



RECRUITMENT PACK

TEACHER OF FOOD TECHNOLOGY
AT CORNELIUS VERMUYDEN

WELCOME

We recruit people for attitude and train for skills

We aim to recruit great people. We would rather make no appointment than appoint someone who is not suited to our ethos. For this reason, we try to clearly articulate our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people.
- Love the processes of learning and teaching and are keen to continually develop their own skills.
- Will subscribe to the ethos of the school and 'go the extra mile' in terms of time and commitment to get the absolute best from our young people.
- See break duty as an opportunity to talk to our students.
- Are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

We know it is a cliché, but we really do want to recruit people who will make a difference. We are therefore looking for colleagues who are on a mission – the kind of people that make others smile because of their enthusiasm; the kind of people who will get satisfaction from seeing our students achieve exceptional outcomes, both academically and personally. In return you will get a lot back from our young people and you will be working for a trust that will take an active interest in your development.

Finally, we are conscious that this may be your first contact with our school and our Academy Trust (SEEAT), and first impressions are particularly important. We hope what you read, coupled with anything else you discover about us, inspires you to apply for this post.

WELCOME FROM THE HEADTEACHER



At Cornelius Vermuyden, we believe that school should be a place where every child feels they belong - where they are valued, challenged, and supported to grow.

At the heart of our work is a clear ambition: that every young person leaves us proud of who they are and prepared for the future. That means excellent teaching and high expectations - but also compassion, encouragement, and the right support at the right time.

We have developed a broad and balanced curriculum that opens doors and reflects the diversity of the world our pupils are growing up in. It is inclusive, ambitious and accessible - designed so that every learner, whatever their starting point, can engage, succeed and thrive.

Beyond the classroom, we want pupils to explore their interests, find their voice, and grow in confidence. We offer opportunities for every child to discover what excites them, build lasting friendships, and develop into confident, reflective young people.

As a SEEAT school, we share the values of Spirit, Effort, Enrichment, Aspiration and Teamwork. These values guide how we work, how we support one another, and how we shape the culture of our school.

At Cornelius Vermuyden, we are proud of the journey we are on. With strong foundations and a clear sense of purpose, we are building a school our whole community can be proud of.

Thank you for taking the time to consider applying for this post.

Ms Conlon

SEEAT AND THE ROLE

I think we have created something quite special at SEEAT. I hope we can convey that to you, and I hope you will want to be part of it. The best way to understand us is to look at our ethos and you can find that on our website – it's probably the most important page!

We are a local trust and locality is important to us. We always ask ourselves – what can best serve the children in our schools, and the adults who teach them and support them? For us that means proximity of schools to allow easier collaborative working – collaboration is at the heart of everything we do.

We saw a perfect example of this recently when secondary subject communities met at two of our schools. 145 teachers from all 3 secondary schools gathered to discuss best practice, trust wide collaboration and key issues. Brilliant!

We believe in visible leadership – we know our schools and we know them well. That's part of our success. You can find our mission, vision and values on our website. The most important phrase is 'based on the things that matter to us' - we are not slaves to Ofsted or the latest fads in education. And we appreciate that what works effectively in one school does not necessarily transfer easily to another, so we are pragmatic in our approach.

We are passionate about our pupils having enriching experiences that help them to develop as well-rounded individuals alongside their academic studies and as a family of schools, we love bringing our pupils together for events. For example, SEEAT Sings is an annual event that brings pupils from all our schools together to celebrate the joy of singing!

We have a successful school improvement model which focuses on the power of collaboration in meeting common needs. We are always thinking about how we can harness the expertise and experience across the Trust to find a treatment or broker support from an external source that we can all benefit from. Here's a recent example. Teachers in the Geography community identified the need to develop our fieldwork offer in Geography – they met, discussed, shared some ideas and have now asked to have an external expert from the Geography Association to present further ideas at our upcoming Geography Conference. Treatments devised by the community, for the community. You can find more details about our Education Offer, including The SEEAT Institute, on our website.

