



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Teacher of Food

Maternity Cover

Where Excellence Meets Opportunity

Welcome to Stratford Girls' Grammar School

At Stratford Girls' Grammar School, academic achievement goes hand in hand with a warm, inclusive community and a shared commitment to shaping futures. We are more than a school - we are a place where talented teachers thrive, innovate, and make a lasting impact.

Why SGGGS?

We are a highly successful selective academy for students aged 11–18, with 854 learners who bring energy, curiosity, and ambition to every lesson. Our diverse intake from south Coventry, Banbury, Solihull, and Pershore creates a vibrant learning environment that celebrates individuality and fosters collaboration.

Outstanding in Every Sense

Our reputation speaks for itself. Ofsted judged us Outstanding in November 2022, recognising not only our exceptional academic standards but also the personal development and wellbeing of our students. Results are consistently impressive:

GCSE:	86% grades 9–7
A-level:	82% grades A*–B
Progress 8:	+1.07

Our students progress to the most competitive destinations, including Oxbridge, degree-level apprenticeships, and careers in Medicine, Dentistry, and Veterinary Science – a testament to the quality of teaching and support they receive.

A School That Invests in You

We believe great teaching flourishes in the right environment. That's why we continually invest in our facilities and digital infrastructure:

£3.5m Hargreaves building with sports hall, fitness suite, drama studio, and classrooms
£1.5m extension with six new classrooms and a modern library
Refurbished science labs and upgraded historic Manor House
A forward-thinking Digital Strategy with one-to-one devices, interactive screens, and Microsoft 365 integration to streamline teaching and reduce admin

A Beautiful Place to Work

Our campus, centred around the fifteenth-century Shottery Manor, offers a unique blend of heritage and modernity. Located just minutes from Stratford-upon-Avon, you'll enjoy a peaceful setting with easy access to cultural attractions and transport links.

A Culture of Support and Growth

At SGGGS, you'll join a team that values collaboration, creativity, and professional development. Our pastoral care is exceptional, our parents are highly supportive (97% would recommend us), and our Governing Body is engaged and forward-looking. Whether you're early in your career or an experienced teacher, you'll find opportunities to grow, innovate, and inspire.

Introducing our department

Dear Colleague

Teaching Food at Stratford Girls' Grammar School is an experience that combines creativity, challenge, and immense reward. Here, food preparation and cooking are not just subjects on a timetable, they are integral, hands-on learning experiences that inspire confidence, independence, and a lifelong love of good food.

Our department is a vibrant hub within a happy, high-achieving school. The atmosphere is warm and supportive, and the relationships between staff and students are exceptional. You'll find learners who are curious, motivated, and eager to explore the practical and scientific aspects of food. Although we are a selective school, our students bring a wide range of talents and interests, and we embrace this diversity with teaching that is dynamic and adaptable.

All students study Food and Nutrition at Key Stage 3, with one double lesson per fortnight across the year. From the very start of Key Stage 3, students roll up their sleeves and get stuck in, mastering essential skills, experimenting with flavours, and discovering the science behind what makes food work. Practical lessons are at the heart of everything we do, giving students the confidence to create, problem-solve, and innovate. They learn to use equipment safely and build confidence by preparing a range of healthy meals such as macaroni cheese, vegetable lasagne, enchiladas, sticky Korean chicken and empanadas, before progressing to advanced skills like choux pastry, rough puff pastry and emulsions such as mayonnaise. Food science is introduced early through investigative lessons involving taste testing and ingredient analysis, helping students understand how to adapt recipes and troubleshoot their cooking.

At Key Stage 4, students have three lessons per week and follow the AQA Food Preparation and Nutrition specification. Our curriculum is designed to challenge and excite, and it consistently leads to strong uptake at GCSE. The results speak for themselves: in 2025, every student achieved Grades 7–9, with over a third gaining Grade 9. But beyond the grades, we take pride in the confidence and enjoyment that every student carries with them long after they leave the classroom. Our aim is simple: to equip all students with the skills to live healthily and independently, while providing those who choose Food at GCSE with the depth and challenge needed for outstanding outcomes.

