

JOB DESCRIPTION: Catering Teacher / Instructor

Reports To: Deputy Head / Vocational Lead

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Purpose of Job:

1. To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all pupils in consultation with the Head of Education.
2. To teach a range of subjects as necessary to ensure the effective delivery of the school's curriculum.
3. In consultation with the Head of Education undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum.

Knowledge and Understanding

Have knowledge and understanding of:

- The school's vision, aims, priorities, targets, curriculum policies and action plans.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change.
- The implications of the code of practice of special educational needs for teaching and learning.

Specific Roles and Responsibilities

- To teach a variety of skills relating to Catering and general kitchen related skills across the school to students aged between 11-18
- To be a form tutor for students to support them in their education.
- To teach WMS101 to selected pupils across the school.
- Take responsibility for setting up the Catering provision at Avonside.
- To play a key role in the development of SEN provision within Avonside.
- To work with schools, parents, key agencies and the young people with SEN to ensure effective and successful inclusion of pupils including those with SEMH within Avonside.
- To support the development of learning styles and appropriate teaching approaches, behaviour management, classroom strategies, resources and whole school policies for children with complex needs and diagnoses within Avonside.
- To work with the schools therapy team and build strong curriculum based on the needs of the students.
- To enable access to learning and social opportunities for pupils with SEN through the delivery of teaching, support, families and the young person.

Planning and Target Setting Expectations

- Set appropriate and achievable expectations and targets for pupils in relation to standards of pupil achievements and the quality of teaching.

- Work with the Head of Education and other staff to ensure that information from the EHPC tracker is used to set subject specific targets and match work well to pupil's needs.
- Establish with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of all subjects taught, which:
 - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment:
 - are based on a range of comparative information and evidence, including the attainment of pupils.
 - identify realistic and challenging targets for improvement.
 - are understood by all those involved in putting the plans into practice.
 - are clear about action to be taken, time skills and criteria for success.

Teaching and Managing Pupil Learning

Ensure:

- Curriculum coverage, continuity and progression in all subjects taught for all pupils, including those of high ability and those with special educational needs.
- All non-negotiables in terms of lesson structure are implemented every lesson.
- You are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in subjects taught, and communicate such information to pupils.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs and learning requirements of different pupils.
- Classroom / vocational area organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning.
- Provision of a stimulating learning environment, in which displays are relevant, well maintained and an aid to learning.
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and NC content.
- Effective development of pupil's core literacy, numeracy and information technology skills.
- Effective development of pupils individual and collaborative study skills necessary for them to become increasing independent when out of school.
- Deliver qualifications that are bespoke in terms of pupil needs but also challenging academically.

Assessment and Evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting of pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupil's achievements in previous classes and schools is used effectively to secure good progress.
- Monitor the pupil progress made lessons, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Pupil Achievement

- Establish clear targets for pupil achievement and evaluate progress and achievement by all pupils, including those with special educational and communication needs.

- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Relations with Parents/Carers and Wider Community

- Establish a partnership with parents/carers to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to enhance teaching and develop the pupil's wider understanding.
- Communicate effectively, orally and in writing with parents, OFG directors, external agencies and the wider community including business and industry.

Managing own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.
- Undertake crisis prevention training as directed by the school.

Managing Resources

- Establish resource needs and advise the Head of Education of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money.
- Deploy, or advise the Head of Education on the deployment of support staff involved in the teaching of all subjects, to ensure the best use of subject, technical and other expertise.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- 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 and stimulating environment for teaching and learning.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Team Working and Collaboration

The post holder will:

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.