We provide high quality, responsive and expert support to our schools through central support services in HR, Finance, IT, Estates and a legal retainer with Hill Dickinson Education & Employment Partners that covers admissions and appeals, complex investigations and complaints and general legal matters, including SEND. So, as a Headteacher or senior leader, if you're dealing with tricky parental complaints or exclusions or other complex issues, there's always support there, and our schools really appreciate this.

Support is always in line with our ethos – we're visible, we're collaborative and we work with our schools with their local culture in mind. We have a strong People function led by Jade Blackburn. When I appointed Jade, she said that 'you don't know you need HR until you've had good HR' and I know our schools would agree with that now! Our staff are the most powerful tool for ensuring our young people get the greatest experience possible at school. Happy, healthy staff produce their best work and it's important that we look after them. Our People Strategy and wellbeing charter underpins this commitment. The reality is many academy trusts do not have a People Strategy, and their HR function is often reactive. We think we are ahead of the curve on this.

Communication is key. All staff and governors receive weekly emails from me where both important messages and informal celebrations of school and staff are shared. I don't just contact staff when I need to tell them something important or share bad news. Our Edurio staff survey results in 2024 showed communication to be a strength within the Trust (91% satisfaction rate).



SEEAT AND THE ROLE CONTINUED

Since 2021, SEEAT has doubled in size. We have demonstrated impact in every school we've taken on as well as our existing schools. Our capacity and strength do not just come from the central team. They come from having a strong team of Headteachers and skilled, experienced staff in our schools.

We are a very open and transparent organisation, so let's be honest. Cornelius Vermuyden was inspected in Autumn 2023 and was placed in Special Measures. When I first read the report, I thought it was heartbreaking. We have been supporting the school since April 2024. We had an encouraging Monitoring Inspection in July 2024, and another one in December 2024. We have recruited Ms Dee Conlon as Headteacher from April 2025 to work alongside our Executive Head.

We have done a lot of the 'stabilise and repair' work that the school needed. Increasingly the focus is shifting to 'improve and sustain' and we will need your skills and experience in SEND to help us to do this. You will see from the December monitoring visit that there is work to be done to improve the provision for pupils with SEND. So, this role is not for the faint hearted but think about the difference you can make!

Applications for this role will close at 8am on **Thursday 12th February 2026** with interviews expected to take place week commencing **23rd February 2026**.

VISION AND ETHOS

INTRODUCTION:








At Cornelius Vermuyden School, our vision is not just a statement—it is the foundation upon which we build our community, shape our teaching, and guide our students. We believe that a successful school is one where everyone—staff and students alike—works together as a cohesive team, driven by shared values and a common purpose. Our vision, encapsulated by "We are CorneliUS", defines who we are and who we strive to be.

These attributes are more than just words; they represent the core of our educational philosophy and the guiding principles that will shape the future of our school. As a member of staff, you play a crucial role in bringing this vision to life. Your actions, attitudes, and interactions with students are key to embedding these values in the school culture. It is through your commitment to these principles that we can create a thriving environment where every student is given the opportunity to succeed, and every staff member feels valued and empowered.