You will teach in a purpose-built, well-equipped Food room, with access to state-of-the-art tools including collaborative software, touch screen laptops, and classroom projectors. As the sole teacher for the subject, you will enjoy real autonomy over curriculum intent and implementation, supported by a small but passionate department and the wider Creatives team: a group of colleagues who are friendly, collaborative, and committed to excellence.

If you share our belief that food education is about more than recipes - that it's about creativity, science, wellbeing, and essential life skills - we would love to hear from you. Please don't hesitate to get in touch with any questions. If this sounds like the right opportunity for you, we look forward to receiving your application.

Yours sincerely

Luke Price
Head of Design Technology

Anan Bassi
Teacher of Food

The Role

We are seeking an inspirational Food and Nutrition teacher to join us on a full-time maternity cover basis, starting 1st September 2026 until 31st March 2027. The present postholder is full-time but applicants who are looking for a part-time role (0.5fte minimum) are welcome to apply. ECTs are also welcome to apply and will be provided with support from our mentors in school.

The successful candidate will:

- Be able to teach and manage Food up to GCSE level.
- Be keen to develop professionally and grow as a teacher.
- Share their enjoyment of the subject through a range of engaging teaching strategies.
- Be an outstanding classroom practitioner who motivates and challenges students of all aptitudes, including the most able.
- Be confident and appropriately qualified to meet health and safety requirements in a well-equipped Food room.
- Be willing to contribute to extra-curricular activities that enrich students' experience of Food and Nutrition

You will be supported with a comprehensive induction and handover, ensuring a smooth transition into the role. While this is a sole-teacher post, you will be part of the wider Creatives team and benefit from shared resources, collaborative planning, and a strong culture of professional support. We welcome applications from experienced teachers as well as those early in their career or returning to teaching. What matters most is your passion for Food and Nutrition and your commitment to inspiring students.

The Application Process

Those who wish to apply can do so by following the link on the school's website via MyNewTerm.

Please complete the application form online. A written statement in support of your application will be accepted, but CVs are not considered.

Betts, PA to the Headteacher, on 01789 293759 or at HeadsPA@sggs.org.uk.

Application deadline: **Open until position filled**

Interviews will be held **on a rolling basis until position is filled**

The Interview

Detailed arrangements will be sent to those invited for interview. The process may include:

- Meetings and discussions with the Headteacher, Business Manager, and other key staff
- A tour of the school and site with student leaders
- Individual interviews with panels, which may include students and/or staff.
- Practical lesson observation

- Teaching and learning planning or assessment task
- A formal panel interview

All candidates will be assessed against the criteria in the job description and person specification. Safeguarding will be a key part of the interview process, including discussion of recent training and any relevant disclosures.

Staff Dress Code

All staff are expected to wear smart clothing that:

- Promotes a positive and professional image.
- Is appropriate to their role.
- Is not offensive, revealing, or overly casual.
- Is free from political or contentious slogans.
- Meets professional standards.

Male teaching staff are expected to wear a jacket and collared shirt; female teaching staff should wear equivalently smart attire with a jacket. Ties are optional.

Safeguarding

The personal safety, emotional well-being, and social development of students at SGGS is at the heart of our ethos. All staff are regularly trained and expected to adopt a vigilant, professionally curious approach to safeguarding.

In line with KCSIE 2025, we will conduct online searches on all shortlisted candidates.

This school is committed to safeguarding, equality of opportunity, and promoting the welfare of children and young people. An enhanced DBS check will be required.

Privacy Notice

Information about how we manage your data can be found on our website.

