



Candidate Information Pack

# Head of Food Preparation & Nutrition

**£37,869 - £56,153**

January 2026

## Appointment for immediate start

**Permanent, Full time, M1 – UPS3 + TLR2b**

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

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

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

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

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

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

## Introduction

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

### We can offer:

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



# Head of Food Preparation and Nutrition Job Description

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

**Responsible to:** Head of Design & Technology Subjects

**Responsible for:** Teaching and supporting all designated classes in Design and Technology and Leading Food Preparation and Nutrition across Key Stage 3 and 4.

## Job Purpose:

Actively supporting the vision and values of Park High School, the post holder will work to provide professional leadership and management for Food, Preparation and Nutrition, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.



## Strategic direction and development of the subject

- To have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement through effective teaching and learning.
- Ensure that staff are clear about the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students.
- Analyse and interpret, relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- To involve all departmental colleagues in the creation and execution of the yearly Department Development Plan and Department Review. This will identify clear targets for its development and/or maintenance in line with the SDP which:
  - are based on a range of comparative information and evidence, including in relation to the attainment of students;
  - identify realistic and challenging targets for improvement in the subject;
  - are understood by all those involved in putting the plans into practice.
  - to be clear about action to be taken, timescales and criteria for success.
- To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- To regularly review the progress towards the targets set in the Departmental Development Plan and provide regular progress updates to the SLT link, to ensure that they are fully aware of all successes, issues and concerns.

## Teaching and learning

- To teach consistently high quality lessons and monitor and evaluate the department's specification and schemes of work.
- To be a positive role model for students, inspiring them to be actively interested in Design Technology.
- To complete the relevant documentation to assist in the tracking of students.
- To set expectations for students in relation to standards of achievement and the quality of learning & teaching.
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and home learning.
- To plan and deliver schemes of work and lessons that meet the requirements of KS3, 4 and 5 curriculum, as appropriate.
- To engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
- To ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group.
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to Food, Preparation and Nutrition.
- To ensure effective development of students' literacy, numeracy and information technology skills through the subject.
- To establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- To ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in Food, Preparation and Nutrition.
- To set expectations and targets for staff and students and establish clear targets for student achievement and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs.
- To evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff and take appropriate action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all subject staff.
- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the Head of D&T subjects to help the school evaluate its practice.
- To assist the Head of D&T subjects in the regular review of the standards of teaching and learning in Food, Preparation and Nutrition.
- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

## Leading and managing staff

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- To participate in Performance Development as required by the school policy and use the process to develop the personal and professional effectiveness of the staff.
- To act as a Performance Development mentor for identified teachers.

- To ensure the Performance Development arrangements are effectively discharged by the other team leaders in the department.
- Lead professional development of subject staff through example and support and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations.
- Work with the Head of Learning Development, SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject- specific targets and match work well to students' needs.
- Ensure that the headteacher, SLT members and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- To monitor and evaluate the contribution and impact of Support Staff, particularly the department technicians.
- Take initial responsibility for the pastoral care and welfare of all departmental staff.

### **Efficient and effective deployment of staff and resources**

- Establish staff and resources needs for the subject and advise the Head of department of likely priorities for expenditure and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.
- Ensure the effective and efficient management and organisation of learning resources, in conjunction with ICT Manager foster and oversee the application of ICT in the subject, including development of materials for the VLE.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective, well ordered, attractive and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).



# Person Specification

We will be looking for the following:

## Qualifications:

Application Form, Interview, References, Proof of Qualifications

- Qualified teacher status.
- Appropriate degree or equivalent qualification.
- *[Desirable]* Further professional qualifications e.g. Lead Practitioner, NPQML, master's degree.

## Experience:

Application Form, Interview, References

- Proven experience of successfully leading initiatives and improvements which had measurable impact on standards.
- Experience of driving forwards and achieving very high standards and challenging existing practices and levels of performance.
- Experience of establishing, reviewing and monitoring progress and achievement.
- Experience of monitoring and evaluation at whole school level.
- Experience of leading change processes at a pace.
- Experience of development planning at a strategic level.
- Experience of leading the development of learning and teaching.
- Experience of leading and managing teams to the achievement of common goals.
- Experience of managing a complex workload of competing demands.

