

Teacher of Food Technology Job Description & Person Specification





Teacher of Food Technology

Advert

Contract type:

- Full time
- Permanent

Salary:

- MPS/UPS

Closing Date:

- 16/05/2025

Interviews:

- TBC

Start Date:

- TBC

How to apply:

To apply please complete a Pathfinder Schools application form, which can be downloaded from the vacancies page of the website.

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to

recruitment@pfschools.org.uk

An exciting opportunity has arisen within our Performing Arts faculty. We are looking for an enthusiastic Teacher of Food Technology to play a significant part within a dedicated and supportive team.

If you would like to arrange a tour of the school or to speak with a member of the team to learn more about our Academy and the role, please email the academy Business Manager, Wayne Eldridge, who will assist you further.

weldridge@montsaye.org

Montsaye Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address:

Safeguarding - Montsaye

We occasionally close vacancies early if we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

Online searches

As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches including social media for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is enthusiastic about its values of respect, honesty, and compassion. We believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many diverse cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we are committed to moving our Trust and the education sector forward.



Teacher of Food Technology

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To carry out the professional duties of a teacher as circumstances may require and in accordance with the Academy's policies under the direction of the Principal.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

To be a member of the DT Curriculum Team and under the direction of the Programme Leader for DT and the Assistant Principal for Science and Technology, contribute to the high standards of teaching and learning and the raising of standards of achievement.

To make a significant contribution to the vision and direction of Montsaye Academy, where innovative and inspirational learning for all is the core value.

Report to: Programme Lead/Head of Faculty

Key Responsibilities:

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other individual needs
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the Academy's procedures and encouraging good practice regarding punctuality, behaviour, standards of work and homework
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Academy's behaviour policy

Using a variety of teaching methods to:

- Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to students, give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Liaise with the Programme Leader and the Assistant Principal for Science and Technology to ensure the implementation of department policy and best practice.



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Monitoring, Assessment, Recording, Reporting:

Plan teaching based upon thorough monitoring and rigorous assessment through:

- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.
- Marking and monitoring students' work and setting targets for progress.
- Assessing and recording students' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning and assess the level at which the students are achieving.
- Undertaking assessment of students as requested by examination bodies, departmental and academy procedures.
- Preparing and presenting informative reports to parents.
- Undertaking assessment of students and participating in the academy's system of reporting to parents.

Pastoral Duties:

- If required, be a form tutor to an assigned group of students or a link form tutor.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Pastoral Team to ensure the implementation of the academy's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- Contribute to the preparation of student Action Plans and progress files and other reports.
- Alert appropriate staff to problems experienced by students.

Other Professional Requirements:

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Always operate within the stated policies and practices of the academy.
- Know subject(s) or specialisms(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to Every Child Matters agenda.

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- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.
- Take part in marketing and liaison activities such as Open Evenings and Parents' Evenings.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after-school once per week: either curriculum based or an extra-curricular club.

Safeguarding:

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

General:

All academy staff are expected to:

- Work towards and support the academy's vision, values, and objectives.
- Communicate effectively to all members of the team and work collaboratively with other staff.
- Support and contribute to the academy's responsibility for safeguarding students.
- Uphold the academy behaviour policy.
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students, and visitors.
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct



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and positive, courteous relations with students, parents, and colleagues.

- Engage actively in the performance review process.
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff.
- Fully subscribe to the academy values of Respect, Honesty, Compassion, regarding themselves, the academy, and our students.
- Ensure that the confidentiality of sensitive information and data is not compromised.
- Keep up to date with developments relating to their role.
- Develop and maximise the use of ICT.
- Meet in accordance with calendared meetings and with line managers as required.
- Other responsibilities as reasonably requested and commensurate with the grading of the post.
- Any such duties that may from time to time be reasonably assigned by the Principal.

1.This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent on carrying them out. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the needs of the Academy as identified by the Principal and Line Manager and have regard to the conditions of employment.

2.This job description is not necessarily a comprehensive definition of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken is not identified.

3.The job description is subject to modification or amendment at any time after discussion with the holder of the post during the professional review.

4. This job description will be reviewed annually.



Person Specification

Teacher of Food Technology

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Degree in related subject• QTS• Minimum of grade C (or equivalent) in English and Maths	<ul style="list-style-type: none">• Experience of Arbor
Experience	<ul style="list-style-type: none">• Awareness of data protection, security, and confidentiality• To have knowledge and experience of working in a successful team	<ul style="list-style-type: none">• A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation• Experience of working within a school or education setting (secondary)
Professional Development	<ul style="list-style-type: none">• Evidence of a commitment to own professional development & CPD	<ul style="list-style-type: none">• Evidence of keeping up to date with educational thinking and knowledge
Professional Knowledge and Understanding	<ul style="list-style-type: none">• Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and	<ul style="list-style-type: none">• Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications

	<p>practice of their workplace, including those designed to promote equality of opportunity</p> <ul style="list-style-type: none"> • Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them • Knowledge and understanding of recent legislation, development and initiatives in secondary education • Knowledge of the curriculum at KS3, KS4 & KS5 • Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate 	<ul style="list-style-type: none"> • Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment • Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
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	<p>recent developments, including those relating to subject/curriculum knowledge</p> <ul style="list-style-type: none">• Know how to make effective personalised provision for those they teach, for whom have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching• To understand what is involved in the role of Child Protection Officer including having a good understanding of up-to-date policy and practice	
Practical and Intellectual Skills	<ul style="list-style-type: none">• Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge• Use an appropriate range of teaching strategies and resources, including e-learning, which	<ul style="list-style-type: none">• Knowledge of appropriate educational legislation including Equal Opportunities.



	<p>meet learners' needs and take practical account of diversity and promote equality and inclusion</p> <ul style="list-style-type: none">• Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment• Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment• Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally• Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives	
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	<p>and make sustained progress</p> <ul style="list-style-type: none">• Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development• Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners• Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners• Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and	
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	<p>consolidate their learning</p> <ul style="list-style-type: none">• The ability to build positive and reliable professional relationships with teachers, parents and carers• Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being• The ability to build positive professional relationships with several students at the same time and manage a caseload of student profiles• Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences	
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	<ul style="list-style-type: none">• Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy• Ability to empathise with the needs of pupils and to be firm but fair and consistent• A team player with the ability to establish good working relationships with staff, pupils and parents• Have a commitment to collaboration and co-operative working where appropriate• The ability to communicate clearly both verbally and in writing	
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Personal Qualities	<ul style="list-style-type: none">• A commitment to equality and diversity• Fully subscribe to our academy value of Respect, Honesty, Compassion• Flexibility in approach• Enjoyment in overcoming challenges• Calm under pressure• Sympathetic to needs of others• Accuracy and attention to detail• Ability to manage workload effectively• Willingness to share expertise and knowledge with others• An appreciation of work life balance• Have an excellent record of attendance and punctuality• Have a sense of humour, warmth,	<ul style="list-style-type: none">• Experience of coaching others
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	<p>energy, stamina and resilience</p> <ul style="list-style-type: none">• Inspire professional respect for and of colleagues• An engagement with a coaching style of conversation	
Disclosure and barring service check	<p>A willingness to participate in a full Disclosure and Barring Service check.</p>	



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