Creative
Openminded
Responsible
Nurturing
Empowered
Learners
Inclusive
US

WE ARE CORNELIUS

	Staff will:	Students will:	We would like parents to:
Creative 	Implement varied teaching strategies, develop engaging lessons, foster an environment that encourages original ideas and work together on school improvement strategies.	Develop new approaches to tasks and challenges, express themselves in various ways, examine issues from multiple perspectives, and appreciate innovation and excellence in all forms.	Encourage their child to express themselves and approach challenges with confidence.
Openminded 	Avoid preconceptions about students' abilities, listen to students and build positive relationships, engage in professional discussion within and outside the school to develop their teaching.	Give new things a go, respect others' views while critically evaluating their own beliefs, and be willing to change their minds when presented with new information.	Approach school initiatives with a supportive and open mindset, encourage their child to respect diverse viewpoints, and be receptive to feedback.
Responsible 	Maintain the highest professional standards, provide timely and constructive feedback, and actively contribute to school improvement.	Take ownership of their learning and actions, attend regularly, turn up on time and be prepared for learning, follow school rules, and contribute positively to the school community.	Ensure their child meet school expectations, maintain respectful communication with staff, support school policies, and communicate with the school.
Nurturing 	Create supportive learning environments, have students' best interests at the core of our practice, and foster professional growth among colleagues.	Look out for each other, support all members of our school community, and treat others with kindness.	Encourage their child's learning and emotional growth, stay connected with the school, and create a supportive home environment.
Empowered 	Exercise professional autonomy, introduce innovative teaching methods, and contribute to school policy development.	Take initiative in their learning, assume leadership roles, show courage in their choices and feel confident their voice matters.	Play an active role in their child's education, actively engage in the school community to help with school improvement initiatives.
Learners 	Engage in continuous professional development, model lifelong learning, and implement evidence-based adaptive teaching practices.	Develop critical thinking skills, seek knowledge beyond the curriculum, and view challenges as opportunities for growth.	Support learning at home, keep up with what their child is studying, and find ways to help their child's education outside school.
Inclusive 	Implement adaptive teaching practices to ensure every student makes progress, ensure equitable participation in school activities, and represent diverse perspectives in the curriculum.	Make sure everyone feels part of the school, challenge discriminatory behaviour, and celebrate differences.	Support the school's efforts to be inclusive and encourage their child to value diversity.

JOB DESCRIPTION

Job Title:	Teacher of Food Technology
Hours:	Full and part-time applications will be considered
Grade:	MI - CVS Upper 5
Responsible to:	Headteacher via the Subject Leader

The Professional duties of all teachers, (other than the Headteacher) are set out in the School Teachers Pay and Conditions document and describe the duties required of all main scale posts. All teaching staff at The Cornelius Vermuyden School are required to undertake those duties as set out in the 1995 document and are subject to any amendments through government legislation.

The description of the additional and specific requirements of the post of Subject Teacher at The Cornelius Vermuyden School have been set out below:

Any Group Tutor duties undertaken by subject teachers are covered in a separate job description.

JOB PURPOSE

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of pupils as a Teacher in order to facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
- To contribute to raising standards of pupil attainment and achievement. All teachers share in the corporate responsibility for the well-being and discipline of all pupils and be accountable for the achievement of the pupils they are teaching.

DUTIES AND RESPONSIBILITIES

Strategic:

- Assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies;
 - Contribute to the Whole School and Subject Development Plans and their implementation;
 - Plan and prepare lessons to a high standard as set out in the Teaching and Learning Policy;
 - Contribute to school-wide planning activities;
 - Follow all school policies and procedures;
 - Assist the Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic aims and objectives;
 - Assist the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's strategic direction;
 - To be involved in departmental policy making and development and to participate in the development of appropriate specification materials and schemes of work
- Staff Development:**
- Take part in the school's staff development programme by participating in arrangements for further training, professional development, observations and in assessing their impact on learning;
 - Engage actively in the Performance Management process;
 - Continue personal development in the relevant areas including subject knowledge, teaching methods and areas identified in Performance Management;
 - Ensure the effective / efficient deployment of classroom support;
 - Work as a team member and contribute positively to effective working relations within the school.

Quality Assurance:

- Help to implement school quality assurance procedures and to adhere to those;
- Contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria;
- Review from time to time methods of teaching and programmes of work under the direction of the Subject Leader;

- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management of Data/Information:

- Maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS, registers, etc. when required;
- Complete any relevant documentation to assist in the tracking of pupils;
- Track pupil progress and use information to inform teaching and learning.

Communication:

- Communicate effectively with the parents of pupils as appropriate;
- Where appropriate, communicate and co-operate appropriately with persons or bodies outside the school;
- Follow agreed policies for communications in the school;
- Take part in liaison activities such as Open School, Open Mornings, Parents Consultation Evenings, liaison events with partner schools, etc.;
- Contribute to the development of effective subject links with external agencies;
- Liaise with the relevant pastoral staff to ensure the implementation of the school's pastoral system.

