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Recruitment Pack

TEACHER OF FOOD AND NUTRITION (0.4)

Part-time

September 2026



Wallington
High School *For Girls*
HEIRS OF THE PAST, MAKERS OF THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Colleague,

Thank you for your interest in the position of Teacher of Food and Nutrition at Wallington High School for Girls. We are a truly exceptional school with a reputation for academic excellence, the very best pastoral care, guidance and support, as well as superb extra-curricular provision. Our most recent Ofsted inspection in March 2025 rated the school as Outstanding in all areas: Quality of Education, Personal Development, Behaviour and Attitudes, Leadership and Management and Sixth Form.

WHSG is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

The school is part of the Girls' Learning Trust (GLT) which aims to empower girls and young women by delivering a first-class education and providing an inspirational start to their futures. A feature of our trust is that schools have a tangible sense of their own special identity and staff are shapers of their school's character and ethos.

If you have the energy, passion and integrity to bring to this role, you can look forward to working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Wallington High School for Girls.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

If you want to join our team and want to learn more about the school and the GLT by visiting our websites at www.wallingtongirls.org.uk and www.girlslearningtrust.org

Yours sincerely

Ms T O'Brien
Headteacher



OUR SCHOOL

Wallington High School for Girls (WHSG) is a selective academy for approximately 1500 girls aged between 11 and 18. The school first opened in 1888 and moved to its present site in 1965. The school is heavily over-subscribed with more than 2000 applications each year for the 210 places in Year 7. Our Sixth Form has expanded over recent years and although our retention rate is very high, many external students also apply and gain places into our Sixth Form. We are a multicultural community with an increasing percentage of minority ethnic groups. Over 47 different first languages are spoken and this brings a rich diversity to our school.

Our students achieve at the highest level academically. In 2025, 83% of our GCSE entries were awarded 9/7 grades. At A level, 56% of our entries were awarded A*/A grades. The vast majority of our students move from WHSG into higher education. Seven students gained places at Oxford or Cambridge in 2025, with over 60% gaining places at Russell Group universities or medical schools and 90% achieving their first or second choice university. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of our strong pastoral system and girls enjoy a comprehensive programme of PSHCE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. Form tutors remain with their group from Year 7-11 or in 12 and 13 and this further fosters this relationship. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. We have an extensive student mentoring and tutor programmes and many of our KS5 students help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school production and gym and dance showcase. We enjoy a successful Combined Cadet Force (CCF) partnership with Wilson's School, involving over 50 of our students and an equally successful Duke of Edinburgh scheme, involving 250 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.

The Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With over 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. 82% of our students chose to stay with us for Sixth Form in 2025 and we also warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, all students in Year 12 will take an elective intended to develop their communication skills and build their cultural capital. There are a number of options available, including the Extended Project Qualification which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

WHSG Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that

includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The Prefect team are an integral and highly valued part of the Sixth Form. Lead by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities. In addition, Our Sports Leaders run clubs and undertake outreach work with local primary schools. Furthermore, it is Sixth Form students who run some of our most successful clubs and societies, including those that build upon our inclusive commitment to school life. All lower sixth students are actively involved in our local community as part of our volunteering programme, this includes working in charity shops, visiting nursing homes and working in local primary schools.

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do three separate sciences at GCSE. Our KS3 students, study two modern foreign languages alongside the other national curriculum subjects. At KS4, students study ten GCSEs, including a Language and a Humanities subject, plus two wider choices. In the Sixth Form most students study three A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.

Teaching and Learning

At WHSG, teaching and learning is at the heart of everything we do. We are committed to continuous improvement, rooted in evidence-informed practice and a strong spirit of collaboration. Every other Tuesday, students finish early to allow for dedicated CPD, with inter-departmental teaching and learning communities and department-led sessions that sharpen subject knowledge and pedagogy. We value reflective practitioners who are eager to share ideas, visit other schools, and bring back fresh approaches. In our classrooms, students are challenged to think deeply while teachers use frequent low-stakes assessment to adapt and refine their practice. We are also committed to streamlining practices so that teachers can focus on what matters most: delivering high-quality teaching that secures the best outcomes for all of our students.

