

## Slindon College

### JOB DESCRIPTION

**JOB TITLE:** Teacher of Food Technology part-time

**GRADE:** Slindon College Teaching Scale

#### PROFESSIONAL TEACHING DUTIES

You are required to carry out the professional duties of a teacher other than a Headmaster.

#### ACCOUNTABLE TO

Deputy Headmaster (Academic)

#### JOB PURPOSE

To provide outstanding teaching and learning of Food Technology to secure high attainment of students across KS3 and KS4. To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively and takes responsibility for their own professional development.

#### DISCLOSURE LEVEL

Enhanced, you are required to be fully committed to the safeguarding of the students at the school.

#### KEY ACCOUNTABILITIES:

All staff at Slindon College are expected to actively support and promote the vision and values of the school.

#### BEHAVIOUR AND SAFETY

- To create an environment in which students are engaged in learning.
- To work proactively within the framework of the school's rewards system to ensure there is an emphasis on rewards as a means of motivating students.
- To be responsible for the safeguarding the health, safety and well-being of the students, actively promote the development of personal and social skills and provide emotional support in a way that accords with the students' age and level of development within the stated aims of the school.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and the school's safeguarding policy.
- To oversee the physical environment in the curriculum area.

#### TEACHING AND LEARNING

- To be an outstanding classroom practitioner.
- Planning and preparing lessons.
- Teaching, according to student needs, interests and individual outcomes.
- To ensure that best practice is shared within the curriculum team.
- To actively participate in the sharing of best practice between departments and colleagues.
- To ensure an appropriately differentiated curriculum for each child.
- Liaising with colleagues, support staff, therapists and other professionals who work with the students.
- Develop close links with the therapists to support students' learning, physical well-being, development, communication and access to the curriculum.
- To ensure quality schemes of work and teaching resources are available for members of the team.
- To ensure schemes of work are reviewed and developed taking full consideration of any changes at National level.
- To develop teaching and learning methodologies for all groups of students (including SEN, EAL, students eligible for Pupil Premium and those who are in local authority care).
- To support the curriculum team in developing and implementing strategies to meet the requirement of initiatives (national, local, school).

## **ACHIEVEMENT**

- To ensure exam board and other external requirements are met in the curriculum area.
- To ensure internally assessed components of exam work are completed to maximise student achievement.
- To keep up to date with any changes in assessment regulations and ensure staff are fully informed.
- Contribute to curriculum overviews and long term planning to ensure that the curriculum is relevant, up to date, inspiring, broad and balanced and meets the needs of students in our school.
- To ensure baseline data is accurate and is effectively used to inform planning.
- To track student progress, enabling effective interventions to take place where needed, with staff and students, in the curriculum area.
- Assessing, recording and reporting on the development, progress and attainment of students.
- To ensure the curriculum area effectively assesses work in line with school policy, on a short, medium and long term basis.
- To analyse performance and examination data.
- To actively participate in the sharing of assessment/tracking information with other staff in school.

## **STAFF DEVELOPMENT**

- To participate in the Performance Management cycle according to school policy guidelines.
- Be reflective and review from time to time your teaching practice and programmes of learning.
- To ensure effective self-review.
- Attend and participate in staff meetings and on INSET days.
- Participate in further training and professional development as a teacher including undertaking training and professional development which aims to meet your objectives in your performance management.
- To maintain an up-to-date knowledge of curriculum and relevant SEN/AEN issues through INSET, wider professional development and research.

## **MONITORING**

- To ensure that there is effective monitoring of student engagement, student progress, assessment and teaching and learning in the curriculum area.

## **OTHER RESPONSIBILITIES**

- To be an effective member of the school's curriculum team.
- To contribute to the development and implementation of whole school policies and practice.
- To communicate and liaise with other curriculum areas/teams within the school.
- Promote the values and aims of the school.
- To communicate with parents and appropriate agencies.
- To represent the school at meetings and conferences.
- To convene regular development time.
- To contribute to school events.
- To contribute to the implementation and development of the school development plan and school's self-review.
- Maintain professional behaviour at all times, acting as a good role model, including punctuality and attendance.
- Follow all school policies, guidelines and procedures.
- To line manage the teachers in the curriculum area.
- To manage the curriculum budget.
- Fulfil the professional standards for teachers in England and your legal liabilities.
- All other duties as required by the Headmaster.

**SLINDON COLLEGE**

**PERSON SPECIFICATION**

**JOB TITLE:** Teacher of Food Technology

<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A good Honours Degree</li> <li>• Be a consistently good teacher with excellent classroom skills, often demonstrating outstanding teaching</li> <li>• A positive attitude towards children with a variety of additional educational needs</li> <li>• Ability to organise an efficient and effective classroom for children with a variety of additional educational needs</li> <li>• Be excited and imaginative about teaching and learning possibilities</li> <li>• Familiar with current educational thinking around teaching and learning with a capacity to turn theory into practical action</li> <li>• Promotion of positive behaviour strategies</li> <li>• Ability to think creatively, analyse problems, reach judgements and find resolutions</li> <li>• Excellent oral and written communication</li> <li>• An effective level of ICT skills and the ability to incorporate ICT within planning and teaching</li> <li>• Ability to use data to inform and improve teaching and learning</li> <li>• To have the highest possible aspirations for all students and an unwavering commitment to improve standards and outcomes for all young people</li> <li>• To have the highest possible expectations of all colleagues</li> <li>• To be a role model at all times for all students and staff</li> <li>• To be a presence around school to encourage, challenge and support students and all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with students with a range of special educational needs</li> <li>• Experience and/or qualifications in SEN/and or ASD/ASC education</li> <li>• The ability to break down programmes of work into small steps of development for SEN/AEN students</li> <li>• Knowledge of programmes designated to help children with ASC/ASD and/or speech and language difficulties</li> <li>• Knowledge of strategies that can be used to make the curriculum accessible for children with ASC/ASD</li> <li>• Experienced in monitoring and evaluating teaching and learning</li> <li>• Ability to use all data to identify strategies for improvement with clearly identified success criteria</li> <li>• Ability to set targets for improvement</li> <li>• Experience of using data systems</li> <li>• Ability to interpret a range of data and apply it to impact on teaching and learning</li> </ul>

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| <ul style="list-style-type: none"><li>• Empathy with, and keenness to contribute to, the ethos of the school and the powerful sense of community</li><li>• Able to motivate staff and students</li><li>• To be a confident communicator who can represent the school in any forum</li></ul> |  |
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