



Candidate Information Pack

# Design & Technology Food Teacher

January, 2026

## Appointment for an immediate start

Permanent, Full time, M1-M6 as per Outer London Pay Scale

Closing date: January 30<sup>th</sup>, 2026

For further details and an application form, [click here](#).

An early application is advised as we reserve the right to close the vacancy early if sufficient suitable applications are received.

If you are interested in learning more about the school and the role, we invite to contact us to book a time to visit.

**Thank you for your interest in working at Park High School.**

Park High is a school of character and opportunity. Visitors to the school recognise its caring and harmonious ethos providing our students with the opportunity to truly be themselves. Having high standards and aspirations for all our students from day one, allows them to flourish both academically and personally throughout their seven years at the school.

## Introduction

We are looking for an enthusiastic teacher who wants to join an excellent department. This post is suitable either for a teacher who is currently in training (ECT) or someone who would like to widen their experience. This post offers real opportunities for professional and career development.

### We can offer:

- An exciting learning environment where challenging, innovative and engaging learning is at the core of all we do.
- An award-winning vibrant school which continues to achieve extremely high standards, both in Harrow and beyond.
- A genuine and active pursuit of well-being for all members of our community.
- Outstanding outcomes with a significantly positive Progress 8 score and zero NEETS.
- Students who exhibit excellent behaviour for learning and a desire to acquire knowledge and improve themselves.
- A supportive, enthusiastic and inspiring team within which to grow and develop.
- An opportunity to develop your craft of teaching across three Key Stages.



# Design & Technology Food Teacher Job Description

*This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.*

**Responsible to:** Head of Department

**Responsible for:** Teaching and supporting all designated classes in Food, Preparation and Nutrition.

## **Job Purpose:**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a Teacher and Form Tutor.
- To facilitate and encourage a learning experience which provides students with opportunities to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.



## **Teaching**

- To undertake a designated programme of teaching across all key stages.
- To teach consistently high-quality lessons.
- To be a positive role model for students, inspiring them to be actively interested in Food, Preparation and Nutrition.
- To maintain appropriate records and to provide relevant accurate and up-to-date attendance information using Arbor registers.
- To complete the relevant documentation to assist in the tracking of students.
- To set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- To prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures.
- To ensure the effective/efficient deployment of classroom support.
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and home learning.
- To plan and deliver schemes of work and lessons that meet the requirements of Key Stage 4 and 5 curriculum, as appropriate.
- To follow schemes of work for Food, Preparation and Nutrition at all Key Stages.
- To promote Food, Preparation and Nutrition learning through out of hours activities.
- To ensure a high-quality learning environment within the Food, Preparation and Nutrition area.

### **Assessment, Feedback and Tracking:**

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy.
- To follow department monitoring and tracking systems relating to students' attainment, progress and achievement.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To complete the relevant documentation to assist in the tracking of students.
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching.
- To follow setting and co-ordinating assessment arrangements in Food, Preparation and Nutrition at all Key Stages, and in all areas as required by school policies, including standardising those assessments.

### **Staff Development:**

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Development process.
- To participate in whole school CPD programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

### **Student Support and Progress:**

- To be a form tutor to an assigned group of students if and when required and to teach PSHCEe to that group.
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Pastoral Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To prepare for and contribute to a reflective and purposeful Review Day experience.
- To contribute to the preparation of Action Plans and other reports as required.
- To alert the appropriate staff to problems experienced by students.
- To 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.
- To contribute to PSHCEe and citizenship and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.

### **Safeguarding:**

- To be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices Policy within the school.
- To comply with the school's Safeguarding Policy in order to ensure the welfare of children and young people.



### **Communications, Marketing and Liaison:**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools.

### **Personal Responsibilities:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety Policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties at break times.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.
- To adhere to the school's Safeguarding Policy.

### **Notes:**

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- 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.
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the discretion of the Headteacher.