More information

In our most recent Ofsted inspection in March 2025, the school was graded as Outstanding in all areas. To find out more about our school and the Girls' Learning Trust, please see our videos at:

[Welcome to Wallington](#)

[GLT - This is Who We Are](#)

OUR LEADERSHIP TEAM

The Senior Leadership Team consists of one Deputy Head, four Assistant Heads and six Directors, who work closely & supportively to plan for the future development of our highly successful school. Collaborative & open working practices ensure coherence and clarity in the leadership & management of WHSG. The LGB is a strong and supportive team with considerable professional expertise.

Tracey O'Brien (Headteacher)

Tracey started as the Headteacher of WHSG in Sept 2023. Since reading Geography at The London School of Economics, Tracey has always worked in schools. She has been a school leader for 15 years and through this time, in various roles, has been responsible for the full range of leadership activities including improving teaching & learning, delivering high-quality CPD, planning school self-review and evaluation and leading on behaviour and inclusion at different times. She has worked for London Challenge supporting other schools and has set up and became the Director of one of the early National Teaching Schools. Tracey has written leadership courses for middle and senior leaders, delivered teaching programmes as an AST and was awarded one of the few London Commissioner Teacher roles. Tracey has published two school leadership books and is passionate about teacher and staff development.

Catherine Godyn (Deputy Headteacher)

Catherine joined WHSG in 2010 as a Mathematics NQT, having graduated from Southampton University with a degree in Mathematics. Over the years she has taken on a number of roles, including Head of Year, Enrichment & Visits Coordinator, Director of Sixth Form and now Deputy Headteacher. Her background in both pastoral and strategic leadership has given her an insight into many different aspects of school life. With a young daughter, Catherine is a supporter of girls' & women's rights, especially in education and the workplace. Coming from a performing arts background, Catherine is particularly passionate about the important role a broad and balanced curriculum plays in the development of well-rounded students.

Jon Donnelly (Assistant Headteacher - Curriculum and Standards)

Jon joined as an NQT in 2010 as a member of our Department of Theology and Philosophy. After his first year he became Head of Dept, then Director of Humanities, and eventually in 2019 Assistant Headteacher responsible for teaching & learning. A common theme throughout Jon's career is his passion for all things teaching & learning and CPD. He is constantly reading books about education and has used his knowledge to promote evidence-informed practice throughout the school. Jon is a firm believer that more is not necessarily better, and a healthy work life balance is an essential feature of any outstanding education.

Jamie Parkinson (Assistant Headteacher - Co-Curricular and Academic Support)

Jamie joined in 2013 from Wilson's School, having been a Head of Year. He joined as Head of Biology before becoming Director of Science and later an Assistant Headteacher, in 2020. Jamie is the Careers Leader at WHSG and has leads on Pupil Premium, PSHCE & Primary Outreach. He is a Senior Examiner for Pearson & the Vice Chair of Governors at a Primary School. Outside of school, Jamie is President of Old Wilsonians Football Club & as well as sports, he enjoys reading & spending time with his young family.

Melissa Sundborg (Assistant Headteacher - Pastoral Care and Student Support)

Melissa joined WHSG in 2022 as Assistant Headteacher, prior to this she worked for a large Multi-Academy Trust in North London as an Assistant Principal. Melissa has worked in education for over a decade, across all Key Stages, as well as in Higher Education as a lecturer at the Royal Academy of Dance. Melissa believes it is important to develop an inclusive, happy and caring learning environment where all students are challenged to achieve their best.

Samantha Collins (Assistant Headteacher - Sixth Form)

Sam joined the school as an NQT in 2010 with a passion for developing sport in girls' education. An experienced Netball player and performing arts background has seen Sam involved in an array of extracurricular both in the PE department and whole school, supporting with school productions and dance shows. Sam has been fortunate enough to run a whole host of inspiring enrichment opportunities as both Director of Sport and within her role as EVC. Netball tours to Barbados, skiing in Europe & America are highlights so far. Sam is a passionate leader and balances her current role with being a mum to 2 very sporty and busy children

OUR TRUST

What is the Girls' Learning Trust?