Person Specification: Teacher of Food

Qualifications	Essential <ul style="list-style-type: none">• Good honours degree in Food or equivalent with teaching qualification	Desirable <ul style="list-style-type: none">• Has other qualifications or academic experience indicating a breadth of interests• First aider
Experience	<ul style="list-style-type: none">• Proven record as a successful teacher of Food in the 11-16 sector, preferably to GCSE• Successful pastoral experience with 11-16 year old students• Developing subject specific enrichment activities for all ages• Experience with intervention strategies, data analysis, and progress tracking• Ability to foster a culture of academic enquiry, resilience, and excellence	<ul style="list-style-type: none">• Has experience of working with very able students, e.g. in selective schools.• Has experience of working with sixth form students.• Working on cross-curricular and/or industry projects• Leadership experience• Experience in departmental improvement planning, self-evaluation, and reporting• Experience of teaching KS3 DT
Professional Knowledge	<ul style="list-style-type: none">• Experience of developing teaching and learning strategies for students in a school environment• Ability to design and implement differentiated schemes of work that challenge and support all learners.• Familiarity with developing oracy skills, challenge, and metacognitive strategies• Use of formative assessment and feedback to drive progress• Has a very good working knowledge of Microsoft 365 and TEAMS• Proficiency with digital tools and how to use technology to differentiate and personalise learning within Food.• Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.• Has knowledge of relevant Health and Safety requirements.	<ul style="list-style-type: none">• Knowledge of AQA GCSE specification• Has sound knowledge of current national educational developments and initiatives.• Working knowledge of Bromcom MIS
Skills and Abilities	Essential <ul style="list-style-type: none">• Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities.	

- Has good interpersonal and communication skills to relate to staff, students and parents and to support, motivate and lead a team.
 - Respects and values the different experiences, ideas, and backgrounds that others can bring to work and to teams.
 - Works collaboratively and supportively with colleagues both within the organisation and in other organisations.
 - Manages time effectively.
 - Has good ICT skills Is able to work well under pressure and maintain a sense of perspective with a good sense of humour
 - Is committed to continual personal and professional development, is reflective and learns from past experience.
 - Shows personal integrity.
 - Displays commitment to the protection and safeguarding of children and young people.
 - Is willing to work within organisational procedures and to meet the required standards for the role
- Special Requirements**
- Committed to selective education
 - Committed to single-sex girls' education.
 - Committed to maintaining the unique and caring ethos of the school

Job Description (1): Class Teacher

Job Purpose: To teach a class or classes of students and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents/carers and governors; to have a working knowledge of i) the national conditions of employment for school teachers as set out in the current copy of the School Teachers' Pay and Conditions Document, and ii) the national standards for QTS.

Reporting to: Head of Design Technology

Strategic leadership

- Demonstrate an active contribution to the policies and aspirations of the school.
- Demonstrate that they are effective professionals who challenge and support all students to do their best through:
 - inspiring trust and confidence.
 - building team commitment.
 - engaging and motivating students.
 - analytical thinking.
 - positive action to improve the quality of students' learning.

Knowledge and understanding

- Have a thorough and up to date knowledge and understanding of their specialist subject(s).

Planning & setting expectations

- Have a detailed knowledge of the relevant aspects of the students' National Curriculum, including national standards and other statutory requirements.
- Understand progression in their specialist subject(s), including before their specialist age range.
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).
- Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work, and which have been identified as school priorities.
- Demonstrate consistent and effective planning of lessons and sequences of lessons to ensure all students learn effectively.
- Identify clear teaching objectives, content, and sequences and learning appropriate to the subject matter and the students being taught.
- Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.
- Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENDCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans.
- Make reasonable adjustments in practice to include students with a disability.
- Take account of all elements of inclusion and diversity to enrich the curriculum and raise achievement.

Teaching and managing student learning

- Ensure effective teaching of whole classes, groups, and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Secure a good standard of student behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating students' intellectual curiosity, effective questioning and response, clear presentation, and effective use of resources.

Student achievement

- Set clear targets for improvement of students' achievement, monitor students' progress towards those targets, and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets.
- Secure progress towards students' targets.

