The Fernwood School

High Achievement with Care & Discipline for All

Head of Food and Health & Social Care

Job Description and Person Specification

Salary: TLR 2b

Responsible to: Head of Faculty for Art, Design and Technology

Responsible for: Food and Health & Social Care team wider faculty.

Professional duties

As a teacher employed by The Fernwood Academy Trust you shall carry out the professional duties of a class teacher and middle leader as circumstances may reasonably require (as provided for under the current School Teachers' Pay and Conditions Document).

Main Purpose

General duties and responsibilities for all qualified teachers

The post requires you to teach students in the age 11-16 age range within the professional duties of a Class Teacher under the School Teachers' Pay and Conditions Document, and in addition:

- Plan, teach and evaluate lessons to ensure a variety of tasks and learning experiences for students are matched to their needs.
- Continuously assess students, provide feedback, set targets for students and ensure they know how best to improve.
- Use examples of students' work to exemplify standards and secure high expectations.
- Organise lessons effectively to ensure high quality learning.
- Use positive discipline management techniques to resolve conflict and promote collaborative learning.
- Consistently apply whole school policies to ensure effective learning and inclusion.
- Contribute to the teaching of literacy and numeracy across the curriculum.
- Use appropriate ICT to ensure effective learning.
- Contribute to the academic, vocational and work-related curriculum as appropriate.
- Contribute to the development of all school policies.
- Participate in continuous professional development and appraisal processes.
- Act to promote a "pathway" approach, working with primary schools and post 16 providers as appropriate.
- Work with parents as partners to raise standards and achievement.
- Form professional and co-operative working relationships with colleagues.
- Set a good example to students through personal and professional conduct and presentation.
- Remain committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them.
- Be responsible to your line manager.

You may be asked to undertake any other duties which may be reasonably regarded as within the nature of the duties and responsibility/grade of the post defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases.

Specific duties and responsibilities of a Faculty Team Leader

Role

Work collaboratively with the Head of Faculty and other curriculum leaders across the school to contribute to the development and implementation of whole-school curriculum policy and professional learning. Lead the strategic and day-to-day direction of Food and Health & Social Care, ensuring high-quality curriculum provision, excellent teaching and learning, and strong outcomes for all students. Promote a culture of pride, professionalism, and teamwork within the subject areas, fostering high expectations and a shared commitment to success. Maintain an engaging, well-organised, and safe learning environment that supports outstanding practice and continuous improvement.

Responsibilities

Leadership, Management and Communication

- To set high expectations of your team and the students in school.
- To provide inspirational and innovative leadership, in setting the vision and securing the engagement and motivation of your team.
- To strive to create amongst the teachers within the curriculum area a sense of identity and unity of purpose.
- To foster a sense of 'collegiate responsibility' amongst the teachers to ensure an equitable sharing of workload commensurate with roles, experience and talents of team members.
- To take a lead in nurturing and developing the skills and expertise of your team. Oversee and support their CPD including ITT and ECT programmes.
- To provide the link between the faculty and subject organisation and development to:
    - Implement faculty policies and reflect the Fernwood ethos within the context of the department.
    - Participate in discussions on curriculum and whole school policy.
- To lead departmental meetings with the Food and Health and Social Care team. These meetings should involve all members of the team and allow for information giving, the expression of opinion by all members and the discussion of all matters pertaining to the teaching of team members.
- To make effective and efficient use of the human and physical resources available to support teaching and learning. This will include:
    - The deployment of teaching and non-teaching staff.
    - The utilisation of the physical environment.
    - The provision, development, replenishment and purchasing of T&L resources, budget planning and maintaining records.
- To seek to establish sound relationships with Trustees and parents and encourage mutual concern and respect, and liaise, as appropriate, with agencies outside school.

- Strategic overview, leadership and management of Health and Safety across the department such as the implementation of risk assessments as required.

Curriculum Intent, Implementation and Planning

To inspire and support the implementation of faculty intent for student learning ensuring all implementation strategies and activities lead to positive student outcomes.

- To contribute towards the faculty development plan as part of the annual school planning cycle.
- To ensure that appropriate schemes of work are available for all groups taught within the curriculum area. In doing so, due consideration should be given to:
    - Long, medium and short-term planning, including learning objectives, progression over time and adaptation/differentiation as required.
    - The needs of students.
    - The demands of current legislation.
    - Current educational research and pedagogy.
    - Curriculum contribution to the holistic threads of the Fernwood Award.
- To have oversight and final responsibility for the implementation of schemes of learning, marking policies and whole school development strategies within the department.
- To keep up to date with national developments which affect teaching of the subject.
- To liaise with the Head of Faculty over matters relating to timetabling and schemes of work.
- Ensure that effective systems and practice are in place for formative and summative assessment. Utilise the outcomes of assessment to inform future learning and student target setting.
- To ensure that a system of recording student attainment and achievements in the curriculum area is designed and used effectively.

Teaching and Learning

- To foster a climate where achievement is recognised and celebrated.
- To focus the work of the department on student learning. Promote discussion about pedagogy and teaching practice to:
    - Share ideas about lesson design and delivery.
    - Extend teaching repertoire and strategy.
    - Create effective learners.
- To maintain an effective and stimulating approach to teaching with the curriculum area.
- To seek opportunities to sustain improvement and build the capacity within your department. This will involve you in:
    - Embedding and sharing good practice.
    - Coaching and mentoring.
    - Identifying and supporting training.
- To ensure that the learning needs of all students are met by the department. This will include differentiation to stretch the most able, provision for students with Special

Educational Needs, positive action to break down barriers to learning and collaboration with colleagues from the Pastoral Leadership Team to meet the individual needs of targeted students.