The Girls' Learning Trust is the UK's largest all-girls, all-state-funded multi-academy trust, currently comprising three high-performing schools:

- Nonsuch High School for Girls
- Wallington High School for Girls
- Carshalton High School for Girls

Together, these schools educate more than 4,500 students and employ nearly 500 staff. The Trust has a combined annual income of over £30 million and a strong reputation for academic achievement, leadership development, and inclusive practice.

What is our purpose and education mission?

Our purpose is transforming lives through girls' education.

For **students**, we help them achieve their full potential by creating an inclusive, supportive and aspirational learning environment. We equip them with the knowledge, skills, and confidence to thrive in school and in life, preparing them for their future.

For **staff**, we create a positive working environment where they are valued, supported, and motivated. We offer opportunities for development and career growth, encouraging collaboration and enabling everyone to contribute to the success of our students and the whole Trust.

For **schools**, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.

For **society**, we forge strong partnerships with parents, local groups, and other stakeholders to enrich our schools and students' educational experiences. We actively engage with the community to create a positive impact and foster a sense of civic responsibility in our students, staff and volunteers.

Our Education Mission is to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional, and personal growth.

We believe in the limitless potential of our students. All our schools are empowered to develop their own education vision that reflects their local context and needs of their students. But this is underpinned by a shared belief in:

1. The transformative power of girls-only education
2. The holistic measurement of success based on the whole student
3. The prioritisation of student wellbeing and character development
4. The promotion of girls' leadership rooted in strong values
5. The value of equity, diversity and inclusion

How is a MAT different from a local authority school?

Academies within a Multi-Academy Trust (MAT) operate independently of local authorities. Unlike maintained schools, which are overseen by a local council and receive funding through the local authority, MATs receive their funding directly from the Department for Education (DfE). This gives MATs more freedom and flexibility in areas such as curriculum design, staff pay and conditions, and resource management - but it also comes with increased responsibility and accountability to central government.

In a MAT, the Trust Board and CEO are legally responsible for every aspect of the organisation's performance, including finance, compliance, governance, safeguarding, and school improvement. Local authorities no longer have any role in school oversight or intervention.

At the Girls' Learning Trust, this autonomy enables the Trust to implement its own Strategy and Operating Model, which aligns leadership, curriculum priorities, and educational assurance across all three schools. For example, the Trust sets its own policies for staffing, admissions coordination, educational development, and financial planning—while still complying with national statutory requirements. This enables the Trust to act more decisively and innovatively than would be possible under a local authority model, while remaining firmly committed to its mission of transforming lives through girls' education.

What is the history of the Girls' Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company became the Girls' Learning Trust (GLT) and later that year Carshalton High School for Girls joined.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared commitments and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?

Being part of the Trust means that no school works in isolation. We are stronger together—not by erasing difference, but by celebrating it in a community where excellence, equity, and empowerment are shared aims.

Staff are supported to thrive through high-quality development, cross-Trust networks, and streamlined operations that reduce workload and stress.

- Access to professional development pathways, from early career to senior leadership, aligned with a Trust-wide framework that supports progression.
- Collaboration with expert colleagues in girls' education, through forums, networks, and school-to-school support that promote both excellence and innovation.
- Staff voice embedded in strategy, with regular consultation and survey data used to inform Trust planning and improvement.
- Workload reduction and greater wellbeing, through high-quality shared services in HR, IT, finance, governance, and estates.
- Job security and career mobility within a growing, values-led Trust, enabling staff to thrive professionally without losing connection to their school's identity.

Our commitments to you

To support the achievement of our education mission, we recognise that our strength lies in the talent and dedication of our staff and we will prioritise recruitment and retention strategies that attract high performing people who align with our shared ethos and reflect the communities we serve. Professional growth and personal wellbeing are central to our approach. We will provide continuous learning and development opportunities that will help staff thrive and progress their careers. We will uphold a culture that promotes kindness, collaboration and recognition, ensuring an open, safe, supportive and inclusive environment where all individuals feel heard, valued and are empowered to contribute to our mission.

