**TBAP Multi-Academy Trust**

Position: Food Technology Teacher

Salary Scale: M1 – UPS3

Responsible to: Director of Learning

**Responsibilities**

To be an effective teaching professional who can take responsibility for the education and welfare of learners in accordance with the current School Teachers’ Pay and Conditions document, having regard to the National Curriculum, TBAP and school policies. In all aspects of the post they must seek to actively promote the educational aims and ethos of the school.

The post holder can be expected to work across the TBAP partnership as required. The duties outlined in this job may be modified by the Executive Head-Teacher with your agreement, to reflect or anticipate changes in the job and needs of the school, commensurate with the salary and job title.

***Food Tech Curriculum***

*To teach a wholesome Food Technology Curriculum which encompasses a variety of dietary and food types, including special dietary requirements and world foods. Using up to date materials such as Jamie Oliver Home Cooking Skills and preparing learners for a certificate or accreditation.*

**Main Duties**

To carry out the professional duties and legal requirements as specified in the TTA’s National standards for a main grade teacher.

To play a full role in implementing TBAP’s agreed learning and behaviour policies, taking responsibility for pupils’ learning and behaviour both in and outside of the classroom.

To take responsibility for planning and implementing appropriate work programmes for a specific curriculum within the framework of national and school policies.

To take responsibility for agreed area(s) in the school to support pupil progress and development and ensure the efficient implementation of relevant policies and procedures.

To undertake the role of learning guide for a group of learners:

* contributing to the assessment of learners needs, individual educational plans and reviews
* Working with parents, schools and other professionals to implement educational programmes and facilitate reintegration.

To keep full and detailed records, in line with the agreed practice of The TBAP Trust

To participate in regular staff meetings and TBAP meetings as required.

To undertake regular self-evaluation and make an active contribution to The TBAP Trust’s development cycle.

To undertake continued professional development and maintain an understanding and awareness of developments in relating to working with pupils presenting social, emotional, behavioural and/or learning difficulties as well as in curriculum development.

To take part in The TBAP Trust’s performance management cycle.

To integrate TBAP’s policy on equal opportunities into all aspects of the work of TBAP Academies.

To discharge other duties, as required by the Director of Secondary Intervention within the scope and status of the post.

To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.

To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

**Person Specification**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications**   * Qualified Teacher Status. * Further qualification in SEN or commitment to gaining one   **Experience /Knowledge & Understanding**   * A proven track record of 3 years’ successful class teaching in mixed ability classes in a secondary school * A proven track record of raising the attainment and achievement of pupils who have challenging behaviours * Recent experience of teaching in a multi-cultural, inner-city school environment * Proven success at leading, managing and teaching a specific curriculum/learning area in a school setting * Proven success at leading and managing an area of school development * Proven success at devising personalised learning outcomes for pupils on a lesson by lesson basis * Good understanding of current theory and  practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children with challenging behaviours * Good subject knowledge of core National Curriculum subjects and sound knowledge of foundation subjects * Understanding of effective strategies for maintaining high standards of discipline and behaviour as it relates to achieving high rates of progress for children with challenging behaviours * An understanding of safeguarding and equality of opportunity issues and how they can be addressed in schools.  Skills / Abilities / Attributes  * To demonstrate the skills of a good teacher, including the ability to:   1. Interest, encourage, motivate and engage pupils;   2. Provide appropriate levels of challenge, so   that pupils make good progress through  measurable outcomes   * 1. Use methods and resources that enable all   pupils to learn effectively;   * 1. Use assessment information effectively to plan next steps in children’s learning   2. Make effective use of time   3. Secure high standards of behaviour   4. Make effective use of teaching assistants and other support;   5. Enable pupils to acquire new knowledge and skills;   6. Enable pupils to develop the skills to work independently and collaboratively;   7. Enable pupils to develop self esteem and respect for others;   8. Create a well organised, stimulating learning environment.   9. Demonstrate a commitment to the protection and safeguarding of children and young people.      + Ability to make a significant contribution to a school ethos that promotes high achievement.      + A commitment to raising achievement and standards throughout the school.      + The ability to work as part of a multi- agency team in planning and implementing the curriculum and meeting pastoral needs      + The ability to work within the framework of national and whole school policies to ensure consistency of practice.      + The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process.      + An ability to use ICT effectively      + A commitment to further your own professional development and to the principle of continuous improvement. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓  ✓  ✓ |

**October 2017**