

Rivers Education Support Centre



Application Pack

Teacher of Food Technology





Teacher of Food Technology (Part / Full Time)

Thank you for your interest in the post of **Teacher of Food Technology (PT / FT)**.

This Application Pack consists of the following documents: *Copy of the advertisement, Information about Rivers ESC, Job Description, Person Specification, Staff Benefits and Links to our CP, Safer Recruitment Policy and KCSiE*. We look forward to reading your application and thank you for your interest in our school. We encourage applications from ECT, MPS & UPS teachers.

Closing date: Midnight, Sun 17th May 2026. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is advisable.

Interview date: w/c 18th May 2026. Please note we reserve the right to interview early should sufficient applications be received so early application is advisable.

Start Date: 01st September 2026

How to apply: If applying via our website or via Teach in Herts website, please complete both the application form and person specification forms and return them by email to Mrs Heather Dunne at heather.dunne@riveresc.herts.sch.uk. If applying via My New Term, please use their application process.

Visits: Visits to the school are most welcome, please contact Heather to arrange.

References: Please ensure that you provide email addresses for both your referees as we will request references by email. A mobile number for them would also be useful.

If you have any queries regarding this post, or general enquiries about the recruitment process, please contact Mrs Heather Dunne, HR Manager on 01992 534 841 or heather.dunne@riveresc.herts.sch.uk

Criminal Declaration Form: All applicants invited to interview will be required to complete a Criminal Declaration Form prior to interview.

Safeguarding: Rivers ESC is committed to the safeguarding and welfare of children. Applicants must be willing to undergo child protection screening appropriate to this post including an online/social media check, 2 satisfactory employment references (past employers) and completing a satisfactory Enhanced DBS (Disclosure & Barring Service) with Barred List Check. Please note that this role 'exempt' from the **Rehabilitation of Offenders Act 1974** and therefore, you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

Link to Rivers ESC Child Protection Policy:

<https://www.riversesc.herts.sch.uk/attachments/download.asp?file=298&type=pdf>

Link to Rivers ESC Safer Recruitment Policy:

<https://www.riversesc.herts.sch.uk/attachments/download.asp?file=320&type=pdf>

Link to Keeping Children Safe in Education 2025:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

April 2026





Teacher of Food Technology

Advert

Hours: Part / Full Time (position will be 3 - 5 days / 0.8 /1.0 per week).

Must include working on a Wednesday.

Salary: MPS 1 (£34,398) to UPS 3 (£52,490) – Full Time Equivalent.

We are seeking a compassionate, adaptable, and proactive Teacher of Food Technology (Part / Full Time: 3 – 5 days per week) to teach at our KS4 Centre in Hoddesdon helping them access learning, regulate behaviour, and develop strategies to manage social and emotional challenges. This role is ideal for dedicated professionals who have a passion for supporting young people who face difficulties in mainstream education.

You will work closely with teaching assistants, pastoral staff, and external agencies to ensure every pupil receives consistent, high-quality teaching & support. This role is ideal for dedicated professionals who have a passion for supporting young people who face difficulties in mainstream education.

Supporting our young people who have been through challenging times, is rewarding as we see them develop and succeed in reaching their full potential, gaining educational outcomes, and returning to mainstream wherever possible.

There is a high staff to pupil ratio - classes are small (max of 5 pupils). We offer a supportive management team with “an open door SLT”, Rights to Disconnect policy, & offer opportunities for staff to effect real change, and grow professionally.

Rivers ESC works with a varied cohort of pupils including children classed as missing education, permanently excluded from mainstream schools, and many of the pupils have social, emotional and behavioural difficulties (SEBD).

We encourage and welcome applications from ECT’s.

About You

We are looking for someone who is:

- Patient, emotionally resilient, and committed to supporting vulnerable pupils
- A strong communicator with the ability to model positive behaviour
- Able to remain calm and consistent in challenging situations
- Skilled at building rapport and maintaining professional boundaries
- A team player with a flexible, solution-focused approach
- Experienced in working with children/young people with SEMH & SEN needs (desirable but not essential)

What We Offer

- A supportive and experienced team
- Ongoing training in behaviour management, safeguarding and SEND
- Opportunities for career development within the ESC and wider education settings
- A role that makes a real difference to young people’s lives

April 2026

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The duties and responsibilities listed in the job description are as present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary (this may include working at our centres).

Rivers ESC is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including an enhanced Disclosure and Barring Service (DBS) check, 2 employment references, medical, and online/social media checks.

We welcome visits to our school from potential applicants. Please contact HR Manager heather.dunne@riversesc.herts.sch.uk to arrange.

We aim to be an equal opportunities employer and welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.



WELCOME TO RIVERS EDUCATION SUPPORT CENTRE

***Transforming futures through compassionate leadership,
purposeful education, and collaborative partnerships.***

At Rivers, we support children and young people aged 5–16 across multiple sites in East Hertfordshire and Broxbourne. Our students face barriers to learning in mainstream education, often due to social, emotional, or mental health (SEMH) needs. We provide a safe, structured, and nurturing environment where they can reconnect with learning and rebuild their confidence.

A deeply embedded culture of care, creativity, and resilience runs through every aspect of what we do at Rivers. We never give up on a child. Our team constantly adapts provision to meet individual needs, regularly reviewing timetables, strategies, and systems to reflect the changing needs of our students. This flexibility, combined with a strong therapeutic ethos, makes Rivers a truly transformative place, for both students and their families.

Safeguarding is at the heart of our work. With 10 Designated Safeguarding Leads across the organisation, we have robust systems in place to ensure the safety and wellbeing of every child in our care.

Our leadership is strategic, visible, and responsive. While senior leaders don't have regular teaching commitments, they step in to support and cover as needed, ensuring a hands-on and agile approach that keeps us connected to the day-to-day life of the centres.

One of our key strengths is our integrated Outreach Team, which works with both primary and secondary schools across a wide area. Through a tiered model of support, they offer early intervention, behaviour support, and reintegration planning. Their work helps prevent exclusions and supports successful transitions back into mainstream settings. When reintegration isn't the right path, students stay with us for a defined period, with continued outreach support to guide their next steps.



Working at Rivers is both rewarding and challenging. We support some of the most vulnerable children in our community. The work can be demanding, but it's also deeply meaningful. Our team is passionate, resilient, and committed to achieving the best outcomes for every child, whatever their journey may be.

We place strong emphasis on breaking down preconceptions and building meaningful, trusting relationships with students and families. A calm, well-structured environment, with high staffing levels, open-door classrooms, and clear boundaries, underpins everything we do. Expectations are high, and behaviour is consistently excellent.

Little Rivers (in Hoddesdon) *(Primary Behaviour Support and Intervention)*

Little Rivers plays a vital role in supporting primary aged students (5–11 years old) who are dual-registered with their mainstream school and our provision. It's a place designed for children with complex behavioural, social, emotional, and special educational needs, many of whom have experienced significant trauma.

Little Rivers offers a 12-week intervention, but we recognise that every child's journey is different. While reintegration into mainstream education is always the initial aim, the reality is often more nuanced. For many of our students, the level of need and the current shortage of suitable placements mean that more specialised or alternative provision is required.

Our approach at Little Rivers is holistic. We focus not only on academic progress but also on nurturing the social and emotional skills that are essential for long-term success. Every child has a personalised timetable, shaped around their individual needs and home circumstances. We work closely with families and external agencies to ensure that each child's experience is safe, meaningful, and supportive.

One of the strengths of Little Rivers is its physical environment. With two classrooms, a sensory regulation room, a spacious playground, access to an AstroTurf sports facility, a forest school area, and a horticulture space, we create a setting that is both stimulating and therapeutic. Our team is always looking for ways to enhance our outdoor provision, reflecting our ongoing commitment to creating spaces where children can thrive.



Our Key Stage 3 Centre in Hertford (*Reconnection and Readiness for Reintegration*)

Our Key Stage 3 Centre offers a nurturing and structured environment for students who have either been permanently excluded from mainstream education or are with us on a short-term, 12-week respite placement. The focus is always on supporting students to return to mainstream education wherever possible, with a strong emphasis on reintegration and continuity of learning.

Students on respite placements are reviewed fortnightly to monitor progress and ensure their needs are being met. When reintegration is the next step, our Secondary Outreach Team plays a vital role, working closely with students and their schools to share effective strategies, build staff confidence, and provide ongoing support throughout the transition.

Many of the young people we support have complex needs, and while reintegration can be challenging, we see many students successfully return to mainstream settings. The provision runs until the end of Year 9. For a small number of students, a move to our KS4 Centre may be more appropriate, particularly where specialist provision is needed or while EHCPs and placements are being finalised.

The curriculum follows the National Curriculum and includes English, Maths, Science, ICT, PE, Food Technology, and Art. Learning is highly personalised and differentiated to meet individual needs, with mixed-age teaching groups and Year 9 students typically forming the majority.

We've invested in enhanced facilities to support engagement and wellbeing, including an on-site gym and access to off-site PE providers. Practical subjects like Food Technology and Art are especially popular and are used creatively to inspire and motivate our students.



Our Key Stage 4 Centre in Hoddesdon (*Raising Aspirations and Securing Futures*) offers a unique and highly supportive environment that mirrors the structure and expectations of a small mainstream school, while providing the flexibility and personalisation needed to support some of East Hertfordshire's most vulnerable learners. Our students follow a core academic curriculum, working towards GCSEs in: **English Literature, English Language, Maths, Biology & Art.**

Alongside this, we offer:

- Functional Skills qualifications in English and Maths
- A wide range of Level 2 vocational qualifications in subjects such as Business, PE, and Teamwork
- A dedicated Employability programme, where students build CVs, prepare for interviews, and take part in a week of work experience
- The opportunity to undertake the Duke of Edinburgh Award (Bronze & Silver)

This curriculum is designed to prepare students not only for academic success but also for life beyond school. Students are supported in exploring post-16 pathways through tailored college visits and even university visits, to raise aspirations, particularly for those from families with no prior experience of higher education.

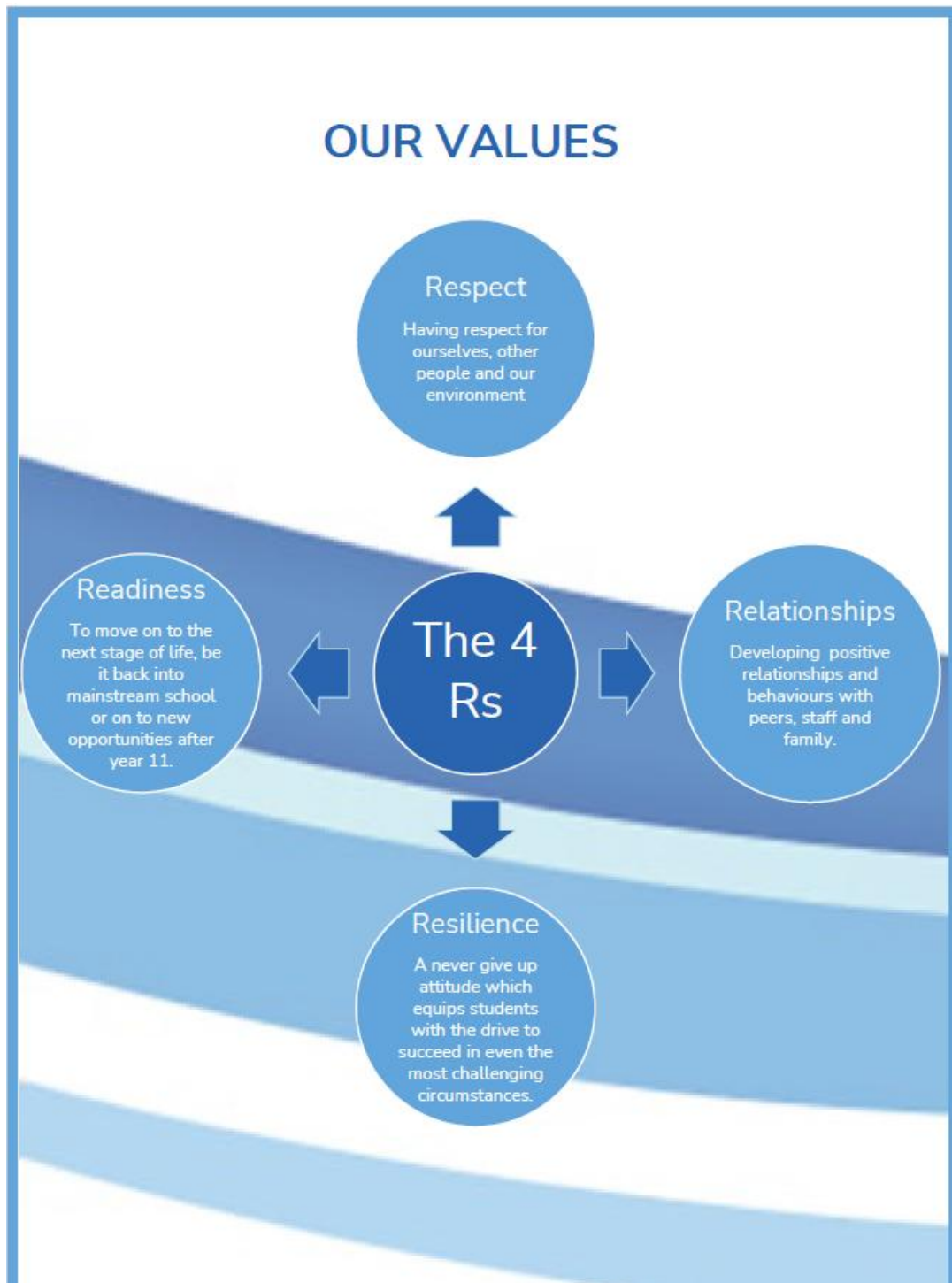
Every student has a bespoke provision map, whether or not they have an EHCP. These maps guide personalised timetables and support strategies. Some students attend full-time, while others follow blended programmes involving college placements, extended work experience, or therapeutic interventions. This flexibility ensures that each young person has a pathway that suits their individual needs and goals.

A standout feature of the centre is our family support work; working closely with families and external agencies to coordinate care and reduce barriers to engagement. Many students arrive with complex needs and low trust in education. Our approach, starting with a warm, personalised setup meeting, helps rebuild confidence and connection from day one.



Our Aims

Rivers ESC aims to provide a safe, secure, and happy environment where everyone will work hard to achieve their potential. Furthermore, we aim to build pupils' confidence by celebrating success and by nurturing a culture where it is ok to take chances and learn from our mistakes to build resilience and self-belief. We aim to inspire and enable our pupils to: Become confident, independent, and successful young people, excel in learning, engage positively with the community & be ambitious for their futures.





Teacher of Food Technology

Job Description

Aim and main purpose of the job:

- To teach, enthuse and inspire pupils about Food Technology.
- To carry out general and specific duties as set out by the national School Teacher's Pay and Conditions.
- Meet the expectations set out in Teacher's Standards.
- Fulfil duties directed by the Headteacher
- To assess, record and report on the attendance, progress, development, and attainment of pupils and to keep such records as required.
- All teachers make a valuable contribution to the school's development and, therefore, to the progress of pupils. All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Teaching and Managing Pupil Learning:

Teacher of Food Technology will:

- Be able to teach to GCSE level effectively across Key Stage 3 and 4.
- Possess high expectations of pupils in relation to standards of achievement and behaviour.
- Create and review consistent implementation, and improvement of schemes of work that encapsulate key school learning strategies.
- Monitor the progress of pupils including those requiring additional support and challenge them to ensure pupils are engaged in their learning and achieve success.
- Teaching experience of Functional Skills Level 1 and 2 is desirable.

Assessment and Self-Evaluation:

Teacher of Food Technology will:

- To regularly mark pupils work giving constructive feedback and targets for improvement.
- Implement policies and practices for assessing, recording, and reporting on pupil achievement and assist in setting targets for further improvement.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement an effective intervention plan.
- Contribute to the school's planning and self-evaluation.

Relationship with Parents:

Teacher of Food Technology will:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about targets and attainment.
- Communicate effectively, both orally and in writing, with parents.
- To give high quality feedback at parent review days.

Managing Own Performance:

Teacher of Food Technology will:

- Prioritise and manage their own time effectively.
- Take responsibility for their own professional development.
- Share good practices resulting in a tangible impact on pupil learning.
- Form constructive relationships with staff including team working and mutual support.

- Actively implement the key aspects of the school's behaviour management policies.
- Contribute to the wider school life including Food Technology enrichment activities.
- Contribute to department planning and developments across Key 3 and 4.