Our commitments to each other

We know that our people are our strength and deserve the highest standards. We want everyone working within our community, whether as a volunteer, contractor or member of staff, to feel valued, supported and part of a cohesive team, working in a safe environment with the resources they need to thrive. To support this aim, it is vitally important that our core commitments of integrity, collaboration and reflection are shared. These commitments should act as our reference point; they should unite and orientate us, helping us hold ourselves and each other to account.

We will act with **integrity**. It is our anchor value and ensures that we act with kindness, we maintain fairness and we are positive role models. In our interactions we will:

- Consider what we do and what we say, ensuring kindness, honesty and understanding.
- Be consistent, respectful and fair in our approach.
- Do the right thing even when it might be difficult.
- Maintain accountability, owning mistakes, understanding that working to resolve them is an essential component of long-term success.

We will be **collaborative** in our working style, looking towards cooperation and codesign where beneficial, and involving those affected by decisions in the development of solutions. In our interactions we will:

- Listen to and support each other, encouraging diverse perspectives or beliefs and providing opportunities for others to feed into work at an early stage.
- Share ideas, knowledge and learning, to help us understand and develop together.
- Encourage active participation from others in decision-making or problem-solving processes, seeking solutions that work for everyone where possible.
- Be unafraid to ask for help or support and be willing to provide the same to others.

We will take time to be **reflective**, understanding that better-decisions will be made, and better work will be produced, when we give ourselves the space to learn and develop. In our interactions we will:

- Have the courage to welcome constructive feedback from others to help us better understand.
- Provide time to reflect on our activities and ask ourselves the question, can we do it differently?
- Foster a thoughtful approach to our work, being open to learning, adapting and sharing.
- Allow others the time and space to reflect, understanding that we are all individuals with differing working styles and needs.

Additionally, we require all leaders working across the Trust to demonstrate and role model **positivity** in attitudes to day-to-day challenges and support others to do the same. As leaders in our interactions we will:

- Adopt a balanced perspective, framing setbacks as temporary and focusing on longer term goals and the bigger picture.
- Approach challenges with optimism and renewed energy.
- Exhibit a 'can do' attitude, engendering a positive mindset in others.
- Be forward thinking, pragmatic and solution focused.

Our commitment to Equity, Diversity and Inclusion

At the Girls' Learning Trust (GLT), Equity, Diversity and Inclusion (EDI) is not an optional add-on or a standalone policy area—it is a fundamental thread running through the Trust's purpose, education mission, and all five strategic priorities. Our commitment is clear: we will transform lives through girls' education by ensuring that every student and member of staff can thrive, regardless of background or identity.

The strategy embeds EDI in the following ways:

- **Strategic Integration:** EDI is interwoven across all five strategic priorities, from achieving strong outcomes and developing inclusive school cultures, to building empowered leadership and securing long-term organisational sustainability. This means EDI is considered in all key decisions, not treated as a separate initiative.
- **Data-Driven Accountability:** The Trust tracks outcomes across a wide range of characteristics—including economic disadvantage, SEND status, ethnicity, and gender identity—using this analysis to identify gaps and inform action. These insights feed into each school's development plan and the Trust's annual KPI framework, which explicitly references equity-related metrics.
- **Statutory Compliance and Beyond:** All schools are required to publish clear and measurable Equality Objectives under the Trust's Public Sector Equality Duty, but the Trust's ambition goes further. Schools are expected to engage in regular reflection on inclusion and equity, supported by central tools and challenge processes.
- **Training and Capacity Building:** The Trust provides training for leaders, teachers, governors, and central staff on issues such as unconscious bias, inclusive language, and structural disadvantage. This professional learning is built into the Operating Model and offered through Trust-wide CPD and leadership programmes.
- **Inclusive Practice and Representation:** Schools are supported to ensure that curriculum materials, displays, assemblies, and communications reflect the diversity of the communities we serve. Representation matters—students should see themselves in the content they learn, the staff who support them, and the values that underpin their school.
- **Local Reflection and Ownership:** While the strategy sets a Trust-wide direction, each school is empowered to reflect on and address its own inclusion gaps. This is supported by tools such as EDI self-assessments, consultation models, and community engagement frameworks—ensuring that inclusion work is both consistent and context-sensitive.