## Skills and Ability:

Application Form, Interview, References, Proof of Qualifications

- Excellent classroom practitioner with a wide range of teaching skills.
- Ability to contribute to the development, communication and implementation of a shared vision around the school.
- Ability to contribute to the development, embedding and management of policies within the school.
- Ability to identify and share strategies to promote progress for groups of students.
- Ability to inspire, support, challenge, motivate and empower others.
- Ability to use data to track progress across time and identify patterns/trends.
- Ability to plan for, lead and evaluate staff development.
- Ability to effectively establish, monitor and achieve challenging objectives.
- Ability to plan in the short, medium and long term.

## Disposition/Attitude:

Interview, Task, References

- Exceptional written and verbal communication skills, with the ability to successfully engage with people at all levels.
- Ability and willingness to support and challenge colleagues on a personal and professional level.
- Ability to work successfully within a team and to engender a mutually supportive work environment.
- High level of initiative and self-motivation. Creativity with a desire to be innovative.
- High level of integrity and discretion.

## Commitment and other requirements:

Application Form, Interview, References

- Satisfactory Enhanced Disclosure with the Disclosure & Barring Service (DBS).
- Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people.
- Excellent attendance record.



## The Design & Technology Curriculum, Staffing and Resources

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

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

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

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

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

## Extra-Curricular

We are proud to be UK finalists in the National Robotics Competition. This achievement highlights the dedication and talent of our students and staff, showcasing our commitment to excellence in robotics and technology. We are now looking to establish this success with Lego to enhance and create teaching resources for teaching robotics in the classroom nationally. We are working alongside industry specialists and engineers in the automotive industry bring the real world into the classroom learning experience.

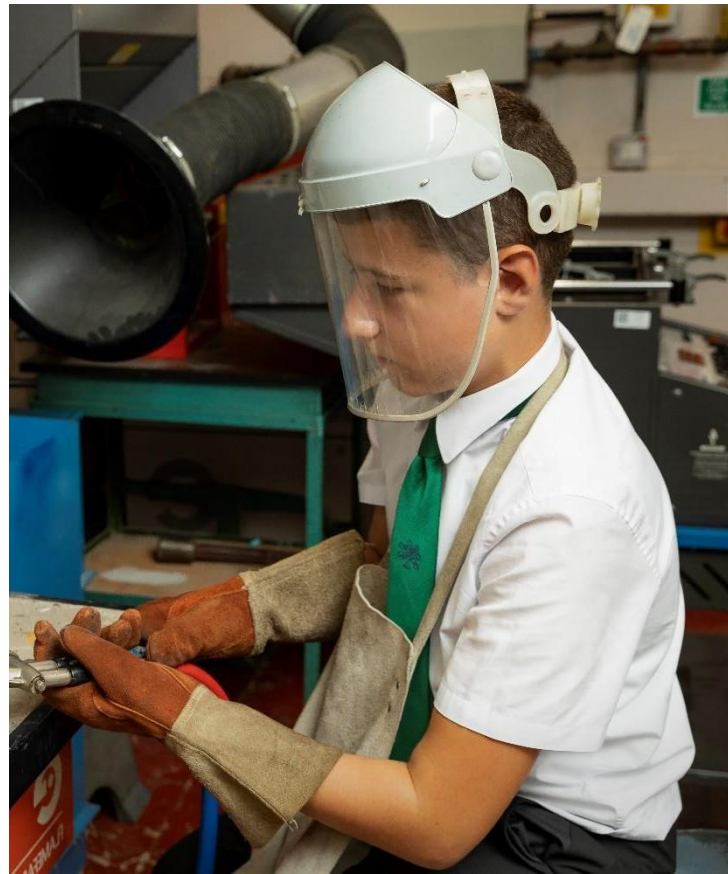
In addition to STEM-focused activities, we offer food enrichment clubs where students can explore global cuisines, sustainable cooking practices, and advanced culinary techniques. These clubs promote teamwork, creativity, and an appreciation for cultural diversity through food.

