



**TAPESTRY  
LEARNING  
PARTNERSHIP**

JOB OPPORTUNITY

## **Teacher of Food Technology** **Chellaston Academy, Chellaston, Derby**

Permanent

1.0FTE

MPS/UPS

**Join us on an exciting journey of transformation and excellence.**

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes.

### **About the Role**

A Teacher of Food Technology is responsible for delivering high-quality teaching across Key Stages 3 and 4, ensuring students gain essential practical skills, strong subject knowledge, and an understanding of nutrition, food preparation, and the wider food industry. The role includes planning engaging lessons, assessing pupil progress, and supporting the wider school ethos.

### **Who We're Looking For**

We are seeking an enthusiastic and committed Food Technology Teacher to join our vibrant team at Chellaston Academy. You will inspire students across KS3 and KS4 through engaging practical and theory-based lessons, bringing strong subject knowledge, creativity, and a passion for helping young people achieve their full potential. If you are motivated, student-focused, and eager to contribute to a supportive and values-driven school community, we would be delighted to receive your application.

### **About Chellaston Academy**

At Chellaston Academy, children are at the heart of everything we do. Our vision is to create mature, confident and successful global citizens who can thrive in an ever-changing world, guided by our shared values of Integrity, Care and Excellence.

While strong academic outcomes matter, we believe success is defined by far more than examination results. We are committed to developing the whole person, nurturing qualities such as self-confidence, self-belief and self-esteem, and recognising and celebrating individual talents.

Our students benefit from a broad and balanced curriculum, and we work closely with parents and carers to ensure that, when expectations are high and shared, every child can achieve great things. This includes promoting an excellent attitude centred on respect, high standards of appearance, good manners, full attendance and punctuality.

Chellaston Academy is a school where:

- Diversity is celebrated and inclusion shapes everything we do.
- Children feel safe, happy and supported.
- High expectations drive achievement for all.
- Relationships between staff and students are strong, respectful and built on trust.
- Staff wellbeing is valued, and colleagues genuinely enjoy being part of our community.

## Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 702502.

Further details about our school can be found on our website: <https://www.chellaston.derby.sch.uk/>

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

**Closing date for applications:** Sunday 12<sup>th</sup> April 2026

**Interview date:** TBC

**Potential Start date:** ASAP

## JOB DESCRIPTION

<b>Post Title:</b>	Teacher of Food Technology
<b>Reporting to:</b>	Headteacher/Head of Food Technology
<b>Grade:</b>	MPS/UPS
<b>Disclosure Level:</b>	Child Workforce - Enhanced, Children's Barred List

### Purpose of the Post

- Raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- Be accountable for student progress and development within the classes taught.
- Develop and enhance the teaching skills and strategies in line with the teacher standards.
- Support and challenge student groups in their learning.
- Help build independent life-long learners

### Key Duties and Responsibilities

#### Main Duties; Teaching

- To undertake an appropriate programme of teaching in accordance with the duties expected within the teacher standards.
- Plan lessons to meet learning objectives.
- Make effective use of data to plan learning.
- Have a clear understanding of subject progression.
- Give appropriate feedback through a variety of sources to promote further learning.
- Carefully frame questions to ascertain understanding and promote further learning.
- Use peer and self-assessment to further enhance learning.
- Set clear curricular targets for each student/group.
- Teachers are expected to support the personalised learning agenda, i.e. tailor education to ensure that every student achieves and reaches the highest standards possible.
- Ensure that the desired standard of students' presentation, effort and learning are achieved.
- Take part in developing the department's curriculum area with respect of any specific need associated with teaching and learning.
- Participate in and contribute to professional development and appropriate in-service training.

#### Pastoral Provision;

- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to, and that appropriate action is taken where necessary.
- Ensure the behaviour management systems are implemented in your teaching so that effective learning can take place.
- Act as a Form Tutor and to carry out the duties associated with that role as outlined in the tutor standards.

### Communications;

- Ensure that you are familiar with the Academy's aims and objectives.
- Ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner academies, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies as and when necessary to further enhance the learning of students.

### Additional Duties;

To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

### Personal and professional conduct;

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### The post holder is expected to;

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.

- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

# Person Specification



Post requirements	Essential	Desirable	Evidence and Assessment
<b>Qualifications</b>			
Qualified Graduate	✓		Application form, certificates
Qualified Teacher Status with QTS/QTLS	✓		Application form, certificates
Evidence of relevant and ongoing CPD		✓	Application form, certificates
<b>Experience</b>			
Teacher KS3 and KS4 Food Technology	✓		Application form, interview references
Teaching across the ability range	✓		Application form, interview, references
Teaching Examination classes for KS4		✓	Application form, interview, references
Teaching KS3 Textiles and Graphics		✓	Application form, interview, references
<b>Skills</b>			
Ability to establish good working relationships and effective teamwork	✓		Application form, interview, references
Good communication skills	✓		Application form, interview, references
Excellent role model for staff and students	✓		Application form, interview, references
Ability to generate ideas and drive initiatives		✓	Application form, interview, references
<b>Knowledge</b>			

Secure knowledge and understanding of the concepts and skills in specialist subjects	✓		Application form, interview, references
Clear understanding of the secondary curriculum and its assessment	✓		Application form, interview, references
Ability to employ a range of effective teaching strategies, to illicit learning and have an understanding of assessment method.	✓		Application form, interview, references
Ability to use assessment data to inform planning and set targets.		✓	Application form, interview references
Strong command of subject knowledge		✓	Application form, interview, references
Ability to access and use classroom relevant research and inspection evidence to improve teaching and learning		✓	Application form, interview, references
<b>Personal Qualities</b>			
High expectations of students and colleagues	✓		Application form, interview, references
Highly motivated and able to motivate and inspire students	✓		Application form, interview, references
Enthusiastic and committed	✓		Application form, interview, references
A passion for teaching	✓		Application form, interview, references
A forward-thinking approach	✓		Application form, interview, references
Excellent Interpersonal Skills	✓		Application form, interview, references
Ability to be reflective and self-critical	✓		

Display calmness under pressure	✓		Application form, interview, references
Charismatic – having ‘a presence’		✓	Application form, interview, references
Willingness to take on other roles and responsibilities within the department		✓	Application form, interview, references