OUR FACULTY

Welcome to the Food and Nutrition Department

We would like to welcome you to the Food and Nutrition Department, part of the wider Technology department and the Mathematics, Computing and Technology Faculty. Food and Nutrition sits at the heart of our provision, and we are committed to delivering a curriculum that is engaging, academically rigorous and rooted in real-world application.

We are passionate about equipping students with the knowledge and skills to make informed decisions about their health and wellbeing, alongside developing creativity, independence and problem-solving. Our curriculum is hands-on, purposeful and designed to ensure students leave us with both practical competence and a strong academic understanding.

In Food and Nutrition, students develop a deep understanding of nutrition, diet and health, including the role of key nutrients, dietary needs and the impact of food choices on long-term wellbeing. They explore the science behind food, including how ingredients behave, methods of heat transfer and the chemical and physical changes that occur during cooking. Students also gain an understanding of food safety, microbiology and the principles of safe food preparation, alongside wider issues such as food provenance, sustainability and the environmental impact of food production.

Staff

The department consists of a part-time Food specialist and Subject Leader and three full-time Technology teachers, supported by a dedicated Technology Technician and a Food/Textiles Technician. Staff bring a range of expertise across Product Design, Resistant Materials, Textiles and Food, and work closely together to ensure consistency and high-quality provision across all areas.

Resources

We benefit from excellent facilities across the school. Food and Nutrition is taught in two specialist rooms within the main school building, both supported by a well-resourced preparation area and a comprehensive range of equipment. These facilities allow us to deliver a rich and varied curriculum with a strong practical focus.

The Technology block includes a fully equipped workshop, graphics room and CAD/CAM equipment, including a laser cutter, alongside a dedicated Textiles space.

Curriculum

At Key Stage 3, students study Technology through a carousel model, with three lessons per fortnight. They rotate between Food, Resistant Materials and Textiles across the year, allowing them to experience a broad range of disciplines while developing core skills. Teachers specialise in their area, with students moving between groups to ensure high-quality subject expertise.

Food plays a central role within this curriculum, where students develop essential life skills alongside a secure understanding of nutrition, healthy eating and food preparation. They build confidence through practical work, developing a wide range of techniques such as knife skills, cooking methods and working safely with equipment, while also understanding the scientific principles underpinning their work.

At Key Stage 4, Technology subjects are a popular choice, with currently over 140 students opting for a Technology or Food-based subject. The department typically runs one large Resistant Materials group, one large Textiles group and two Food and Nutrition groups. Students achieve strong outcomes and develop both practical expertise and analytical understanding.

At Key Stage 5, A Level Product Design has been offered successfully for a number of years, attracting smaller groups of committed students who benefit from a high level of individual support and access to specialist equipment.

Beyond the classroom, the department also contributes to wider curriculum opportunities, including supporting the delivery of an Engineering elective in Year 12, enhanced through partnership work with Mott MacDonald. This provides students with valuable insight into industry and real-world applications of their learning.

The department is proud of its inclusive and ambitious approach, ensuring that all students develop confidence, independence and a strong foundation of knowledge and skills that will support them in both their future studies and everyday lives.

Examination Results

We are very proud of the achievements of our students and the department. Notably, in 2025 nearly three quarters of students achieved a grade 9 in Food and Nutrition GCSE and 100% a grade 7 or above.

| Subject | 2025 Grades %7 - 9 | 2024 Grades %7 - 9 | 2023 Grades %7 - 9 |
|-------------------------------------|--------------------|--------------------|--------------------|
| Food and Nutrition | 100 | 100 | 95.2 |
| Product Design: Resistant Materials | 91.4 | 78.3 | 82.6 |
| Product Design: Textiles | 100 | 82.6 | 90.5 |



OUR COMMITMENT TO YOU

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. A recent staff survey stated that staff do not feel pressured to work long hours and staff are consulted about changes at work. As part of our commitment to staff wellbeing and development, we offer the following to teaching staff:

Professional Development

- Research led CPD programmes, tailored to individual's aspirations, which are based both in school and across the wider Trust.
- CPD time built into the curriculum and school day every other Tuesday afternoon (students have an early finish)
- A full induction programme for all new staff.
- ECT's will have a lower teaching load, timetabled mentoring sessions and a full programme of training and induction activities.
- Opportunities for promotion within the school or trust, as well as a chance to lead on whole school projects.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- A collaborative professional culture, with regular low-stakes learning walks and opportunities for feedback, rather than formal graded observations.
- One INSET day a year dedicated to moderation and curriculum preparation.
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff.

Staff Welfare

- A marking and feedback policy designed from the bottom up, with regard for teacher workload, based upon a set of principles, different according to department.
- Data capture that is measured and timely - we report progress home twice a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans.
- Teaching staff are only required to do a maximum of one twenty-minute break duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- No requirement for a formal observation
- We are a school that appreciates the importance of family. We do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school.
- A teaching load of 43/50 one-hour periods of teaching per fortnight maximum.
- A rarely cover policy which is enforced and protected PPA periods marked on timetables.
- The average size of our A Level classes is 13 students and GCSE is 24 students. We also continue to run many A Level classes even if their numbers are small.
- Regular opportunities for staff voice.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- An Events, Communication and Visits team that are responsible for organising key events and trips.
- Full-time teachers operate from a base classroom and have an office-based work station which means our large staff room can be work station free.

Benefits

- School budgets are set with the assumption that everybody will get their incremental pay rise.
- A two-week Autumn half-term with no reduction in summer holiday.
- Free tea and coffee provided in the staff room.
- Free access to our fitness suite.
- Newly refurbished staff room.
- A Staff Association that responds organises social events.
- Use of onsite canteen offering hot meals and salad bar.
- Teaching staff can work from home if they have PPA time last period of the day.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Health and Wellbeing Cash Plan with free 24/7 access to a GP helpline, counselling support and financial support for other health services
- Assisted cycle purchase scheme and designated cycle parking bay.
- Opportunities for flexible working.
- Outer-London salary scales with easy access to central London.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Spacious school grounds are located in a lovely leafy suburb.





THE OPPORTUNITY

We are seeking to appoint an exceptional and motivated Teacher of Food and Nutrition to join our high-performing Food and Technology Department and support the continued success of this popular and well-established subject. Food and Nutrition plays a significant role within the school, both academically and through a wide-ranging extra-curricular offer, and is highly valued by students.

The successful candidate will contribute to the delivery of a broad, balanced and engaging curriculum across Key Stages 3 and 4. There may be the opportunity to support teaching across other areas of Technology where appropriate. You will play a key role in ensuring strong student outcomes, building on a track record of excellent GCSE results, where students consistently meet and exceed expectations.

As part of a collaborative and supportive team, you will contribute to curriculum development, teaching and learning, and assessment within the department. You will work closely with colleagues to maintain high standards, share best practice and further enhance the quality of provision. The role also includes contributing to enrichment opportunities and the wider life of the school.

The ideal candidate will be an outstanding classroom practitioner with strong subject knowledge, excellent communication skills and a genuine passion for Food and Nutrition. You will be able to inspire and motivate students, fostering a positive and engaging learning environment in which all students can succeed.

JOB DESCRIPTION

| | |
|--------------|-------------------------------------|
| Job Title | Teacher of Food and Nutrition (0.4) |
| Reporting To | Food Subject Leader |
| Salary Scale | MPS or UPS |

Main Purpose:

To provide an outstanding learning experience for students, allowing them to fulfil their potential through the provision of excellent teaching, support and guidance.

Main Duties:

The main duties of this post are:

Teaching

- To meet the requirements of a classroom teacher set out in the Teacher Standards or Post Threshold Standards (if applicable).
- To teach students according to their educational needs, including the setting and marking of work carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- Ensure a high-quality learning experience for students that meets internal & external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's behaviour policy and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, assess and give written/verbal and diagnostic feedback as required.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department.
- To contribute to the Department Improvement Plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the subject leader to ensure that the department provides a range of teaching that complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change within the department.

