



Teacher of Food Preparation and Nutrition

Recruitment Pack





How to Apply

Please submit the enclosed application form and a supporting statement of no more than two sides of A4 outlining why you are interested in the opportunity and how your application addresses the requirements for the role.

Applications should be returned electronically to cs1@theheys.school

Alternatively, send a hard copy to:

Miss Rachel Evans
The Heys School
Heys Road

Closing Date: 14th May 12pm
Interview Date: 18th and 19th May

Welcome



Dear Applicant,

Thank you for your interest in the post.

We are seeking to appoint a dedicated and enthusiastic individual who is ambitious and has an excellent work ethic to join our team.

We promote a culture of high expectations, within a supportive environment, based upon our core values of, 'Be Respectful, Be Kind, Be Determined'. These core values are intrinsic to the school; they form the basis of how we work together as a family and how pupils are rewarded for the fantastic things they do.

To help you decide if the job would suit you, please find enclosed some details, which we hope will give you a flavour of what The Heys School and The Rowan Learning Trust are about.

If your values and ambitions mirror ours and you believe you can deliver that vision, then we would be delighted to receive an application from you.

Visits to our school are welcome and can be arranged by contacting Charlotte Smith on 0161 773 2052 or email cs1@theheys.school.

We are committed to safeguarding all members of our community; therefore, all posts are subject to enhanced disclosure procedures and pre-employment checks.

Yours faithfully,

Miss R Evans

Headteacher
The Heys School



The Heys School



We are a smaller than average school with a family feel. We know our students' well and do all we can to ensure they have every opportunity to make the most of themselves and **Realise their Greatness**.

At The Heys School, we focus on students' academic progress and believe that it is important to develop the child as a whole. We offer a number of different pathways to support our students and work with a number of local providers to ensure they have every opportunity available to them. These range from work with a hairdressing academy, the local farm and many more. We are passionate about developing well rounded students who have a clear focus on their future goals and ambitions we work to enhance their cultural capital through the work with our charity program, in school foodbank and through the recently developed pledge program.

The Heys School is a diverse and exciting place to work and learn and our students always see this as a strength of the school. Our students believe that at the Heys everyone is treated equally.

We have a clear focus on ensuring that our students make good and sustained progress, regardless of their starting point. We are so proud of the amazing things that our students achieve every day and we are constantly looking for new ways to celebrate their successes. Our pupils are individuals and we celebrate them for being Heys Heroes.

We believe that education is a journey and we are committed to ensuring every student has the skills to meet the obstacles they face head on. We believe in the importance of grit, perseverance and resilience and of showing our pupils the value of getting back up and trying again if they don't succeed the first-time round.

In the Heys family we value determination, respect and above all kindness. We are looking for committed staff who value the sense of family and are determined to support our pupils in any way they can.



The Rowan Learning Trust

The Rowan Learning Trust (RLT) was established as a Multi-Academy Trust in 2012 to maximise potential of all children, students and adults in our schools and to support them in their journey to become outstanding.

Currently the RLT family comprises four schools: two high schools, an all-through alternative provision academy and a primary school. Together we share a set of common values:

- Mutual respect
- Fairness
- Equality of opportunity
- Individual growth
- Kindness

We believe in an inclusive workplace – one that is built on fairness, merit and respect to help our employees perform to their greatest potential.



Job Description

TEACHER OF FOOD PREPARTION AND NURTITION

Reports to:	Lead Practitioner Technology
Location:	Heys Road, Prestwich
Salary:	Classroom Teachers' Pay Scale
Hours:	Full time

Overall purpose of post

- Carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher.
- Facilitate and encourage a learning experience, which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of student attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Support the aims and objectives of the school.

Teaching

- Teach KS3 and KS4 students according to their educational needs, including the setting and marking of work in accordance with the school/ faculty marking policy.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching.
- Ensure a high-quality learning experience for students, which meets internal and external quality standards.

- Prepare and update subject materials within the faculty.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- Mark, grade and give written/verbal and diagnostic feedback as required

Strategic / Operational Planning

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.
- Plan and prepare courses and lessons.
- Contribute to the whole school's planning activities.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Curriculum Provision

- Assist the Head of Department, the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

Curriculum Development

- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Staffing

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the performance management/appraisal review process.
- Ensure the effective/efficient deployment of classroom support
- Work as a member of a designated team and to contribute positively to effective working relations within the school.