Resources:

- Contribute to the process of the ordering and allocation of equipment and materials when requested to do so by the Subject Leader;
- Assist the Subject Leader to identify resource needs and to contribute to the efficient / effective use of physical resources;
- Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the school, curriculum area and the pupils.

Teaching:

- Teach pupils according to their educational needs through appropriate differentiation and personalisation, including the setting and marking of all class work and coursework carried out by pupils,;
- Assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required;
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching / learning experience of students;
- Undertake a designated programme of teaching as outlined on the school timetable.
- Ensure a high quality learning experience for pupils, which meets internal and external quality standards;
- Prepare and update subject materials;
- Use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the specifications taught;
- Maintain behaviour appropriate to learning in accordance with the school Behaviour Policy, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework in line with the school values;
- Undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures;
- Mark, grade and give written / verbal and diagnostic feedback in line with the school's emphasis on Assessment for Learning;
- Encourage and be accountable for the highest possible achievement from all pupils in the classes allocated to you;
- Recognise and praise the achievement of pupils in classes assigned to you;
- Dress professionally and appropriately for teaching;
- Pay particular regard to the 'Basic Protocols' section of the Teaching and Learning Policy.

Personal Responsibilities:

- Play a full part in the life of the school, to support the vision, aims, objectives, values and ethos and to encourage staff and pupils to follow this example.

- Actively promote school policies and procedures;
- Be responsible for your own continued professional development;
- Comply with the school Health & Safety policy and undertake risk assessments as appropriate;
- Be courteous to colleagues, pupils, visitors and telephone callers and provide a welcoming environment;
- Undertake break duties as designated on the school Staff Duty Rota;
- Attend calendared meetings punctually;
- Set appropriate cover work during times of absence.

These duties may be varied or added to in order to meet the changing demands of the school at the reasonable discretion of the Headteacher.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Graduate • Qualified Teacher Status • English/Maths qualifications 	<ul style="list-style-type: none"> • Further or higher degree
Previous experience	<ul style="list-style-type: none"> • Successful teaching experience/or relevant experience • Experience of teaching in secondary education 	<ul style="list-style-type: none"> • Experience of teaching in more than one school
Professional competence	<ul style="list-style-type: none"> • A thorough understanding of the requirements of the National Curriculum and the range of teaching and learning strategies necessary to motivate pupils to achieve their potential • The ability and personal qualities to motivate pupils • Excellent teaching practitioner 	<ul style="list-style-type: none"> • Innovative, imaginative and flexible classroom style • The ability to teach in a second area
Personal qualities	<ul style="list-style-type: none"> • Excellent communicator • A good administrator • Good interpersonal skills • Ability to work well in a team • A passion for working with children and the capacity to see each as an individual in his or her own right • The ability to produce results under pressure • An excellent record of attendance in his or her career to date • A balanced perspective on life that enables a fruitful professional and personal life, with time for both • The ability to receive as well as give constructive advice • Actively develop and participate in extra-curricular activities • Sense of humour 	<ul style="list-style-type: none"> • Aspirations to further promotion

Workload

Ethos

Being flexible: Where possible we aim to meet the needs of family life, ensuring emotional and family well-being is supported. Every effort is made to allow staff to attend family events / children's performances, etc. Part time requests will always be considered. We have a very good track record of being able to accommodate part time requests.

Working with Unions: The Executive Headteacher and Headteacher encourage staff to join unions and will meet regularly with Union representatives within the school to ensure that all is well across the school.

Resisting fads: The Senior Leadership Team seeks to keep things simple and focused. Everything should come back to our Improvement Plan and our vision.

Email embargos: No emails are sent from 18:00 any evening and from Friday 18:00 until 07:00 Monday morning and no emails are to be sent during the holidays. The only exception are serious safeguarding matters.

