

**Beckfoot Thornton Job Description**

**Teacher of Design Technology**

**Role Details and Contractual Arrangements:**

**Job Title:** Teacher of Food & Nutrition

**Reporting to:** Head of Faculty

**Role Requirements:** See attached Employee Specification

**Remuneration:** MPS/UPR

**Contract:** Part time, permanent

**Terms and Conditions:** In accordance with Teachers’ Pay and Conditions

### **Job Summary:**

To carry out the functions of a teacher at Beckfoot Thornton in accordance with the stated aims and objectives of the School and the Faculty.

This job description should be read alongside the range of professional duties of Teachers as set out in the Teachers’ Pay and Conditions Document.

**Duties and Responsibilities:**

**Teaching and Managing Student Learning**

* Ensure effective teaching of whole classes, groups and individuals.
* In consultation with the subject leader and other teachers, to plan, design and produce teaching materials and resources which are appropriate to age and ability.
* In accordance with the scheme of work, plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students’ learning.
* To teach in partnership with SEN and EAL staff to maximise student attainment where appropriate.
* Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
* Integrate cross-curricular Literacy and Numeracy into lessons as appropriate.
* Contribute to the development and management of initiatives as part of the subject team.

**Planning and Setting Expectations / Student Achievement**

* Identify clear teaching objectives, success criteria, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
* Set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment in line with Assessment for Learning.

**Assessment and Evaluation**

* Assess how well learning objectives have been achieved and use this assessment for future teaching and/or group work.
* Mark and monitor students classwork and homework providing constructive oral and written feedback, setting targets for students’ progress.
* Assess, record and report on the development, progress and attainment of the students assigned to him or her within the school guidelines

**Manage Own Performance and Development**

* Be involved in the school appraisal process (or NQT programme if appropriate) to engage in professional development activities so as to enhance personal performance, fulfil personal potential and be able to participate effectively in the implementation of the school’s goals and development plan.
* Take responsibility for own professional development and keep up to date with research and developments in the subject area.
* Share responsibility for the implementation of school policies and procedures.
* Set a good example to students in presentation and personal conduct.
* Evaluate own teaching critically and use this to improve effectiveness.
* Engage actively in the performance review process.

**Organisation**

* Attend meetings, carry out administrative tasks and duties as specified in the staff handbook.
* Provide and facilitate the general progress and well-being of any individual student within any group of students assigned to him or her, providing guidance and advice to students on educational and social matters
* Implement school policy with regard to registration, student absence, dress code and enforce school rules relating to behaviour and health and safety.
* Participate in full staff and departmental meetings and to contribute to school decision making and consultation procedure.
* To carry out a share of supervisory duties in accordance with published rotas.

**Resources**

* Manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of available resources.
* Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

**Professional Conduct**

* To act as a professional and positive ambassador for the school
* To seek positive and constructive feedback from parents, students, visitors and colleagues

**Policy Promotion**

* To actively promote the school’s policies and procedures to ensure that the school operates effectively, fairly and in line with legislative requirements at all times and to create a positive and safe working environment.

**Confidentiality**

* To ensure confidentiality of the school’s activities is maintained in order to protect the integrity of the school and its people.

**Flexibility**

* To carry out other duties as may reasonably be required from time to time to meet the evolving needs of the school including a form tutor role if required.

 **Additional Specific Responsibility**

* To be a tutor to an assigned tutor group if required, and to carry out related duties in accordance with the general job description of a tutor.

**General**

* To ensure that the school’s Equality and Diversity, Safeguarding and Health and Safety Policies are always adhered to.

This job profile is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.



**Beckfoot Thornton Person Specification**

**Teacher of Design Technology (Food & Nutrition)**

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| **Criteria**  | **Essential**  | **Desirable** |
| **Experience** |
| Successful teaching experience of Design Technology across all age and ability ranges with a specialism of Food & Nutrition at KS4 | ✓ |  |
| Experience of teaching GCSE Health and Social Care |  | ✓ |
| Experience of teaching GCSE Textiles |  | ✓ |
| Experience of teaching resistant materials at KS3 |  | ✓ |
| Proven track record of at least good teaching in subject area | ✓ |  |
| Participate in professional development in the subject |  | ✓ |
| Consistency of outstanding teaching. |  | ✓ |
| **Qualifications** |
| Degree or equivalent in a relevant subject | ✓ |  |
| Qualified Teacher Status | ✓ |  |
| Masters degree in relevant subject or further educational studies |  | ✓ |
| Evidence of continuous professional development in the a relevant subject |  | ✓ |
| **Specialist Knowledge** |
| Good understanding of product design at all ranges including key stages 3 and 4  | ✓ |  |
| Ability to teach L3 Health and Social Care |  | ✓ |
| Good understanding of school improvement / Ofsted inspections | ✓ |  |
| Up to date knowledge of the relationship of the teaching and learning of Maths to the curriculum as a whole | ✓ |  |
| Up to date knowledge of examination specifications and use that knowledge to drive school based assessments and prepare for examinations. | ✓ |  |
| Ability to develop and improve teaching, learning and achievement for all | ✓ |  |
| **Specialist Skills**  |
| To be able to implement intervention strategies which can deliver rapid improvement | ✓ |  |
| Able to accurately use data to analyse examination results and current progress, and identify strategies for improvement | ✓ |  |
| To be able to apply specialist knowledge and skills of exam board marking to support pupil attainment  | ✓ |  |
| To be able to demonstrate high quality teaching in the subject. | ✓ |  |
| An outstanding classroom practitioner in the subject with a clear direction and vision for teaching and promoting the subject across the curriculum. | ✓ |  |
| Able to build and maintain outstanding relationships with students and staff which promotes excellent behaviour and attainment across the school | ✓ |  |
| Able to work flexibility and meet tight deadlines | ✓ |  |
| Excellent communication and interpersonal skills | ✓ |  |
| To participate in CPD  |  |  |
| **Other** |
| Have an acceptance of, and a commitment to, the Trust’s policies in relation to equality and safeguarding and promoting the welfare of children.  | ✓ |  |
| Able to speak in fluent English (in accordance with The Immigration Act October 2016) | ✓ |  |