# Person Specification

**We will be looking for the following:**

1. Appropriate academic qualifications (to degree level), QTS and the ability to teach Food, Preparation and Nutrition throughout the school.
2. Successful experience as a teacher of Food, Preparation and Nutrition in a current post or during teaching practices (ECT) and both the ability and drive to develop further.
3. A good understanding of the Food, Preparation and Nutrition curriculum and the changes in GCSE assessment.
4. The ability to work and learn in a collaborative, innovative team with high standards, committed to raising expectations and achievement of all students.
5. Evidence of excellent communication and organisational skills.
6. The willingness to teach a second subject if required.
7. Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community.
8. The ability to contribute to the wider work of the school, including our work as tutors and other activities.
9. Flexibility and adaptability, in order to be able to mix and work with a wide range of people and a commitment to equality and diversity.
10. A commitment to professional development.
11. To be alert and active on issues relating to student welfare and child protection.



## Curriculum, Staffing and Resources

All students at KS3 follow a three-year programme on a carousel. As students' progress through Year 7 to 9, they are given the opportunity to focus on specific aspects of the subject such as Product Design, Food, Preparation and Nutrition, Engineering, Textiles, and Graphics. In the Food, Preparation and Nutrition strand, students explore the principles of healthy eating, food science, and culinary skills. They learn about macronutrients and micronutrients, dietary needs across life stages, and the environmental impact of food choices. Practical sessions include knife skills, baking, cooking methods, and food safety, helping students develop confidence and independence in the kitchen.

At its core, the curriculum fosters creativity and imagination. To do this effectively, students are taught a broad range of subject knowledge which draws upon additional disciplines such as Mathematics, Science, Computing, and Art. For example, in Food and Nutrition, students apply scientific principles to understand how ingredients interact and use mathematical skills to scale recipes and calculate nutritional values. Through a variety of creative and practical activities, students are taught the knowledge, understanding, and skills needed to engage in an iterative process of designing and making in all specialisms of Design and Technology.

At KS4, we offer students the opportunity to choose from GCSE Food, Preparation and Nutrition, GCSE Design & Technology, or GCSE Engineering. The Food and Nutrition GCSE deepens students' understanding of food provenance, nutrition, and the science behind cooking. Students undertake food investigations and practical assessments, preparing a range of dishes that demonstrate technical proficiency and nutritional balance.

At KS5, we offer A level Design and Technology through Product Design. The successful candidate would be expected to teach across the key stages from KS3 to KS5, including delivering engaging and informative lessons in Food and Nutrition at KS3 and KS4 that align with national curriculum standards and promote healthy lifestyles.

Our facilities offer students CAD/CAM access in the department, with modern machinery and equipment throughout. The Food and Nutrition area is equipped with fully functional kitchens, allowing students to work in a professional-style environment. Staff have their own laptops with wireless access. This is an exciting time for the department as we continue to develop our curriculum to enthuse and challenge our students appropriately. Our curriculum offer is constantly under review, and you would be encouraged to participate in discussions around how we can provide excellent design and technology provision to our students.

## History of our School

Park High is an 11-18 mixed multi-ethnic comprehensive school of almost 1500 students, situated in the London Borough of Harrow. There are very high achievement levels and excellent facilities.

Park High School opened 29th August 1939. Originally as two schools Chandos Girls School and Chandos Boys School. Both Schools closed shortly after, as on 3rd September 1939 Prime Minister Chamberlain declared war on Germany and it was announced: "all schools should be closed until further notice."

On 23rd October 1939 the school was operational once more. On the reopening of the school student numbers were limited until adequate protection could be provided. The Anderson shelters which were built now reside under the 'grassy knoll' beside the English block; these were concrete shelters five or six steps below ground level, each shelter holding two classes and two teachers. As raids became more frequent, more lessons were delivered by the teachers in the shelters, using the back of the toilet doors as a blackboard.

Chandos Girls School and Chandos Boys School continued to co-exist and provide education until 1974 when they were amalgamated and became Park High School.

In 2007 we welcomed our first sixth formers in a Harrow schools' response to the movement of post 16 young people out of Harrow.

In 2010, our first cohort of Year 7 students arrived, as Harrow joined other boroughs nationally in removing middle schools from the system.

In August 2011 Park High converted to an Academy status.

