



Bolder Academy
1, MacFarlane Lane,
Isleworth,
Middlesex TW7 5DB
Tel: 020 3963 0806

**Food Technology Teacher (full time)
MPS/UPS (OLA)
Applications from excellent ECTs are welcome!**

A Bolder Future Awaits – Teacher Application Pack

Thank you for considering Bolder Academy as the next step in your career. I hope this brief letter explains what we are about and why it is an exciting place to choose to work.

We are looking for a passionate and qualified Food Technology teacher to join our dynamic Design and Technology team. You will play a crucial role in shaping young minds and developing their culinary skills. You'll have the opportunity to create engaging lessons that not only teach essential cooking techniques but also promote healthy eating habits and a love for nutritious food - nurturing a deep curiosity about the subject that endures well beyond school. We are encouraging applications from ambitious ECTs.

At Bolder Academy, character and academic growth go hand-in-hand. Our state-of-the-art building and rich co-curricular offer are complemented by meaningful industry partnerships (including Sky) that help students connect learning with the wider world.

Why teach Food Technology at Bolder?

- You'll be well supported by your colleagues and an experienced Senior Leadership Team.
- We value our staff highly and have a well-developed workload and wellbeing programme.
- You'll inspire a culture of curiosity about your subject through enrichment, visits and events that broaden horizons and develop confident, articulate, critical thinkers.
- You'll join a school on the up: Bolder is Ofsted 'Good' with 'Outstanding' Personal Development (Dec 2022).

What we're looking for

A highly-motivated classroom practitioner who:

- Has QTS and recent UK experience of delivering good to outstanding lessons across a range of abilities.

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 enquiries@bolderacademy.co.uk

A Bolder future awaits...

Registered Office: Bolder Academy Trust Ltd, MacFarlane Lane, Isleworth, Middlesex, TW7 5DB. Company No: 08932893.



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- Brings secure subject expertise and a track record of raising attainment through smart use of assessment and intervention.
- Demonstrates inclusive practice and strong behaviour routines that help every learner feel safe, challenged and successful.

What we offer

- **Pay:** Bolder's pay scales benefit from the Outer London uplift.
- **Career Progression:** We are ambitious not only for our students but for our staff. Joining the Academy will provide you with all the experience and skills for you to make your next career move. You will make an impact, you will make a difference, and you will contribute to the creation of Bolder Academy.
- **Working environment:** Our state-of-the-art building provides the perfect environment for all to learn, teach and succeed.
- **Wellbeing:** We provide staff with an employee assistance programme providing free and confidential support 24 hour/365 days a year. Bolder also offers free annual flu jabs, a Cycle to Work scheme and free use of the fitness suite.
- **An easy commute:** We are just a 5-minute walk from Syon Lane mainline station, or 10 minutes from Osterley Tube station on the Piccadilly line. Buses H91, H28 stop close by and buses 267, 237 and 235 are within a short walk.

If you are a collaborative, inspiring mathematician ready to lead your subject with ambition and integrity, I would love to hear from you. Join us to shape great teaching, grow brilliant young people and build a **better, brighter, bolder future** together.

A handwritten signature in black ink that reads 'A. De Angelis'.

Andy De Angelis
Headteacher

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The Bolder Application

"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, and brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture. You will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application form.

For more information about what Bolder can offer you, please visit our website <https://www.bolderacademy.co.uk/>

To apply, please visit our website: www.bolderacademy.co.uk/vacancies and click 'Apply' to complete an online application form:

Alternatively complete the Teaching staff application form that can also be found here and email it to: vacancies@bolderacademy.co.uk



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[Virtual Tour](#)

[Meet the Team](#)

[Vacancies](#)

Bolder is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undertake mandatory online training, and all positions are subject to an Enhanced Disclosure and Barring check from the Disclosure and Barring Service (DBS). Two references will be sought for every candidate that is called for interview.

Bolder is an Equal Opportunities Employer.

Timeframe for Recruitment

<p>Closing date for applications</p>	<p>We will shortlist and interview as we receive applications – so please send them in before the deadline of <u>12pm on 6th April 2026</u></p> <p>Only shortlisted candidates will be contacted</p> <p>Interviews will be held according to application, and we will consider interviewing early if we receive a strong application.</p> <p>Please note: No agencies should apply, and we do not accept CVs.</p> <p>Sponsorship: We do not currently offer sponsorship for overseas candidates</p>
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Person specification: Classroom Teacher – Food Technology

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Degree.	Y		A
2	Qualified teacher status and qualified to work in the UK.	Y		A
3	A commitment to own professional development.	Y		A
4	Strong knowledge and understanding of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.	Y		A, I
5	Experience of delivering GCSE and A- Level.		Y	A, I
7	An ability to use information to inform intervention in terms of teaching and learning to raise achievement.	Y		A, I
8	Experience of implementing behaviour management strategies consistently and effectively.	Y		A, I
9	Experience of supporting students of all ages and abilities to make excellent progress.	Y		A, I
10	An up to date knowledge of the curriculum area and experience of having designed or contributed to the design of effective, imaginative and stimulating lessons or Schemes of Work.	Y		A, I
11	Able to write and speak fluent English.	Y		A, I
Skills to motivate, inspire, and challenge all students by:				
12	Establishing a safe and stimulating environment for students, rooted in mutual respect.	Y		A, I
13	Setting goals and objectives that stretch and challenge students of all backgrounds, abilities and depositions.	Y		A, I
14	Demonstrating consistently, the positive attitudes and behaviours which are expected of students.	Y		I
Personal Attributes and Behaviours				
15	Vision aligned with Bolder Academy of high aspirations and high expectations of self and others.			
16	Personal impact, presence and confidence: wanting to be part of something new.	Y		I, R
17	Adaptability and flexibility to changing circumstances and new ideas.	Y		I, R
18	Passionate and dedicated - ensuring students are successful, a belief that schools have a responsibility to prepare students for their lives - not just for exams.	Y		I, R