Quality Assurance

- Help to implement school quality procedures and to adhere to those.
- Contribute to the process of monitoring and evaluation of the curriculum area/department/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- Review from time to time methods of teaching and programmes of work.

Management Information

- Maintain appropriate records and to provide relevant accurate and up-to-date information for management information systems, registers, etc.
- Complete the relevant documentation to assist in the tracking of students.
- Track student progress and use information to inform teaching and learning.

Communications and Liaison

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.
- Take part in liaison activities such as parents evenings, review days and liaison events with partner schools.
- Contribute to the development of effective subject links with external agencies.

Management of Resources

- Contribute to the process of the ordering and allocation of equipment and materials.
- Assist the Head of Faculty/Lead practitioner to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty/department and the students.

Pastoral System

- To take on the role of a form tutor in the school, supporting the school culture, ethos and sense of family.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date student records as may be required.

- Contribute to the preparation of action plans and progress files and other reports.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- Contribute to PSHCE and citizenship and enterprise according to school policy
- Apply the behaviour management systems so that effective learning can take place

School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Support the school in meeting its legal requirements for worship.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

All teachers, regardless of their position in the school, must consistently meet the following professional standards:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment

Additional Notes

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget Policy and have regard to clause 4(1) (f) of a Teacher's Conditions of Employment.



Person Specification

Essential

- Qualified Teacher Status
- Graduate status, with appropriate levels of attainment and qualifications in Food Preparation and Nutrition
- Excellent subject knowledge
- Have a secure knowledge and understanding of the Food Preparation and Nutrition curriculum and related pedagogy
- Ability to teach Food Preparation and Nutrition to KS3 and KS4
- Proven track record as a highly effective classroom teacher
- A passionate interest in all aspects of the subject
- An interest in promoting the subject outside the classroom
- Highly professional standards in the classroom and when working with colleagues
- Energy, enthusiasm and a concern for quality in all aspects of work
- A capacity to work successfully as part of a team
- The ability to enthuse, excite and engage students
- An awareness of diversity and inclusion issues, and a determination to promote equal opportunities
- The ability to use assessment data to identify underperformance and advise reactive strategies within Food Preparation and Nutrition
- A passion for inclusive education and a drive to ensure every student has the opportunity to realise their greatness

- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The ability to develop effective working relationship with students
- The ability to command the respect of staff and students alike
- The ability to work as a supportive team member
- Excellent classroom teaching & management skills
- A high degree of organisational ability both in a classroom and during practical lessons
- A commitment to continued professional development
- A willingness to share best practice and learn from others
- A commitment to ensuring student progress, by participating in extra-curricular activities
- A desire and willingness to explore innovative methods of curriculum delivery to capture the imagination of students

Desirable

- Career teacher, interested in developing further insight into whole school approaches to Food Preparation and Nutrition
- Understanding of how to mark to GCSE level in the subject
- Understanding of how to give effective feedback using assessment for learning within the subject
- Experience of planning in accordance with specific assessment objectives (GCSE) and/or Assessment Focuses (KS3)





The Trust will make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

All appointments are subject to satisfactory references, proof of qualifications and eligibility to work in the UK.

The Trust is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment. An enhanced DBS check will be required.



The Rowan Learning Trust

Registered Office: Carr Lane, Wigan, WN3 5NY

Company Number 8010464



The Heys School



JOB APPLICATION FORM FOR TEACHING STAFF IN SCHOOLS

The School and Governing Body are committed to equal opportunities in employment and welcome applications from all sections of the community.

THE HEYS SCHOOL,
HEYS ROAD,
M25 1JZ
TELEPHONE: 0161 773 2052
EMAIL: cs1@theheys.school

1. POST APPLIED FOR

Post Applied For:			
School:	The Heys School		
As advertised in:		On date:	

2. PERSONAL DETAILS

SURNAME:		FORENAME:	
TITLE: (Optional)		Date of Birth: (Optional)	
Address:			
POSTCODE:		Email:	
Telephone No:		Mobile No:	
Email:		DfE No:	



3. CURRENT POST

SCHOOL/SERVICE:			
LOCAL EDUCATION AUTHORITY:			
JOB TITLE:			
DATE OF APPOINTMENT:		SALARY:	
TLR/ Recruitment and Retention Allowance (please specify as applicable)			
MAIN DUTIES AND RESPONSIBILITIES			
Reason for this application			

4. PREVIOUS TEACHING EXPERIENCE

Name of school, type of school and number on roll	Dates of employment		Post(s) held indicating salary points / allowances	Reasons for leaving
	From	To		



5. OTHER RELEVANT WORK EXPERIENCE

Post	Dates		Employer	Grade/Salary	Reason for Leaving
	From	To			

6. GENERAL EDUCATION

School	From	To	Qualifications – Grades, awarding bodies and dates



7. FURTHER AND HIGHER EDUCATION

Name of College/ University	From	To	Qualifications – Grades, awarding bodies & dates

8. ANY OTHER RELEVANT QUALIFICATIONS

Please give details of any other relevant qualifications you have for this post.

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9. ADDITIONAL INFORMATION

Are you related to, or a close friend of, any member of the Trust or of the Governing Body of the school? <i>(If yes, please state relationship)</i>	Yes <input type="checkbox"/> / No <input type="checkbox"/>
Have you left any previous job for the reason of redundancy or are you in receipt of an occupational pension? <i>(If yes, please give details)</i>	Yes <input type="checkbox"/> / No <input type="checkbox"/>
Have you ever been dismissed from any previous employment on the grounds of misconduct or incapability? <i>(If yes, please give details)</i>	Yes <input type="checkbox"/> / No <input type="checkbox"/>
Do you hold a current and valid driving licence? <i>(if yes, please state the category)</i>	Yes <input type="checkbox"/> / No <input type="checkbox"/>
Please indicate if you have any special requirements to allow you to participate fully in an interview.	



10. Criminal convictions or cautions

You should note that the disclosure of any offence will not necessarily prevent the Rowan Learning Trust from employing you, but we reserve the right to consider its significance in relation to working with children.

Work at the school is exempt under the Rehabilitation of Offender Act 1974. Any offer of appointment will be dependent upon the successful completion of the Disclosure and Barring Service (DBS) check at the Enhanced level.

Where serious concerns as to an individual's suitability to work with children are expressed, the facts will be reported to the relevant authorities.

Do you have any unspent criminal convictions, cautions or bind-overs?	Yes <input type="checkbox"/> / No <input type="checkbox"/>
If yes, please forward details (date, offence and sentence) with a covering letter, in a sealed envelope marked "Addressee Only – Headteacher".	

11. REFERENCES

Please state the names and addresses and telephone numbers of two persons from whom references may be obtained. **One must be your current or most recent employer.** In the absence of previous employment experience, a reference from your last place of full-time education will be a suitable alternative.

REFEREE 1				REFEREE 2			
TELEPHONE NO:				TELEPHONE NO:			
EMAIL:				EMAIL:			
Reference Type:	Employer <input type="checkbox"/>	Education <input type="checkbox"/>	Character <input type="checkbox"/>	Reference Type:	Employer <input type="checkbox"/>	Education <input type="checkbox"/>	Character <input type="checkbox"/>
Please note that we will contact these referees if you are short-listed for this post and seek reference before interview.							



12. FURTHER INFORMATION FOR CANDIDATES

- * You will receive no further communication unless selected for interview. If you have therefore not been contacted within three weeks of the closing date for applications, you should conclude that, unfortunately, you have been unsuccessful on this occasion.
- * Under the Data Protection Act, the Trust and the Governing Body will use the information given for the purpose of recruitment and selection. Strict confidentiality will be observed and if you become an employee, the information will be used for personnel, pay and pensions administrative purposes only.
- * To comply with the Asylum and Immigration Act 1996 (as amended by S.147 of the Nationality, Immigration and Asylum Act 2002), all prospective employees will be required to supply evidence of eligibility to work in the UK. If you are appointed to the post you will be provided with further information detailing what documents will be required.

THANK YOU FOR YOUR INTEREST SHOWN IN THIS APPOINTMENT

13. DECLARATION

To the best of my knowledge and belief all the particulars I have given are true. I understand that any false statements may disqualify me from employment or render me liable for dismissal. I also understand that no offer of employment made to me will be binding unless confirmed in writing.

I also understand that this post is subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and to satisfactory medical clearance and the provision of documentary evidence (e.g. NI Number) that shows I am entitled to work in the U.K.

Signature:

Date:

