

## Marjory Kinnon School Job Description

| Contractual Details                      |  |                     |            |                |           |
|--|--|---------------------|------------|----------------|-----------|
| <b>Post Title:</b>                       | Secondary Food Technology Teacher  |                     |            |                |           |
| <b>Responsible to:</b>                   | Head of Department   |                     |            |                |           |
| <b>Contract type:</b>                    | Permanent<br>✓   | Term-time only<br>✓ | Fixed Term | Full time<br>✓ | Part time |
| <b>Salary:</b>                           | MPS or UPS + SEN points (depending on experience)                                |                     |            |                |           |
| <b>Contractual Hours:</b>                | 32.5 full time (unless alternative arrangement has been agreed with Headteacher) |                     |            |                |           |
| <b>Line Management Responsibilities:</b> | Teaching Assistants  |                     |            |                |           |

| Job Purpose   |
|---|
| <p>The post holder will:</p> <ul style="list-style-type: none"> <li>• Deliver personalised programmes of learning in Food Technology that ensures the highest levels of progress for pupils including delivery of accreditation in KS4.</li> <li>• Monitor and evaluate pupil progress and make adjustments to programmes of learning in Food Technology in response to the outcomes.</li> <li>• Lead, and effectively deploy adults within the class team, in order to impact on pupil progress.</li> <li>• Ensure the safeguarding, safety and well-being of the pupils.</li> </ul> |

| Teaching Responsibility |   |
|-------------------------|---|
| Academic                | <ul style="list-style-type: none"> <li>• Planning and delivering engaging lessons with appropriate adaptations to facilitate learning and progress for our pupils.</li> <li>• Having a class tutor responsibility</li> <li>• Planning and assessing the curriculum delivery for each individual in the class group, including personalised learning programmes for individual pupils based on their EHCP and annual review targets</li> <li>• Motivating pupils to engage in learning opportunities and support pupils to build their confidence to learn and their self-esteem.</li> <li>• Behaviour management in accordance with school behaviour policy, which includes supporting interventions and implementing behaviour support plans for each individual in the group.</li> <li>• Directing the work of the Teaching Assistants to ensure there are high expectations and outcomes for learning of all pupils and groups through targeted and focused interventions.</li> <li>• When required, liaise with other agencies who may contribute to the development of programmes of learning or behaviour management and implement their advice.</li> <li>• Provide feedback to parents/carers on the progress of the pupil.</li> <li>• Planning Educational Visits and ensuring appropriate Risk Assessments are completed.</li> <li>• Ensuring appropriate resources are available for the delivery of the curriculum.</li> </ul> |
| Pastoral                | <ul style="list-style-type: none"> <li>• Work with pupils to help them regulate their behaviours</li> <li>• Disseminate important and relevant pastoral information to key members of the school community on a need to know basis (specialist teachers etc.)</li> <li>• Attending meetings with multi-agency professionals, as appropriate, and in liaison with members of SLT.</li> <li>• Liaise with parents/carers regarding day-to-day safeguarding and well-being issues.</li> <li>• Maintain a full and comprehensive home-school communication book to communicate with parents/carers information about progress and well-being.</li> </ul>  |

|                |  |
|----------------|--|
|                | <ul style="list-style-type: none"> <li>Attend parent/carer evenings every term.</li> <li>Inform the DSL of any safeguarding concerns and report on MyConcern</li> <li>Persist in order to build positive relationships with hard to reach parents/carers.</li> </ul>   |
| Accountability | <ul style="list-style-type: none"> <li>Writing Annual Review reports.</li> <li>Providing written reports to parents or professionals and meeting with parents at Parent Evenings and at other times as appropriate.</li> <li>Reporting on pupil progress using accurate moderated data in line with school policies.</li> </ul>  |
| Other          | <ul style="list-style-type: none"> <li>Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school.</li> <li>Attend and participate in regular meetings, fulfil responsibilities as specified on school rotas and duties.</li> <li>To attend and participate in planned training sessions.</li> </ul> |