- Demonstrate that, as a result of their teaching, their students achieve well relative to the students' prior attainment, making progress as good or better than similar students nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for students where national tests and examinations are not taken.
- Assessment and Evaluation**
- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
 - Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
 - When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses.
 - Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
- Working with other adults**
- Establish effective working relationships with professional colleagues including, where applicable, support staff.
 - Take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues in the review, development, and management of a subject in the school.
 - Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.
- Managing resources**
- Select and make effective use of textbooks, ICT including MS TEAMS, and other learning resources which enable teaching objectives to be met.
 - Ensure learning environment supports the promotion of the subject and student progress as appropriate.
- Relations with parents and wider community**
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.
 - Consult effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour, and progress.
 - Communicate and co-operate with specialists from outside agencies when appropriate.
- Managing own performance & development**
- Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up to date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and students' learning.
 - Participate in the appraisal system for the appraisal of their own performance, or that of other teachers.
 - Take responsibility for implementing school policies and practices, including Health and Safety.
 - Support initiatives decided by the Headteacher and staff.

- Set a good example to the students they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

This job description is in addition to the school teachers' pay and conditions document published annually by the DFES. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the school.

Post-Threshold Expectations

In addition to the above and in accordance with post-threshold standards:

- to provide a role-model for teaching and learning
- to make a substantial and sustained contribution (specifically agreed through the Appraisal system) to the raising of student standards and to contribute effectively to the work of the wider school team and the whole school offer.

The Job Description (2): Tutor

Job Purpose: To be responsible for the pastoral care, guidance, and support of students within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House and Head of Sixth Form.

Reporting to: Head of House and Head of Sixth Form

Strategic leadership

- Take responsibility for implementing school policies and practices, including those dealing with bullying.
- Work to develop and maintain positive attitudes and confidence in student welfare and guidance.
- Help to develop a positive ethos in which all students have access to a broad, balanced, and relevant curriculum which contributes to:
 - students' spiritual, moral, cultural, mental, and physical development (SMSC)
 - the preparation of students for the opportunities, responsibilities, and experiences of adult life
 - the capacity of students to stay safe, be healthy, enjoy and achieve, make a positive contribution, and prepare for their future life, including economic well-being

Specific responsibilities

- Tutorial:
 - work with the PSO to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor's best efforts (including contacting parents if necessary) is notified to the Head of House/Sixth Form
 - ensure that any information is distributed promptly, and that other returns of a routine nature are dealt with as required.
 - celebrate individual or group achievements.
- Assemblies and tutorial:
 - role model positive well-being and practices in support of this
 - be responsible for organising meaningful activities with the tutor group in tutorial and assisting the group in the presentation of assemblies.
 - supervise the tutor group in whole school and other assemblies and in moving to the place of assembly.
 - check student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department
- Conduct and appearance of students:
 - set the standards and monitor the behaviour, attitudes, and appearance of members of the tutor group, within the school's Behaviour Policy
 - use the rewards and sanctions in SIMS in line with this policy.
 - monitor that uniform/ sixth form dress is worn correctly and advise Heads of House/Sixth Form as appropriate.

- set a good example to the students they teach in their presentation and their personal conduct.
 - Care of the tutor group environment:
 - actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy, and pleasant tutor base
 - ensure that tutor group noticeboards are maintained well
 - Ensure effective delivery of tutorial activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of curriculum time.
 - Secure a good standard of student behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the school's Behaviour Policy.
- Teaching and managing student learning**
- In line with the ARR calendar, monitor tutees' data and progress towards subject and review targets and support students in making progress towards their targets.
 - Be responsible for sharing any sensitive or confidential information with the Head of House/Sixth Form and Headteacher as necessary and in keeping with all school safeguarding procedures.
 - Be responsible for commenting on individual reports for members of the tutor group and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports.
 - Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group
- Monitoring student progress**
- Foster good home-school relationships and liaise with the Head of House/Sixth Form if direct contact with parents is necessary.
 - Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour, and progress.
- Relations with parents and wider community**

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