Continued Professional Development

Evidence based CPD Programme: Our CPD programme has been formed with the goal of helping teachers to take ownership of their professional learning through deliberate practice. Our whole school CPD programme is focused on staff working together to deliver a small number of shared Improvement Priorities, recognising that time is needed to develop mastery.

Departmental CPD: Our CPD programme includes regular sessions dedicated to subject specific CPD and curriculum development. These sessions are planned by Head of Department and facilitate the sharing of best practice, the enhancement of teachers' subject knowledge and a shared understanding of how generic pedagogical approaches can be contextualised to respond to specific learning issues in their subject areas. Departmental membership to subject associations is funded centrally.

Collaborative Planning: Fortnightly Collaborative Planning sessions have been introduced to support teachers with their lesson planning through a focused discussion on the planned curriculum. Subject teachers work together to share expertise, co-create resources and refine planned activities.

Personalised CPD: Every member of staff has access to opportunities tailored to their CPD needs, supporting them in their current role and to achieve their professional aspirations. In consultation with their Line Manager, all members of staff are able to access relevant and individual CPD.

Culture of Continuous Improvement: We operate an 'Open Door' culture at Cornelius Vermuyden; all members of staff are welcome to visit lessons and learn from each other's practice. Heads of Department conduct Learning Walks and Book Looks in order to identify effective practice and provide subject specific feedback. Similarly, whole school monitoring provides feedback to teachers and departments and informs the CPD programme, sharing best practice and identifying common areas for development. We have prioritised regular feedback over one-off, 'high stakes' lesson observations.

Charter

Rational Use of Time

A rational approach to summative assessment: Frequent summative assessment reduces the time available for learning (curriculum and formative assessment). We have two 'assessment windows' per year in Key Stage 3 and three across Key Stage 4; Heads of Department determine the most appropriate form of assessment and timing within this window. Time is allocated for moderation of assessment.

A rational approach to mocks: There is a real danger of 'weighing the pig' with endless mock examinations. We have one full set of mocks in Year 11 and one adjusted set of mocks in Year 10. This reduces pressure on students, reduces the volume of marking that staff have to do and increases invaluable curriculum time in the classroom. Time is allocated for moderation of mocks.

A rational approach to reporting: Our assessment and reporting schedules are aligned; teacher assessment informs reporting. Reporting deadlines are distributed at sensible points in the academic year; 'Progress Reports' are produced in the Autumn and early Spring term, 'Full Reports' are produced towards the end of the academic year. Reporting has been streamlined with written comments only required for annual Full Reports.

Rational approach to data: We have two data drops per year in Key Stage 3 and five data drops across Key Stage 4. This data is used by Senior and Middle Leaders to review and update Improvement Planning rather than to produce lengthy analysis documents.

A rational approach to feedback and marking: We believe in the reciprocal nature of feedback, recognising that teachers reshape and adapt their teaching in response to the needs of their students. We recognise the importance of frequent verbal feedback and recommend the adoption of practices that increase student engagement with feedback and reduce teacher workload. Staff are expected to monitor and check student books regularly, identifying issues to be addressed by the teacher and acted upon by students. 'Detailed' marking in the form of a WWW/EBI comment is required once per half term.

A rational approach to homework: Suggested homework activities will be embedded within Schemes of Work, reducing planning time for teachers. We encourage the setting of activities which limit the amount of work to be directly 'handed in' to the teacher. Teachers should consider appropriate alternatives to handwritten feedback.

Avoiding roll-over: The school does not roll its timetable over during the second half of the Summer Term. Instead this time is used to work on core priorities and to provide staff with vital training.

Centralised detentions: Detentions set because a student has had a lesson removal are centralised. All administration for lesson removal detentions is dealt with centrally by our Behaviour For Learning Coordinator. Staff should attend these detentions to participate in restorative conversations.

Additional non-contact time: The maximum number of lessons for a mainscale teacher will be 44. This is one additional non-contact session above the statutory 10% PPA.

Support for monitoring: Heads of Department and Mentors can request cover (via their Line Manager) to facilitate lesson visits.



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