| Personal Specification      |  |                       |                 |
|-----------------------------|--|-----------------------|-----------------|
| Qualifications & Experience |  | Essential / Desirable | Assessed at A/I |
| 1                           | GCSE or equivalent qualification in English and Maths (and for Primary, Science is also required)                                  | E                     | A               |
| 2                           | Qualified Teacher Status.  | E                     | A               |
| 3                           | At least 3 years teaching experience with evidence of outstanding practice and teaching in Food Technology including accreditation | D                     | A               |
| 4                           | Significant experience of working in a special school setting or with SEND pupils  | E                     | A & I           |
| 5                           | Ability to communicate well verbally and in written English.   | E                     | A & I           |
| 6                           | Experience of working with pupils with an ASC diagnosis  | D                     | A & I           |
| 7                           | Ability to oversee the management of complex and challenging pupil behaviour.  | E                     | A & I           |
| 8                           | Experience and understanding of supporting children with additional needs.   | E                     | A               |
| 9                           | Effective line management and performance management of class based staff.   | D                     | A & I           |
| 10                          | Up to date training in principles of supporting autistic pupils  | D                     | A & I           |
| 11                          | Up to date training in principles of supporting complex behaviours   | D                     | A & I           |

| Knowledge & Understanding |  | Essential / Desirable | Assessed at A/T/I |
|---------------------------|--|-----------------------|-------------------|
| 12                        | Knowledge and experience of the National Curriculum.   | E                     | A & I             |
| 13                        | How to use a range of tools to monitor and comment on pupil progress   | E                     | A&I               |
| 14                        | How to use pupil data on progress to plan the next steps for pupils  | E                     | A& I              |
| 15                        | Specific techniques to support ASC pupils  | E                     | I                 |
| 16                        | Knowledge of performance management of class teams   | D                     | A                 |
| 17                        | Safeguarding practices and procedures  | E                     | I                 |
| 18                        | The impact of academic interventions to support progress   | D                     | I                 |
| 19                        | The impact of therapeutic interventions in the management of behaviours and pupil well being   | D                     | I                 |
| 20                        | Ability to work constructively as a team, understanding school roles and responsibilities and the post holder's position within these. | E                     | I                 |

## Professional Values and Practice

- Be committed.
- Be consistent.
- Have a flexible and adaptable approach to work, be willing to go the extra mile when required to get the job done for the benefit of our pupils, our colleagues and for ourselves.
- Whilst being willing to work hard for the success of the school and its pupils, ensure that you and your team have a work life balance that enables health, happiness and wellbeing.
- Have a happy, constructive and collaborative attitude to the work you undertake.
- Be positive and respond to situations in a calm, professional manner at all times.
- Have a thirst for excellence and a relentless drive to achieve the best outcomes for our pupils.
- Have the capacity and enthusiasm to learn, be self-motivated, reflective, creative and innovative in order to continuously improve.
- Be emotionally resilient.
- Maintain the professional standards associated with your role in our school (e.g. DfE Teachers Standards; MKS Teaching Assistant Standards; MKS Business Management Standards).
- Have a strong awareness of professionalism and respect for confidentiality.
- At all times model good relationships, attitudes, and behaviour.
- To be able to self-evaluate your own and your team's performance, keep own knowledge and skills up to date, and participate in relevant training and CPD opportunities as required.
- Present a smart and professional appearance appropriate to your role.
- Willingness to work flexible hours and to occasionally attend meetings outside of normal working hours (e.g. in relation to parental events or governance meetings).
- Have a high level of commitment to safeguarding, inclusion, equality and value our school's diversity.
- Understand and respect all social, cultural, linguistic, religious and ethnic backgrounds.
- Support the Governing Body, the Headteacher and SLT in their duty to ensure that the school meets its aim to deliver the best possible educational outcomes for pupils and everyone is kept safe.
- Act as a positive ambassador for Marjory Kinnon School and make a meaningful contribution to the school community.

## Summative Agreement

|                   |   |
|-------------------|---|
| Confidentiality   | I will treat all information about children, families and staff discreetly with regard to confidentiality and data protection, and will report all concerns to the appropriate person(s). |
| Code of conduct   | I will adhere to the school's code of conduct and all other school policies.  |
| Safeguarding      | I will comply with all school policies and procedures related to equality, safeguarding, and e-safety and will report any concerns to the appropriate person(s).                          |
| Health and Safety | I agree to take care of my own and other's safety at all times and to carry out my duties in accordance with the school's Health and Safety policy and procedures.                        |
| Induction         | On joining the school, I agree to attend Induction sessions and complete all related tasks as required.   |

*This job description is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in school. It does not comprise a full and comprehensive list of all the tasks that the post holder will undertake in fulfilling their responsibilities. It is expected that the post holder may, if required, carry out any relevant additional duties which the Head Teacher may, from time to time, deem appropriate and necessary. It may also be subject to amendment or modification at any time in consultation with the post holder.*

Agreed by post holder \_\_\_\_\_ Date \_\_\_\_\_

Date of this review: September 2024

Date of next review: September 2026