Personal Development

- To take part in the school's performance development programme.
- To ensure the effective / efficient deployment of classroom support.

- To work as a member of a designated team and positively contribute to effective working relations within the school.

Quality Assurance

- To contribute to the process of monitoring and evaluation of the curriculum area.
- To review methods of teaching and programmes of work within the department.
- To take part in the review of and development of activities relating to the department and pastoral functions of the school.

Management Information

- To maintain appropriate records and provide relevant, accurate and up-to-date information for registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with parents as appropriate.
- To communicate effectively with persons or bodies outside the school.
- To keep up-to-date with school communications via emails, bulletins and briefings.

Marketing and Liaison

- To participate in open evenings and parents' evenings.
- To contribute to the development of effective subject links with external agencies and partner schools.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the head of department to identify resource needs.
- To contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

Pastoral System

- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Tutor Group as a whole.
- Liaise with a Pastoral leader to ensure the implementation of the school's support system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Whole School

- Play a full part in the life of the school community, supporting the vision and aims of the school.
- Support the school in meeting its legal requirements for worship.
- Comply with all the school and Trust policies.
- Undertake any other duty as specified by STPCD not mentioned in the above.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

E: essential

D: desirable

| | | Essential / Desirable |
|------------------------------------|--|-----------------------|
| Qualifications and Training | | |
| | Good Honours Degree, PGCE / QTS | E |
| | Higher degree | D |
| | Evidence of continuing professional development relevant to the post | E |
| | Ability to identify own professional development needs | D |
| Experience | | |
| | Successful teaching of Food and Nutrition to Key Stage 3 and 4 | E |
| | Successful teaching of other Technology specialisms | D |
| | Planning of lessons / schemes of work in line with the demands of an examination syllabus | E |
| | Evidence of raising student attainment in subject | E |
| | Assessment of students across all key stages | E |
| Knowledge and Understanding | | |
| | Excellent subject knowledge | E |
| | The ability to reflect constructively on the effectiveness of a lesson | E |
| | Ability to use a variety of teaching strategies to raise attainment | E |
| | Knowledge of best pedagogic practice and strategies to improve teaching and learning | E |
| | Awareness of curriculum development issues for the subject | E |
| | Experience of using data to help improve performance | E |
| Skills and Abilities | | |
| | Effective interpersonal skills | E |
| | Excellent written and verbal communication skills | E |
| | Innovative and competent use of ICT in and out of the classroom. | E |
| | Ability to inspire, enthuse and motivate students | E |
| Personal Attributes | | |
| | A commitment to securing the best opportunities for all students | E |
| | High standards and expectations of self and others | E |
| | An ability to reflect on own professional practice | E |
| | Integrity, loyalty and commitment | E |
| | Strong intellect, energy and an innovative and positive approach to opportunities and challenges | E |
| | The capacity to inspire confidence in parents and students and to work collaboratively with colleagues | E |
| | Commitment to the school's ethos and values. | E |
| | Willingness to contribute to extra-curricular activities | D |

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

As well as verification of identity, we ask all employees to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

In line with KCSIE, we operate a safer recruitment process.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce, which reflects the nature of our communities.

To support our commitment to reducing unconscious bias during the shortlisting process, blind shortlisting is in operation across the Trust, with all personal information about candidates removed from their application.

All applications should be through our official careers page on MyNewTerm:

[Wallington High School for Girls, Wallington | Teaching Jobs & Education Jobs | MyNewTerm](#)

The application includes a personal statement which should clearly demonstrate how you meet the requirements set out in the Job Description and Person Specification.

Closing Date

Applications must be received by no later than **Tuesday 5 May 2026 at 8am**

Interviews

Interviews will take place on **w/c 11 May 2026**.

We reserve the right to close the application process early if a suitable candidate is found.

Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

If you would like to arrange an informal discussion about this exciting opportunity please email Helen Palmer at hpalmer@wallingtongirls.org.uk to arrange a mutually convenient time with the Subject Leader of Food.



Girls' Learning Trust
www.girlslearningtrust.org