

DT Teacher (Food Technology)

Job Description

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| Job Title: | DT Teacher (Food Technology) |
| Reporting to: | Assistant Principal (Curriculum) |
| Line Managing: | Potential line management of classroom based staff |
| Responsibilities: | Undertake professional duties of a teacher as set out in the STPCD and teacher standards |
| Working with: | Leadership team and all staff |

General responsibilities:

- (1) The education and welfare of designated classes or groups of learners in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the Nightingale Community Academy's aims, objectives, schemes of work, and policies.
- (2) To share in the corporate responsibility for the wellbeing and pastoral care of all learners.
- (3) To carry out any reasonable instructions given by the Principal or Senior Leadership Team.

Specific Duties

1) Management of Learning, Teaching and Resources

- Have clear intentions for children's learning and to use knowledge of school policy and National Curriculum requirements to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and quality of learning.
- Use a variety of suitable teaching and learning styles and to communicate clear learning objectives and expectations.
- Use relevant classroom management strategies to ensure that a purposeful environment for teaching is established and learning can take place.
- Organise and maintain a stimulating working environment appropriate for the range of activities taking place.
- Ensure that resources and the classroom environment are organised and readily available to promote learning.

2) Management of People and Learners

- Support positive behaviour taking into account the personal, social and emotional needs of learners.
- Establish and maintain a positive regard towards both learners and staff, promoting equality and diversity.
- Work as a member of a team, planning co-operatively, sharing information, ideas and expertise.
- Consult and plan with multi-agency colleagues, as appropriate.
- Act as a class teacher/ form tutor and establish good relationships with families to promote learners' learning and development.

3) Evaluation and Quality

- Accurately assess learners' progress and achievement as part of routine assessment expectations across subjects as required
- Monitor and assess learners' work and use assessment data effectively to inform planning and identify individual needs. Use these assessments to set appropriate targets.
- Keep effective and in-depth records of learner progress and report overall achievement in line with school procedures and statutory requirements.
- Write the report for Annual Review and learner progress meetings and provide high quality evidence to present at review.
- Gather evidence of work for the purposes of moderation.

4) Management and administration

- Meet health & safety requirements as set out in <https://www.data.org.uk/for-education/food-safety/>
- Attend and lead assemblies as required.
- Register learners as required throughout the day
- Supervise learners according to agreed rotas.
- Attend weekly staff meetings and general meetings as part of the school meeting cycle.

5) Professional development

- Attend school based in-service training.
- Deliver in-service training to colleagues as appropriate.
- Take an active part in identifying and working on one's own professional development needs.

6) Whole-school responsibilities

- To contribute to the school improvement planning and school self evaluation process as appropriate
- To be an active member of a faculty/departmental team
- Participate in the Appraisal process agreed in the Academy, in line with national guidelines.

- The post-holder may be required to work in different provisions within the Academy Trust, following discussion.
- To comply with all Academy policies and procedures.
- To play a full and active part in the life of the school.

General notes

- (1) Job descriptions are to be reviewed annually.
- (2) The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.
- (3) Nightingale Community Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Person Specification

Please state, **in numerical order**, how you meet the following selection criteria. Candidates will be short listed entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading.

All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Desirable criteria may be gained after employment with the academy.

Please ensure that your supporting statement is **no more than two sides of typed A4.**

| AREA | REQUIREMENTS | DESIRABLE |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications | Qualified Teacher Status (or QTS anticipated) | Additional SPLD qualification or experience of learners with SEMH in a primary and secondary setting. Safe Handling training |
| Teaching Experience | Recent successful experience of working with and/or teaching learners with special educational needs within a school setting. | Experience in supporting behaviour and use of de-escalation strategies following a person centred approach. |
| Professional Skills | Proven ability to demonstrate excellent classroom practice. Proven ability in working successfully as part of a staff team. Evidence of knowing how to evaluate one's own strengths and weaknesses. Evidence of effective partnership working with parents and carers. | Evidence of successful multi-agency working. Ability to lead the school in curriculum development and effective teaching of a given subject. |
| Knowledge | Knowledge and experience of current good practice and curriculum developments in special mainstream primary and secondary education provision. Knowledge of how the National Curriculum Programmes of Study can guide curriculum planning. Knowledge of child development. More extensive knowledge of and/or interest in at least one curriculum area. Knowledge of successful practice in teaching learners on the autistic spectrum or social, emotional mental health including the ability to promote appropriate behaviour. | Knowledge of a range of methods to support curricular access and development |

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| | Firm commitment to one's own continuing professional development. | |
| Personal Skills | <p>Proven ability to:</p> <p>Generate enthusiasm for new ideas in both learners and staff and inspire others with confidence.</p> <p>Communicate effectively to groups and individuals, both orally and in writing.</p> <p>Demonstrate a flexible approach to a variety of issues and a willingness to actively listen to others.</p> <p>Analyse situations, to prioritise and to help to implement realistic solutions.</p> <p>Provide advice and guidance to parents in a positive and clear manner.</p> <p>Remain calm when working under pressure.</p> | |
| Philosophy | <p>Commitment to the provision of high quality education and pastoral care for all learners.</p> <p>Expectation of high learner achievement.</p> <p>Commitment to the safeguarding of children and young people.</p> <p>Evidence of understanding and commitment to equality of opportunity and respect for learners' individual differences.</p> <p>Commitment to family partnership in education and developing links between school, home & the community.</p> | |