Our latest Ofsted inspection 2024 found us to be 'GOOD' in all areas.



# Values and Ethos

## Our Vision

*To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens.*

## Quality of Education

*Exceptional teaching and learning, where each teacher and learner bring the best version of themselves to the learning journey.*

## Behaviour and Attitudes

*Exceptional behaviour as a member of our community and as learners in our classrooms, our School Code and Character Virtues are the lived experience in classrooms and corridors.*

## Our Ethos

*Investing in each other to be the very best we can be.*

## Our Character Virtues

**Resilience:** *"The ability to recover quickly from struggles and setbacks."*

**Integrity:** *"The ability of having and following strong moral principles."*

**Curiosity:** *"The ability to be eager to know or to learn something new."*

**Teamwork:** *"The ability to work with others effectively and efficiently."*

**Compassion:** *"The ability to show care and concern for others."*

We use these terms as part of our daily language and encourage their use in classrooms by using the praise points system. These Character Virtues underpin everything we do at the school and are seen across all areas of the Academy.

*"Pupils, and students in the sixth form, at Park High are welcoming and polite to visitors. They show respect to the adults who work with them and consideration towards each other. They understand and embody the school's 'character virtues' of curiosity, integrity, resilience, teamwork and compassion. They are helped to be the best version of themselves and expected to achieve well, which most do."*

**Ofsted 2024**

*Investing in each other to be the very best we can be.*

# The Park Way of Teaching and Learning

To ensure all our classes are up to the highest standards, and students and teachers know what is expected of them, we developed the 'Park Way' of teaching.

A key part of The Park Way are The 5 Cs:

## Creativity & Challenge

- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning through **creative** teaching.
- New knowledge should be delivered with clarity and in manageable chunks.
- Set a range of challenging (not extension) tasks which extend and deepen learning.

## Checking for understanding

- Make sure that students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Actively use effective formative assessment to **check** for understanding; encourage all students to think; demonstrate knowledge; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students receive specific and timely feedback that promotes progress and to which they respond in green pen.

## Communication

- Ensure that students' literacy is addressed, whether in written **communication** or developing their oracy.

## Context

- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs and context.
- Effective deployment of support staff to support students' progress, based on expert knowledge of their needs.

## Character

- Promote the Park High **Character** virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.



*"The 'Park Way' is embedded. Students know their learning routines. They behave very well and are respectful."*

**Challenge Partners 2024**



## Pastoral Role

All staff are involved in the tutorial system, most as tutors with tutor groups. This is an important part of our work.

We are committed to the delivery of Personal Social Health Citizenship & Economic Education (PSHCEe) which all teachers as tutors are expected to teach. As part of a whole-school approach, PSHCEe develops the qualities and attributes students need to thrive both as individuals and members of society. We have a high-quality provision of PSHCEe at Park High which has been recognised nationally.

Extensive support and CPD is provided for practitioners of the subject. Teaching this subject provides an invaluable opportunity to further develop your pastoral provision as a tutor, in addition to growing professionally by participating in the delivery of our outstanding provision.

## Staff Benefits

At Park High School, we recognise that our employees are our greatest asset, and we take pride in offering a comprehensive range of benefits designed to support your wellbeing, professional development and work-life balance:

- Teacher Pension Scheme with an employer contribution of at least 28.68%.
- Paid lunchtime duties with a free lunch
- Comprehensive CPD programme
- Own laptop for all teaching staff
- Comprehensive support and mentoring programme for ECTs
- Collaboration with local high schools
- Cycle to work scheme
- Staff wellbeing and counselling service
- Annual Staff Voice
- Staff social committee

## Staff Development

Park High School recognises that its staff are our greatest resource and so we invest time and effort into everyone's professional development. We offer an extensive programme of professional development, which offers a whole range of opportunities for colleagues to develop their potential within and beyond Park High School. Recent visitors to our in-house offer include Ross Morrison McGill, Isabella Wallace and Martijn Van der Spool. Professional development underpins all our work.

*"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."*

**Challenge Partners 2024**

Staff development is highly regarded and we have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing Master's and other higher qualifications.

## Equal Opportunity

We are an equal opportunities employer, recently achieving the Bronze Equalities Award by EqualiTeach in recognition of our commitment to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.

The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.



# Safeguarding

*"Pupils are kept safe. They can identify trusted adults and know who to go to for help if they need it."*

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The school is committed towards safeguarding and promoting the welfare of all pupils and young people under the age of 18. This commitment includes:

- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

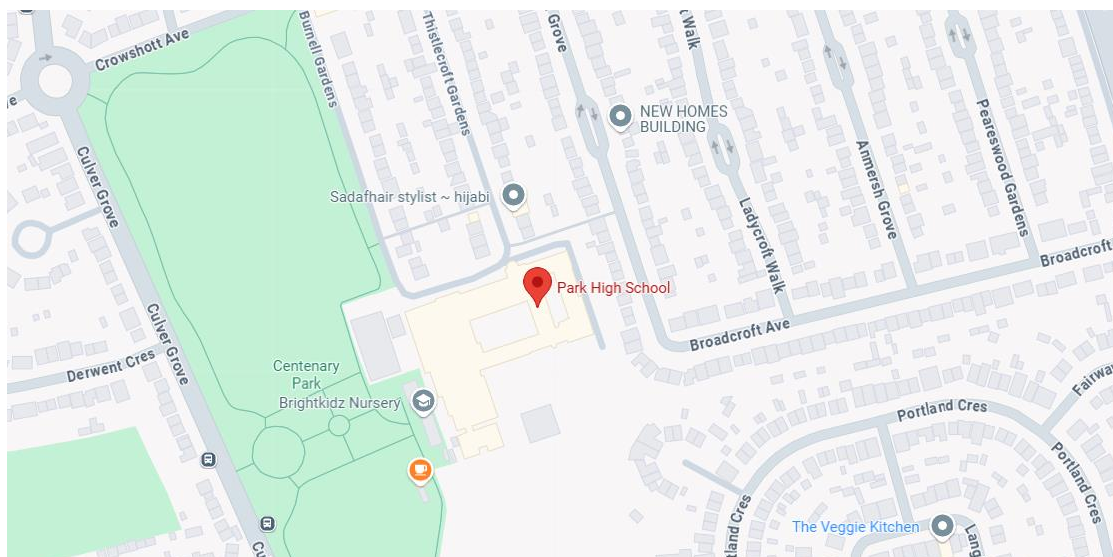
We are committed towards implementing a high standard of behaviour and conduct within our school. This policy applies to every member of staff working or volunteering within the school.

*The school is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service check.*



*Investing in each other to be the very best we can be.*

# Getting Here



## By Car

There is no visitor parking on site. You can park on the surrounding roads but please be mindful of our neighbours. We operate a one-way system so please approach the school via Burnell Gardens and exit via Thistlecroft Gardens.

*Please note Harrow Council have introduced ANPR cameras at the beginning of Burnell Gardens and Thistlecroft Gardens, the restrictions are in place from 8.15am to 9.15am and 2.30pm to 3.30pm.*

## By Tube

Canons Park on the Jubilee Line is the nearest tube station with a 20-minute walk to the school (or take the No. 79 bus towards Alperton).

## By Bus

79 bus to Honeypot Lane (Wigton Gardens)

324 bus (Hail & Ride) to Culver Grove

114 bus to Streatfield Road (Kenmore Road)

186 bus to Wemborough Road (Abercorn Road)

*All followed by a 5-minute walk.*

**Headteacher: Mrs Colette O'Dwyer**

**Park High School**

**Thistlecroft Gardens, Stanmore, Middlesex HA7 1PL**

**Tel: 020 8952 2803**

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**Facebook: [@ParkHighStanmoreOfficial](https://www.facebook.com/ParkHighStanmoreOfficial)**

**LinkedIn: [Park High School](https://www.linkedin.com/company/Park-High-School)**



ACE School of  
**CHARACTER**



Artsmark  
Gold Award  
Awarded by Arts  
Council England



**Resilience . Integrity . Curiosity . Teamwork . Compassion**