19	Creative, courageous and resilient.	Y		I, R
20	Willingness to 'roll sleeves up' and 'get stuck in.'	Y		I, R
21	Strong negotiation and diplomacy skills and can take feedback.	Y		I, R
22	Ability to work under pressure and to meet deadlines.	Y		A, I, R
23	Willing to take responsibility and ownership.	Y		A,I,R
24	Ability to form and maintain appropriate relationships and personal boundaries with young people.	Y		I, R
25	Team player.	Y		I
Ability to Fulfil Wider Professional Responsibilities				
26	Potential to make a strong, positive contribution to the wider life and ethos of the Academy.	Y		I, R
27	Ability to develop effective professional relationships with colleagues, students and parents.	Y		I, R
28	Effectively promote students and staff successes.	Y		I, R
Others				
29	The ability to or willingness to teach outside subject area.		Y	I
30	This post is subject to an enhanced DBS.	Y		A, I, R

Key to Evidence: A = Application I = Interview R = References

Job Description:
Food Technology Teacher MPS/UPS

Line Manager:	Head of Department
Posts directly supervised:	N/A
Main Purpose of Role:	To secure excellent progress of all students. To deliver high quality teaching and learning, the effective use of resources and improved standards of learning and achievement of all students.
Conditions of Service:	Reference should be made to the School Teachers' Pay and Conditions Document and the National Standards for Teachers. It is a requirement that teachers meet these standards.
Core Accountabilities:	
Progress and Outcomes:	
<ul style="list-style-type: none"> • Ensure all students, including those with SEN and in receipt of Free School Meals make at least good progress across all of the Key Stages as defined by external and internal data. • Ensure variations between the progress made by different groups of students or any areas of underachievement including the variation of groups of students, is addressed and the achievement gap is closed. • Ensure attainment of students is at least good when compared to national averages. • Ensure all learners acquire knowledge of the curriculum quickly and in depth. • Ensure all learners develop literacy, communication and numeracy skills. 	
Teaching and Learning:	
<ul style="list-style-type: none"> • Meet the Teachers Professional Standards. • Teach and plan high quality lessons in which students make at least good progress. • Teach all students and key stages across the curriculum as required by the timetable. • Ensure teaching, learning and assessment is typically good. • Promote consistently high expectations of all students and apply whole Academy policies. • Acquire and maintain excellent and up to date subject knowledge. • Assess students' prior knowledge, skills and understanding accurately and use data to inform interventions. • Systematically and effectively check students' understanding throughout lessons, homework and over time through summative and formative assessment (in line with Academy policy). • Use well-judged and imaginative teaching strategies to provide support and intervention to meet the needs of individual learners in order that they make at least good progress relative to their starting point. 	

- Promote and generate high levels of enthusiasm for, participation in and commitment to learning amongst all students.
- Promote students' confidence and independence so that they are able to tackle challenging activities and can display high levels of resilience.

Behaviour and Safety:

- Develop and promote effective partnerships with parents, carers, other staff and students so they are highly positive about the subject area in terms of achievement, teaching and learning, behaviour and safety.
- Take a lead role in establishing a positive learning environment within own classroom in which students are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.
- Ensure all students within the classroom show high levels of engagement, courtesy, collaboration and cooperation within the subject area.
- Ensure all students taught within the classroom arrive punctually to lessons and learning time is maximized.
- Ensure student behaviour is managed through a systematic, consistent approach to behavior management, in line with Academy policy, is applied within all lessons.
- Take active steps to eradicate all forms of bullying.
- Be aware of what constitutes an unsafe situation and that staff within their subject area know how to keep themselves and others safe.

Leadership and Management:

- Demonstrate an uncompromising and highly effective drive to improve achievement, or sustain the highest level of achievement, for all students, over a sustained period of time.
- Lead by example and demonstrate passion and ambition for the Academy, subject and its students.
- Support in self-evaluation activities.
- Support with the production, implementation, monitoring and evaluation of a subject development plan in line with the Academy's priorities and development plan.
- Focus relentlessly on improving the quality of teaching and learning and assessment within the classroom and ensure that it impacts on learners.
- Provide highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the subject area and their spiritual, moral, social and cultural development.
- Employ highly successful strategies for engaging with parents and carers.

- Employ highly effective strategies to improve achievement and progress by: seeking out and modeling best practice, reflecting on the quality of teaching, learning, behaviour and progress, being open to coaching, dialogue, mentoring and support.
- Seek regular feedback through line management and be positive and active in team meetings to allow for effective communication and dissemination.
- Communicate effectively and resolve conflict.
- Take part in staff appraisal and absence management meetings (if applicable).
- Use appropriate strategies to tackle student and staff underperformance and celebrate student achievements.
- Play an active role in quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which allow for greater consistency in teaching and learning.
- Work effectively and positively with the governing body, the leadership team and all other staff.
- Meet the statutory requirements for safeguarding.

General responsibilities:

- To be totally aligned to the vision of the Academy and implement the vision in daily practice.
- As a leader and manager in the classroom contribute to the overall leadership and management of the Academy and be proactive in supporting an ethos that recognizes and celebrates success and promotes high expectations and aspirations.
- Contribute to the effective management of the Academy through the implementation of Academy policies, code of conduct.
- To communicate effectively with staff and students and to resolve conflicts that may arise in a positive way.
- To be a visible presence around the Academy.
- Attend meetings and parents'/carers' meetings relevant to the post.
- Other duties as the Headteacher may reasonably require.

Specific areas of responsibility allocated will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the Academy. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the postholder and the Headteacher.

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Name:

Signature:



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