The Winsford Academy

INFORMATION FOR POTENTIAL APPLICANTS

Appointment of

HEAD OF FOOD TECHNOLOGY

Teacher's Main Scale/UPS – plus TLR 2B (£5,350)
Recruitment and Retention Allowance for an appropriately qualified
candidate £1,000 - £5,000)

Grange Lane Tel: **01606 592300**
Winsford
Cheshire **Email: admin@winsfordacademy.org.uk**
CW7 2BT **www.winsfordacademy.net**
Principal: Ms L Halsall

Dear Candidate

Head of Food Technology

Thank you for your interest in the Winsford Academy and the position of Head of Food Technology.

Our Academy is an 11-16 mixed comprehensive school, and we currently have 1070 students. Our intake is non-selective and varied. We pride ourselves in our inclusive approach, but we never compromise on high expectations.

We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure. The Academy was one of the founding members of the Fallibroome Trust, a highly regarded and outstanding Multi Academy Trust, based in Cheshire, providing opportunities for development and collaboration across the Trust as well as within the school itself.

Please look carefully at our person specification and if you believe you meet all of our essential criteria, I would strongly encourage you to apply for the post. If you would like to know more, please contact Jane Fox to arrange an informal visit to the school. Please ring 01606 595907 or email jane.fox@winsfordacademy.org.uk.

Louisa Rogers

Acting Headteacher

Line of responsibility

The head of department is directly responsible to the designated member of the SLT.

Line management

The head of department is responsible for the performance of all staff within the department, including acting as line manager within the academy's performance management scheme.

Job content

Strategic purpose

The head of department will play a major role, under the direction of the leadership team, in establishing the aims and objectives of the department to reflect the overall aims and objectives of the academy and in implementing appropriate policies and procedures to ensure the achievement of these objectives. They shall lead the staff performance management arrangements within their department and set challenging targets to ensure that staff are motivated to deliver education to the highest possible standard in accordance with the objectives included within the academy's development plan.

Core responsibilities

1. Overall responsibility for all teaching and learning within the department.

2. Ensure, through the effective operation of assessment, recording and reporting systems that all pupils within the department meet agreed targets, both individually and across the department, and shall ensure that schemes of work include provision for personalised learning.

3. Ensure that all members of the department are performing as effectively and efficiently as possible and ensure to the best of their ability, that the department is adequately resourced to fulfil its function within the academy.

4. Keep abreast of national strategy and developments impacting on their subject area/s and ensure information is communicated to the department and whole-academy staff, and the department is responsive to such developments.

5. Contribute to curriculum development and timetabling as required.

6. Oversee the preparation of schemes of work and lead, develop and enhance the teaching of other teachers within the department.

7. Work within the academy's professional development programme to ensure that they and the members of the department keep their knowledge and expertise up-to-date.

8. Play a key role in the appointment of staff within the department and shall put in place arrangements for the mentoring of newly qualified and trainee teachers within their subject area/s as required.

9. Represent the interests of the department within the wider management of the academy and participate in any collaborative arrangements with other schools which may benefit the development of the department.

10. Agree appropriate professional targets annually with the appropriate senior leader, who will monitor and review their performance in accordance with the academy's performance management policy.

11. Manage the departmental budget and ensure value for money in resourcing the department.

12. Contribute as appropriate to whole-academy initiatives such as induction days and shall encourage extra-curricular activities and educational visits within the academy guidelines.

13. Be responsible for all aspects of health and safety within the department.

14. Attend heads of department meetings.

Conditions of employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

- The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the governing body.

- To uphold the academy's policy in respect of child protection and safeguarding matters.

- Shall be subject to all relevant statutory requirements as detailed in the most recent Academy Teachers' Pay and Conditions Document.

- The post holder may be required to perform any other reasonable tasks after consultation.

- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

- All members of staff are required to participate in the academy's performance management scheme.

HEAD OF DEPARTMENT: PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience:		
• First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience within the designated age range. • Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. • Excellent knowledge of current legislation, guidance and policy in the subject area. • Management experience in subject area or a key stage.	• Further relevant professional studies. • Experience of more than one school/academy. • Experience of more than one key stage. • Second in department or similar management experience. • Ability to teach food technology.	
Set high expectations and inspire, motivate and challenge all students, in specified department, by:		
• Establishing a safe and stimulating environment for students, rooted in mutual respect.		

Essential	Desirable	Evidence
• Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.		

Promote good progress and outcomes by students in specified department by:

Essential	Desirable	Evidence
• Being accountable for students' attainment, progress and outcomes. • Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guiding students to reflect on the progress they have made and their emerging needs. • Encouraging students to take a responsible and conscientious attitude to their own work and study.	• Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.	

Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:

Essential	Desirable	Evidence
• Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.	• Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English.	

Plan and teach well-structured lessons by:

Essential	Desirable	Evidence
• Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and student's intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching.	• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).	

Adapt teaching to respond to the strengths and needs of all students by:

Essential	Desirable	Evidence
• Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language;	• Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.	

Essential	Desirable	Evidence
those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.		
Make accurate and productive use of assessment in specified department by:		
• Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. • Making use of formative and summative assessment to secure students' progress. • Using relevant data to monitor progress, set targets, and plan subsequent lessons. • Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.		
Manage behaviour effectively to ensure a good and safe learning environment by:		
• Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy. • Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. • Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.	• Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	
Fulfil wider professional responsibilities:		
• Making a positive contribution to the wider life and ethos of the academy. • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Communicating effectively with parents with regard to students' achievements and well-being.	• Deploying support staff effectively. • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	