



Bournemouth School

Information for Applicants

Teacher of Food Preparation & Nutrition

Bournemouth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS disclosure.



April 2024

Dear Applicant

Teacher of Food Prep and Nutrition - Full or Part time (from September 2024 or earlier if possible)

Thank you for expressing interest in the post of Teacher Food Prep and Nutrition. The on-line application form can be found on our website under Vacancies. Please find enclosed additional material:

- Job Description (Expectations of All Teachers)
- Person Specification
- Curriculum Area Profile
- Map of Area

I hope that you will find these helpful in deciding whether this is the job for you and for preparing your application. We also invite you to look at our school web site (www.bournemouth-school.org) for our prospectus, recent examination results and further details of our provision.

The selection process will compare your qualities to the criteria given, and if called for interview, you will also be required to deliver a lesson to a representative class of our students. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We also value the diversity of our workforce and welcome applications from all sections of the community.

Bournemouth School takes pride in combining high academic standards with providing a wealth of opportunities for students to participate in sporting, cultural and curriculum-enriching activities. The real strength of our school is the student body. Our students quickly develop into articulate, well-rounded, and confident young people. Helping them develop sometimes has its challenges, but it is always a privilege! The school's atmosphere is calm and purposeful, and our success is built upon the foundations of hard work, discipline, smart appearance, and, most importantly, respect. I really do believe that Bournemouth School is a fantastic place in which to work.

I hope that you will find the enclosed materials interesting, and are encouraged to apply for the position advertised. The closing date for applications is **Tuesday 30th April 2024**. If you require any further information regarding the application process or the school, or if you would like to arrange to visit the school before making your application, please contact Mrs Rosie McDonnell on 01202 512609 or e-mail rmcdonnell@bournemouth-school.org.

I look forward to receiving your application.

Yours sincerely

Dr Dorian P Lewis
Headmaster





Expectations of All Teachers at Bournemouth School

All adults at Bournemouth School have high expectations of our students and are committed to ensuring that they can achieve their full educational potential. We always:

- ✓ put the well-being, development and progress of our students first
- ✓ take responsibility for maintaining the quality of their provision
- ✓ help our students to become confident and successful learners
- ✓ demonstrate respect for diversity and promote equality
- ✓ strive to establish productive partnerships with parents and carers
- ✓ work as part of a whole-school team
- ✓ co-operate with other professional colleagues
- ✓ demonstrate honesty and integrity to uphold public trust and confidence in the school and its staff

All teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headmaster

Professional Knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

More experienced colleagues should also:

- *Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them*

Areas of Responsibility and Key Tasks

Safeguarding & Equality of Opportunity

- Take all reasonable steps to ensure the safety and well-being of children and young people under their supervision and help create a fair and inclusive school environment by taking steps to improve the well-being, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement
- Know and follow the current legal requirements, national policies and guidance, and school procedures for the safeguarding and promotion of the well-being of children and young people
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies)
- Act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender, sexual orientation, disability, race, religion or belief
- Take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator, using appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people
- Help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community.



Planning, Teaching and Classroom Management

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have 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; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Teach challenging, well-organised, engaging and motivating lessons and sequences of lessons informed by evidence-based expectations of learners and designed to raise levels of attainment in which they:
 - specify clear and appropriate learning objectives, specifying how they will be taught and assessed
 - use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
 - provide opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning
- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school'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 students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

More experienced colleagues should also:

- *Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.*
- *Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally*

Assessing, Monitoring and Giving Feedback

- Know the assessment requirements and arrangements for the subject they teach, including those relating to public examinations and qualifications
- Know a range of approaches to assessment, including the importance of formative assessment
- Promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide learners, colleagues, parents and carers with timely, accessible, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

More experienced colleagues should also:

- *Have an **extensive** knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications*
- *Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs*



Promoting Good Progress and Outcomes by Students

- Be accountable for students' attainment, progress and outcomes
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

Continuing Professional Development

- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Evaluate their performance and be committed to improving their practice through appropriate professional development
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring
- Actively Participate in departmental and whole-school development and improvement activities, including the Performance Management Review process
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Learning Environment

- Establish a purposeful, safe, and stimulating learning environment in which learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy

Communication, Team Working & Collaboration

- Communicate effectively with children, young people and colleagues
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment



- Endeavour to develop productive and supportive relationships with all school colleagues, by sharing the development of effective practice with them and by contributing to colleagues' learning and development; by providing honest, accurate, and justifiable comments when giving lesson observation feedback, or when reviewing performance
- Actively engage in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and in liaison events with partner schools.

Pastoral Duties

Whilst most full-time staff will be assigned a tutor group, all teaching staff share the responsibility of ensuring the progress and well-being of all our students. Any member of teaching staff may be required to act as a tutor, and: all teaching staff are expected to:

- Promote the general progress and well-being of individual students and groups of students
- Liaise with Pastoral Leaders to ensure the implementation of the school's Pastoral System
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life as required
- Evaluate and monitor the progress of students and keep up-to-date student records as may be required
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement
- Contribute to the preparation of Action Plans and progress files and other reports as required
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Contribute to PSHCE and citizenship and enterprise according to school policy and as required
- Help students prepare for the future by engaging them with the implications of changes in society and technology and offering them impartial advice and guidance about their future options

More experienced colleagues should also:

- *Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people*

Other Professional Requirements

- Make a positive contribution to the wider life and ethos of the school
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Set a good example in terms of dress, punctuality and attendance



- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Support the aims and ethos of the school by upholding school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way
- Demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- Contribute positively and effectively to the 'Every Child Matters' agenda
- Co-operate with other staff to ensure a sharing and effective deployment of resources to the benefit of the school, department and students
- Maintain reasonable standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the school and profession

More experienced colleagues should also:

- *Contribute **significantly**, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.*
- *Promote collaboration and work effectively as a team member*
- *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback*

Upper Pay Scale

In addition, we would expect colleagues on UPS to be involved in some of the following:

- *demonstrating and modelling good practice within your own classes for other members of staff*
- *developing the planning and delivery of the curriculum within a year group to impact on teaching and learning*
- *leading learning within their own year group/curriculum team*
- *trailing and evaluating approaches to T&L within class/year team*
- *having an impact on the learning of pupils beyond your assigned classes*
- *demonstrating self-evaluation by responding to feedback and adjust planning and delivery to improve pupil learning*
- *being open to coaching and mentoring*
- *under the direction of the Leadership Team contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback within the year team/subject specialism*
- *using and demonstrating leadership skills within the team through supporting and influencing colleagues*



Notes

Every effort has been made to explain the main expectations, duties and responsibilities of all members of teaching staff at Bournemouth School. All school employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in their job description. Some teaching staff will have additional responsibilities, for which they may receive additional remuneration. The associated additional duties and responsibilities will be detailed in a supplementary job description; the expectations detailed in this document will continue to apply.

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 below, but following consultation, may be changed to reflect or anticipate changes in expectations, duties and responsibilities locally or nationally. This job description will be reviewed annually.

Dr Dorian P Lewis
Headmaster

April 2024



PERSON SPECIFICATION

Attributes	Essential	Desirable
Education and training	Degree or equivalent	Qualified teacher status
Previous experience	Teaching Food Preparation and Nutrition to GCSE Excellent classroom management skills Ability to deliver outstanding teaching and learning within Food Technology	The ability to deliver Art or Technology to Key Stage 3 Experience of intervention processes to raise achievement
Skills and knowledge	Excellent personal organisational skills Fluent communicator Ability to use ICT for teaching and learning and in the tracking and monitoring of student learning	Knowledge of recent curriculum development
Safeguarding	Understanding of the issues surrounding the safeguarding of children and a commitment to child welfare and safety	
Collaborative working	Is willing to work with organisational procedures and processes to meet the required standards for the role	Experience of developing successful working relationships with staff, parents, students, governors and the wider community
Commitment to equality	Respects and values the different experiences, ideas and backgrounds others can bring to work and to the team	
Self motivation/ dynamism	Is resilient and demonstrates the ability to work well under pressure, managing time effectively Is committed to continual personal and professional development Is reflective and learns from past experiences	Has undertaken CPD activities with demonstrable impact
Additional factors	A passion for students and learning Excellent record of health, punctuality and attendance A commitment to raising attainment within an outstanding selective school	Is forward thinking for Art, Design Technology and Graphics and embraces the new changes made to the curriculum



Art, Design Technology and Graphics Faculty

The ADT and Graphics faculty is well-established at Bournemouth School with the department housed in the newer section of the school. Pupils use excellent facilities to help develop their creativity, enrich their knowledge and practical skills. We have two dedicated art rooms, a professional standard food room, which has been the latest addition to the department. We also have within the department three IT rooms with two 3D printers. Both workshops are currently being refurbished to enhance the learners experience.

Key Stage 3

Students rotate through three specialist areas in technology covering a range of materials and processes including Art, DT, FPaN and Graphics. Students are grouped in classes of approximately 20 students and spend on average about 2 hours a week studying Technology.

At the end of each unit of work, students' progress is recorded and this information is then available to all relevant stakeholders. Assessment is designed to both record progress and inform students of areas for improvement.

In Year 7 students work on a range of projects. In DT students explore materials, CAD/CAM and designing. In FPaN students learn to cook a variety of meals and learn about healthy eating through theory lessons. Graphics focuses on introducing students to the Adobe programs illustrator and Photoshop while learning about the formal elements of design. Some of the work is quite structured, with other elements of the course allowing students scope to design and make in a more open manner. In Year 8 students build on the knowledge and skills learnt in Year 7. Projects are aimed at helping students make informed choices about their GCSE options.

In Art and Design students have 150 minutes per fortnight of taught lessons at Key Stage 3 in dedicated art rooms. They study a range of media from paint to clay, developing knowledge and skills of the formal elements.

Key Stage 4

At GCSE students are following AQA Graphic communication, Edexcel Design and Technology, OCR Food Preparation and Nutrition and AQA Art, Craft and Design.

In Year 9 students start their GCSE courses, with around 50% of students choosing to follow either Art, Graphics, DT or FPaN. During this year students work on the foundation of their chosen subject.

Key Stage 5

Students can go on to study any of the following at A Level; AQA Graphic Communication, which will be a new A Level in September 2024 and Edexcel: Design & Technology – Product Design.

Results at both GCSE and A Level are good across the ADT department and students often comment on how they have enjoyed the subjects studied.



The Post

Within ADT all staff are approachable, very professional and support students by providing a stimulating working environment that is both challenging and rewarding. We seek to appoint an enthusiastic, well qualified and forward-thinking teacher to join the ADT Faculty. Applicants should be familiar with the latest research in how students learn, including the working memory and the use of questioning.

A mentor system will ensure that the successful candidate will be well supported during his/her early years in the post. This post is suited equally to an experienced or a newly qualified teacher.

April 2024



LOCATION MAP