Strategic Leadership:

Teacher of Food Technology will:

- Contribute fully to our Centre Development Plan.
- Contribute to the development of whole school strategic planning and policies.

Equalities

Be aware of and support differences and ensure that pupils have equal access to opportunities to learn and develop.

Health & Safety

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

Safeguarding:

Rivers ESC is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

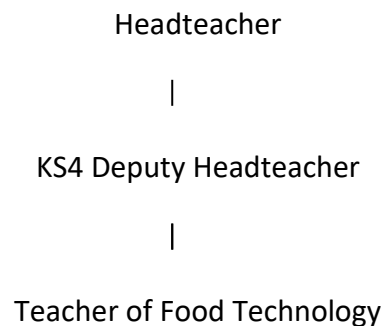
Disclosure & Barring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure & Barring Service as part of Hertfordshire County Council's pre-employment checks.

Additional Information

The jobholder is required to contribute to and support the overall aims and ethos of the centre. All staff are required to participate in training and other learning activities, and in performance management and development as required by the Centre's policies and practices.

Organisation Chart



Supervision

The post holder is line managed by the KS4 Deputy Head. The frequency of meetings is determined by the Centre's performance management policies and practice.

Contacts

The post holder works directly with teachers, centre staff and pupils and has routine and regular contact with parents and carers and with external agencies and other professionals.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary; this may include working across all centres when needed. The Teacher of Food Technology works under the direction of the KS4 Deputy Headteacher and is accountable to the KS4 Deputy Headteacher who will delegate areas of responsibility as required. The KS4 Deputy Headteacher is responsible for the Food Technology performance management. This job description may be amended at any time after full consultation, but in any case, will be reviewed annually.



Teacher of Food Technology

Person Specification

Aim and main purpose of the job:

To teach, enthuse and inspire pupils about Food Technology.

	Essential	Desirable
Knowledge and Understanding		
The ability to teach GCSE Food Technology	✓	
The ability to offer a Functional Skills subject (Level 1 & / 2)		✓
Good awareness of current educational developments	✓	
A clear understanding of current issues related to Food Technology	✓	
Ability to plan and deliver lessons effectively	✓	
An understanding and commitment to the ethos of Rivers ESC	✓	
Experience of high-level classroom behaviour skills	✓	
Experience of working with SEN/SEND and SEMH pupils	✓	
Skills, Qualifications and Training		
Qualified Teacher Status (or equivalent qualification)	✓	
Qualification in the relevant subject	✓	
Courses of further study relevant to the post		✓
Evidence of active involvement in professional development		✓
Excellent organisational skills	✓	
Excellent ICT skills	✓	
Clear evidence of leadership		✓
Hertfordshire STEPS Training		✓
Child Protection / Safeguarding Training	✓	
Attributes		
Excellent record of attendance	✓	
Ability to work well in a team	✓	
A sense of humour	✓	
Ability to think creatively and originally		✓
Positive attitude		
Energetic and enthusiastic	✓	
Warmth and sensitivity	✓	
Excellent rapport with pupils	✓	
Commitment to the Rivers ESC and the pupils we serve	✓	





Teacher of Food Technology

Staff Benefits

Rivers ESC is a great place to work and comes with many benefits, including:

- Supportive Leaders and SLT Open Door Policy
- Investment and Promotion of Staff Training and Continued Professional Development
- Staff Induction Process
- Right to Disconnect practice and policy in place
- Employee Assistance Programmes - giving staff access to a comprehensive package of wellbeing services such as
 - Support and Counselling Services
 - Legal Assistance
 - Financial Assistance
 - Consumer Assistance
 - Mediation Assistance
 - Career Guidance
 - Life Coaching
 - Support for non-nationals and their families
 - Help with practical day-to-day issues and services
- Pension Schemes for Teachers and Support Staff
- Free Onsite Parking at all centres
- Free Tea/Coffee/Milk
- Free Refreshments and Food at all INSETs
- Staff Mental Health Leads
- Staff Wellbeing Fund
- Staff Wellbeing Committee
- Staff Social Events
- Staff Weekly Raffle
- Menopause Champions
- Use of onsite Gyms
- Access to Free Wi-Fi
- Exit interviews