- To implement intervention strategies to address student underachievement.

Student Guidance, Welfare & Discipline

- To promote positive attitudes and an enjoyment of learning.
- To guide students in their option choices, educational pathway and post 16 progression.
- To support and advise staff within the faculty regarding student discipline and behaviour

Student / Parent / Teacher partnerships

- In consultation with Pastoral Leaders ensure that an appropriate means of reporting information to parents is used to concur with school and national policies.

Enrichment & Community

- To strive to provide as stimulating an environment as possible in which learning is encouraged.
- To have oversight of strategies to enrich and enhance the curriculum and opportunities for out-of-hours learning, including staff development.

Quality Improvement

- To share with the Head of Faculty the monitoring and evaluation of teaching standards and standards of work being achieved by students in the curriculum area. This will include:
    - Detailed analysis and evaluation of student performance data using the APRI tools.
    - The appraisal of staff and implementation of the school's appraisal and development process.
    - Department self-evaluation and contribution to the school's School Improvement Plan.
- To monitor the use of resources of time, money and supply teacher support allocated to the curriculum area for INSET purposes.
- To ensure that the evaluation of schemes of learning takes place on a regular basis.
- To implement the school's Quality Improvement procedures within the department. This will involve:
    - Reviewing samples of students' work.
    - Student questionnaires/surveys.
    - Learning walks.
    - Reviewing curriculum documents and planning.
- To report to the Head of Faculty when reasonably required, on all aspects of the department.

Person Specification for Assistant Faculty Leader Food and Health & Social Care

Training Experience and Qualifications	Essential	Desirable	Assessed
Honours degree or equivalent		D	A, C
Qualified Teacher Status – whilst QTS is desirable for the role, QTS can be obtained in the role for the right candidate with relevant experience.		D	A, C
Evidence of a commitment to continued professional development to sustain up-to-date knowledge and understanding of education.	E		A, I
Evidence of continued and relevant professional development in school leadership and/or management		D	A, C, I
Professional Qualities	**Essential**	**Desirable**	**Assessed**
Evidence of clear values and moral purpose which place pupils at the heart of all decisions	E		A, I, R
Demonstrating personal behaviour consistent with the school ethos and vision	E		A, L, I, P, R
Commitment to a curriculum that is creative and relevant to the interests and needs of all pupils, including their well-being	E		A, P, R
Absolute commitment to ensuring the safety and well-being of pupils	E		A, I
Proven record of being transparent and accountable to parents, trustees, relevant external bodies and the local community	E		A, I
Knowledge and Understanding	**Essential**	**Desirable**	**Assessed**
Excellent subject knowledge	E		A, L, R
Awareness of possible national future reform, both subject based and of education as a whole	E		A, I, P
Understanding of data and the ability to use it effectively to enhance pupil performance	E		A, L, I, T
Experience of teaching across the full age and ability range of an 11-16 school	E		A, L, R
Experience in the use of ICT in the classroom with the skill to impart that expertise to others	E		A, L, P
Professional Skills and Abilities	**Essential**	**Desirable**	**Assessed**
Successful track record of teaching Food (KS3 – KS4) and/or Health & Social Care across KS4.	E		A, R
Experience leading a subject area or holding a TLR-bearing responsibility.		D	A, R
A highly effective teacher with proven track record of consistent quality first adaptive teaching	E		A, L, R
Knowledge and understanding of how to maintain and raise the quality of teaching and learning across a department.		D	A, I, T, P, R
Proven track record of efficient and timely management of workload and a flexible and considered approach to change	E		A, I, R
Proven track record of analysis, evaluation and communication of progress data to ensure positive outcomes		D	A, I, T, P, R

Knowledge of systems for formative and summative assessment, and the ability to implement them effectively.	E		A, L, I
Leadership and Collaboration	**Essential**	**Desirable**	**Assessed**
Able to build, communicate and implement a coherent vision for the department in consultation with all stakeholders.	E		A, I, P, R
Proven ability to lead by example and create a shared commitment and responsibility to the school.	E		A, I, T, P, R
Proven ability to adapt to change, able to assess new ideas and embrace them if they improve pupils learning.	E		A, I, P, R
Management of People and Resources	**Essential**	**Desirable**	**Assessed**
Able to contribute to a positive team culture by supporting colleagues, helping to maintain manageable workloads, and promoting a collaborative and caring working environment.		D	A, I, T, R
Excellent organisational skills which maintain the smooth running of the department whilst maintaining a focus on the long-term vision	E		A, I, T, P, R
Ability to manage physical resources and oversee budget planning, purchasing and replenishment of T&L resources	E		A, I
Leadership and Collaboration	**Essential**	**Desirable**	**Assessed**
Excellent interpersonal and communication skills	E		A, L, I, T, P, R
Enthusiasm, Commitment, Flexibility and Resilience	E		A, L, I, T, P, R
Ability to work well on own initiative and as part of a team	E		A, I, T, R
Excellent organisational skills	E		A, I, T, R
Ability to prioritise work and multi-task	E		A, I, R
Strong role model for pupils	E		L, I
Professional and friendly manner alongside a sense of humour	E		A, L, R, P, I

How criteria will be assessed:

A Application form

L Lesson observation

C Certificate

I Interview

T Test/Task

P Presentation

R References