learning Objectives
- Give consideration to
  - a variety of approaches
  - progression between lessons
  - progression within the lesson
  - pace
- Ensure appropriate resources are available
- Note the circumstances of students on special needs register and those who have medical conditions

**2. Classroom Management**

- Ensure the classroom is a safe working environment
- Ensure the room is tidy with books and resources properly stored when not in use
- Sit students in accordance to your seating plan to suit activities
- Be prepared to begin and end the lesson on time
- Reinforce school rules and standards (e.g. coats, trainers, punctuality)



- Expect students to raise their hands and wait to be invited to contribute
- Use praise extensively and openly
- Award achievement points regularly and keep a record.
- Refer exceptional praise and concerns on official forms within 1 working day
- Achieve good standards of discipline consistent with expectations for the students concerned
- Carry out own sanctions to limit of your authority

### **3. Presentation of Lessons**

- Learning objectives must be explained to class
- Have high expectation of the students
- Fulfil the requirements of students with IEP's
- Include a taught element of 10-20 minutes in most lessons
- Organise tasks and activities appropriate to all students
- Use a range of resources to stimulate learning
- Set deadlines within the lesson which ensure pace and challenge
- Ensure all students have opportunity at some time to develop their skills in Group Work, Oral Work and Investigative Learning
- Ensure delivery of the ICT component of the Schemes of Work
- Regularly check students' understanding by questioning
- Evaluate learning towards the end of each lesson
- Set appropriate HW and give students opportunity to record it and ask questions
- Provide appropriate work for students upon request by Progress Leader / Tutor immediately if working on site and within 3 days if working offsite

### **4. Marking - Assess oral and/or practical work in lessons where relevant**

- Mark routine written work within 2 weeks using current procedure. Include a quality grade at least and level and position grade where appropriate
- Mark journals if students do not do HW
- Set half termly tests and mark within a week
- Set annual exam and mark within 10 working days
- Pass test and exam marks to HoLA immediately after marking

### **5. Record Keeping - For each class, record**

- attendance or absence at each lesson
- achievements awarded
- referrals including codes for missed HW
- detentions
- marks for written work oral/practical work
- exam and test grades and, at KS3, levels for tests and exams
- Mark records available for next teacher

### **6. Monitoring and assessment**

- Note, for each student at the beginning of the year, current achievement and end of year expected grade/level (as notified by HoLA)
- Notify HoLA/Progress Leader of under/over achieving students every half term



- Set realistic learning objectives and help students achieve them
- Provide information required for special purposes within
- Be prepared to give an explanation to your HoLA for any student who does not achieve their expected grade

## **7. Reporting to Parents**

- Complete the School Report by published deadlines 3 times each year
- Meet parents for up to 5 minute interviews (11-16) for 2 1/2 hours on each consultation evening
- Provide levels, grades or comments within 3 days when these are particularly requested

## **8. Communication - Read weekly notices and daily notices (posted in staffroom)**

- Attend Learning Area meetings according to the School Calendar
- Attend Full Staff meetings according to the School Calendar
- Attend additional meetings as required within 1265 hours directed time limit
- Respond within 3 days to request for views or information

## **9. Professional Development**

- Participate in the school's approved appraisal arrangements
- Participate in 5 whole school training days or the equivalent of these
- Participate in approved training activities arising from national, school or department initiatives which fall within 1265 hours directed time
- Participate in training which arises from appraisal (within 1265 hours)

## **10. Duties /Attendance**

- Fulfil before school, breaktime and after school according to published rotas (within 1265 hours)
- If unfit for work, notify your absence to Sandie Rudd before 7.30am and provide appropriate work for your classes

### **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: Food Technology Teacher**

General heading	Detail	Essential requirements:	Desirable requirements:
<b>Qualifications</b>	Qualifications required for the role	<ul style="list-style-type: none"> <li>• A degree</li> <li>• Qualified Teacher Status, with subject specialism(s) related to the area of responsibility.</li> <li>• Ability to teach across the full 11-16 age range.</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications related to management and/or education</li> <li>• Appropriate in-service training/CPD.</li> </ul>
<b>Knowledge/Experience</b>	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> <li>• A track record of success in learning and teaching of English.</li> </ul> <p>Involvement in:</p> <ul style="list-style-type: none"> <li>• shaping and implementing the vision of the English department;</li> <li>• developing and implementing departmental policy and</li> <li>• Practice;</li> <li>• Scheme of Work/Lesson Plan development.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Professional competence</b>		<ul style="list-style-type: none"> <li>• Knowledge of curriculum developments and opportunities in English.</li> <li>• Ability to articulate characteristics of effective teaching and learning with evidence of good practice in classroom pedagogy.</li> <li>• Good classroom management technique.</li> <li>• Knowledge and understanding of effective assessment and its contribution to</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent ICT skills, and an awareness of its potential within the academy.</li> <li>• Knowledge and understanding of current Teaching &amp; Learning issues relevant to the needs of the academy. Able to express a vision for subject development.</li> <li>• Able to use new technologies in the teaching of English.</li> </ul>



		<p>learning and progression.</p> <ul style="list-style-type: none"> <li>• Understanding and experience of raising attainment strategies</li> <li>• and improvement planning at a departmental level.</li> </ul> <p>The ability to use data to evaluate student performance and take effective action on the basis of this data.</p> <p>The ability to hold teachers within the English team to account for performance.</p> <p>Excellent communication and organisational skills.</p>	<ul style="list-style-type: none"> <li>• A clear understanding of the role that effective school self-evaluation has in driving improvement.</li> </ul>
<b>Skills</b>	Line management responsibilities (No.)	<ul style="list-style-type: none"> <li>• An ability to establish positive and sensitive interpersonal relationships within the community.</li> <li>• An ability to be a team player.</li> <li>• An ability to plan time effectively and meet required deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>• An awareness of whole</li> <li>• Academy issues.</li> <li>• Eager to acquire further skills and career enhancement.</li> <li>•</li> </ul>
	Leadership and Personal Qualities	<p>A person who:</p> <ul style="list-style-type: none"> <li>• Is committed to an ethos of high standards, personal fulfilment and academic success.</li> <li>• Has a capacity to inspire through a love of teaching.</li> <li>• Has an ability to relate well to the whole community.</li> <li>• Has energy, stamina and determination.</li> <li>• Has a record of good health and attendance.</li> <li>• Has a genuine commitment to equal opportunities and</li> </ul>	<ul style="list-style-type: none"> <li>• Involved in educational developments beyond what is required.</li> <li>• Eager to acquire further skills and career enhancement.</li> </ul>



		<ul style="list-style-type: none"><li>• inclusion.</li></ul>	
	<b>Securing Accountability</b>	<ul style="list-style-type: none"><li>• Some experience of budget control and resource management.</li></ul>	<ul style="list-style-type: none"><li>• Some experience of holding people to account in a supportive yet challenging way.</li><li>•</li></ul>
<b>Personal Characteristics</b>	Values	<ul style="list-style-type: none"><li>• Ability to demonstrate, understand and apply our values<ul style="list-style-type: none"><li>○ Be unusually brave</li><li>○ Discover what's possible</li><li>○ Push the limits</li><li>○ Be big hearted</li></ul></li></ul>	
<b>Special Requirements</b>		<ul style="list-style-type: none"><li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li><li>• Right to work in the UK</li><li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>