We have established strong links with the London Transport Museum, offering the CREST Award within our department to emphasize the importance of STEM in the workplace and our world. This partnership provides our students with unique opportunities to engage in real-world projects and gain valuable insights into the transport industry.

Our collaboration with Brunel University further enhances these opportunities, allowing students to see the potential pathways from classroom learning to professional careers. This partnership opens doors for our young people, offering them a glimpse into the future of engineering and technology.

We are also in the process of creating a partnership with Lego as a pilot school for introducing a robotics challenge. This initiative aims to inspire creativity and innovation, providing students with hands-on experience in robotics and programming.

Our students have a strong track record of progressing to respectable universities, pursuing degrees in civil engineering, architecture, product design, mechanical engineering, and increasingly, nutrition and food science courses, reflecting the growing interest and relevance of food education in today's world.



# History of our School

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

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

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

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

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

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

In August 2011 Park High converted to an Academy status.

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



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

# Values and Ethos

## Our Vision

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

## Quality of Education

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

## Behaviour and Attitudes

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

## Our Ethos

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

## Our Character Virtues

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

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

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

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

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

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

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

**Ofsted 2024**

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

# The Park Way of Teaching and Learning

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

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

## Creativity & Challenge

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

## Checking for understanding

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

## Communication

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

## Context

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

## Character

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



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

**Challenge Partners 2024**



## Pastoral Role

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

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

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

## Staff Benefits

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

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

## Staff Development

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

*"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."*  
**Challenge Partners 2024**

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

## Equal Opportunity

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

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



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

# Safeguarding

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

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

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

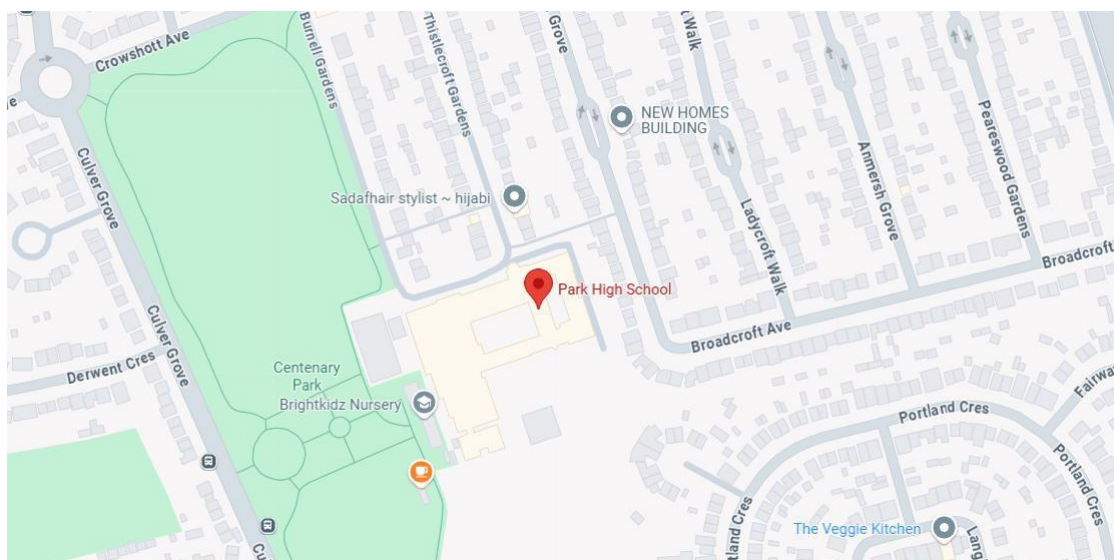
We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

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

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



# Getting Here



## By Car

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

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

## By Tube

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

## By Bus

79 bus to Honeypot Lane (Wigton Gardens)

324 bus (Hail & Ride) to Culver Grove

114 bus to Streatfield Road (Kenmore Road)

186 bus to Wemborough Road (Abercorn Road)

*All followed by a 5-minute walk.*

**Headteacher: Mrs Colette O'Dwyer**

**Park High School**

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

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