

POST: Teacher of Food Technology

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
<b>TEACHING</b>			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Consistently good and outstanding teaching	✓		Application/Interview
<b>KNOWLEDGE/UNDERSTANDING</b>			
Knowledge and understanding of the current OFSTED model of T and L judgements	✓		Interview
An appreciation of current research on Teaching and Learning	✓		Application/Interview
Secure knowledge and understanding of all Curriculum requirements, the Behaviour, Attendance and Safeguarding strategies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4 and of how this relates to other Faculty subjects and the whole school curriculum	✓		Application/Interview
Knowledge and understanding of how a VLE can be used to impact on learning outcomes	✓		Application/Interview
<b>MANAGEMENT</b>			
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards and evidence where this has been achieved	✓		Application/Interview
Evidence of good people management skills	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Ability to analyse data for form and teaching groups	✓		Application/Interview
<b>GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS</b>			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview
Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
A good health and attendance record	✓		Application
Willingness to support colleagues	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to school's co-operative values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to staying fully informed of IT developments and their potential for raising standards	✓		Interview
Commitment to the school's aims and strategies for improving standards	✓		Interview

# JOB DESCRIPTION

**Role:** Teacher of Food Technology

**Accountable to:**

**Grade:** Teachers' Main Pay Scale

<b>PURPOSE</b>	The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.	
		<b>Key Standards or KPIs</b>
<b>Key Performance Area 1</b>	<b>Knowledge, Understanding and Personal Development</b>	
	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• safeguarding practice;</li> <li>• the relationship of the subject to the curriculum and the development of literacy and numeracy skills;</li> <li>• the characteristics of high quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students;</li> <li>• professional responsibilities in relation to all school policies and practices;</li> <li>• the implications of the Code of Practice for Special education Needs (SEN) for teaching and learning;</li> <li>• the need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught;</li> <li>• how to achieve challenging, professional goals;</li> <li>• how to be a good role model to the students in all aspects of the professional role.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans in place</li> <li>• Professional handbook updated regularly</li> <li>• IEPs and differentiated lesson plans in place</li> <li>• Lesson Observations</li> </ul>

<b>Key Performance Area 2</b>	<b>Planning, Assessment and Evaluation</b>	
<b>Key Performance Area 3</b>	<b>Teaching, Learning and Achievement</b>	

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| <ul style="list-style-type: none"> <li>• Ensure that good quality lesson plans with clear learning objectives are in place.</li> <li>• Mark and monitor students' class and homework, providing constructive oral and written feedback, setting clear targets for students' progress, in line with faculty/whole school practice.</li> <li>• Analyse school data, including prior attainment or achievement, Raise on Line and FFT to inform policy and practice, target setting, Teaching and Learning, always ensuring high expectations.</li> <li>• Work with the Inclusion Faculty to set subject specific targets for identified students who have SEN or who are G &amp; T.</li> <li>• Contribute to the production of the Faculty Improvement Plan, as required.</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson plans in place</li> <li>• Books marked regularly and curriculum targets set, in line with school and faculty policy</li> <li>• Action is taken to support delivery of IEPs</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge is maintained and best use is made of teaching time.</li> <li>• Set high expectations of student behaviour, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships.</li> <li>• Use teaching methods which keep students engaged and challenged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> <li>• Through concise and consistent planning and assessment of lessons, secure progress towards student targets.</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson plans/ Observations</li> <li>• School procedures followed re: Behaviour for Learning</li> <li>• Feedback provided to students via marking/ assessment and discussions</li> <li>• Assessment data on SIMS</li> </ul> |
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<b>Key Performance Area 4</b>	<b>Resource Management</b>	
	<ul style="list-style-type: none"> <li>• Promote an ethos of team work and a culture of sharing good practice.</li> <li>• Provide an effective role model in terms of classroom practice.</li> <li>• Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with support staff, colleagues and others</li> </ul>
<b>Key Performance Area 5</b>	<b>Developing Others and Wider Responsibilities</b>	
	<ul style="list-style-type: none"> <li>• Establish effective working relationships with professional colleagues, including support staff.</li> <li>• Through whole school assessment practice, develop secure 'reporting to parents' practice.</li> <li>• Develop additional learning opportunities through extra-curricular practice.</li> <li>• Contribute to the impact of the school's co-operative values.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment procedures followed</li> </ul>

**This Job Specification may be reviewed by the Headteacher, as necessary, and may be amended at any time after consultation with you.**