

## Job Description



# Head of Food Technology

Astrea Academy Sheffield

<b>Salary:</b>	MPS/UPS + TLR 2C	<b>Reports To:</b>	Assistant Principal or Vice Principal
<b>Actual Salary:</b>	£31,957 - £50,062 + £4,288	<b>Start Date:</b>	April or September 2025
<b>Contract:</b>	Permanent	<b>Location:</b>	Astrea Academy Sheffield

### Purpose of the Role

The successful candidate be accountable for leading, managing and developing the Food Technology curriculum. They will also be accountable for raising standards of scholar attainment and achievement within Food Technology and to monitor and support scholar progress. Ensure the provision of an effective, knowledge-rich curriculum in Food Technology.

### Operational / Strategic Planning

- ★ Lead the development of appropriate curriculum, resources, feedback policies, assessment and teaching and learning strategies
- ★ Day-to-day management, control and operation of course provision including the creation of physical resources
- ★ Assist in monitoring and following up scholar progress
- ★ Implement school policies and procedures effectively
- ★ Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of scholars and to the aims, objectives and strategic plans of the school
- ★ Lead and manage the planning function to ensure that the planning activities reflect the needs of scholars within the subject area, SEF, Academy Development Plan and the aims and objectives of the school
- ★ Ensure that health and safety policies and practices, including risk assessments are in-line with statutory requirements and are updated where necessary, liaising with the site team and Operations Manager
- ★ Be a member of the appropriate teams (such as Head of Departments) and take corporate responsibility for the leadership of the school

### Curriculum Provision

- ★ Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective knowledge-rich and knowledge-led curriculum programme that complements the academy development plan and SEF
- ★ Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions

- ★\* Develop and constantly evaluate a knowledge rich Food Technology curriculum which meets the needs of scholars
- ★\* Keep up to date with national developments in the subject area and teaching practice and methodology
- ★\* Actively monitor and respond to curriculum development and initiatives at national, regional and local school level

### **Adapt teaching to respond to the strengths and needs of all scholars**

- ★\* Know when and how to differentiate appropriately, using approaches which enable scholars to learn more effectively
- ★\* Have a secure understanding of how a range of factors can inhibit scholars' ability to learn, and implement strategies to overcome these
- ★\* Demonstrate an awareness of the physical, social and intellectual development of scholars, and know how to adapt teaching and learning to support scholars' education at different stages of development
- ★\* Have a clear understanding of the needs of all scholars, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- ★\* Plan for, direct and be responsible for the work with additional support personnel within the classroom to ensure that support impacts on the learning of scholars

### **Make accurate and productive use of assessment**

- ★\* Make accurate and productive use of assessment in line with the expectations of the academy
- ★\* Make effective use of a range of assessment for learning techniques to measure progress in lessons
- ★\* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ★\* Make use of the formative and summative assessment to secure scholars' progress
- ★\* Use relevant data to monitor progress, set targets and plan subsequent lessons
- ★\* Give scholars regular feedback, both orally and through accurate marking, and encourage scholars to respond to the feedback

### **Plan lessons (in line with minimum expectations) and teach well-structured lessons**

- ★\* Impact knowledge and develop understanding through effective use of lesson time
- ★\* Promote a love of learning and scholars' intellectual curiosity
- ★\* Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding scholars have acquired
- ★\* Reflect systematically on the effectiveness of lessons and approaches to teaching
- ★\* Contribute to the design and provision of an engaging curriculum

### **Manage behaviour effectively to ensure a good and safe learning environment**

- ★\* Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy
- ★\* Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- ★\* Manage classes effectively, using approaches which are appropriate to scholars' needs in order to involve and motivate them

- ★ ★ Maintain good relationships with scholars, exercise appropriate authority and act decisively when necessary

### **Fulfil wider professional responsibilities**

- ★ ★ Make a positive contribution to the wider life and ethos of the academy
- ★ ★ Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- ★ ★ Deploy support staff effectively (where available)
- ★ ★ Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- ★ ★ Communicate effectively with parents, carers and external agencies with regard to scholars' achievements and well-being

### **Personal and Professional Conduct**

- ★ ★ Demonstrate a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- ★ ★ Have professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- ★ ★ Understands and acts within the statutory frameworks which set out professional duties and responsibilities

### **Education and Qualifications**

- ★ ★ Qualified Teacher Status
- ★ ★ Degree or equivalent qualification in Food Technology or a very closely related subject area

### **Experience**

- ★ ★ Evidence of successful teaching Food Technology to KS3 & KS4
- ★ ★ Personal success in middle or senior leadership & experience of managing a team successfully
- ★ ★ Experience of working in more than one school or Academy
- ★ ★ Experience of leading both teachers and associate staff

### **Knowledge, skills and abilities**

- ★ ★ Able to demonstrate a thorough knowledge of the Food Technology curriculum
- ★ ★ Able to demonstrate a knowledge of innovative approaches to the teaching of Food Technology
- ★ ★ Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom
- ★ ★ Ability and willingness to teach Food Technology at GCSE level

### **Personal attributes**

- ★ ★ An understanding of how to seek and use data effectively to track and monitor progress and show impact of actions
- ★ ★ Ability to work under pressure and deadlines with high expectation of self and others
- ★ ★ An understanding and commitment to the protection and safeguarding of children and young people
- ★ ★ Excellent organisational skills
- ★ ★ Ability to establish and maintain good relationships with others
- ★ ★ Energy, imagination, loyalty and personal commitment

★ Ability to inspire the trust, confidence and respect of all stakeholders

*Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.*

*Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff*