

PERSON SPECIFICATION

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| JOB TITLE | Teacher of Food and Nutrition |
| DEPARTMENT/SECTION | Food and Nutrition |

| CRITERIA | ESSENTIAL | DESIRABLE |
|---|------------------|------------------|
| QUALIFICATIONS: | | |
| <ul style="list-style-type: none"> • Good degree from a recognised university | √ | |
| <ul style="list-style-type: none"> • Qualified teacher status | | √ |
| <ul style="list-style-type: none"> • Food related degree | | √ |
| EXPERIENCE: | | |
| <ul style="list-style-type: none"> • Experience of working as part of a curriculum team to design and develop resources to support learning | | √ |
| <ul style="list-style-type: none"> • Experience of teaching GCSE Food and Nutrition, or an equivalent subject such as Food Technology or Home Economics | √ | |
| <ul style="list-style-type: none"> • Working with young people in a mentoring or tutorial capacity | | √ |
| <ul style="list-style-type: none"> • Proven record of developing schemes of work and of raising attainment | | √ |
| KNOWLEDGE & SKILLS: | | |
| <ul style="list-style-type: none"> • Knowledge of a range of pedagogic approaches to cater for different learning styles and ensure all students are engaged | √ | |
| <ul style="list-style-type: none"> • Up-to-date subject knowledge | √ | |
| <ul style="list-style-type: none"> • Can stretch the most able GCSE pupils | √ | |

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| <ul style="list-style-type: none"> • Understanding of what constitutes effective teaching for learning | √ | |
| <ul style="list-style-type: none"> • The capacity to form positive learning-centred relationships with young people from a diverse range of backgrounds | √ | |
| <ul style="list-style-type: none"> • Strong organisational skills | √ | |
| <ul style="list-style-type: none"> • Inspiring colleagues to deliver the best teaching possible | √ | |
| <ul style="list-style-type: none"> • Excellent classroom practitioner | √ | |
| <ul style="list-style-type: none"> • Excellent communication skills, orally and written | √ | |
| APTITUDES: | | |
| <ul style="list-style-type: none"> • Commitment to improving teaching and learning, and continued professional development | √ | |
| <ul style="list-style-type: none"> • Flexible approach and readiness to respond to individual pupil needs | √ | |
| <ul style="list-style-type: none"> • Ability to work well as part of a team, to build trust and openness and be prepared to take direction | √ | |
| <ul style="list-style-type: none"> • Discretion, courtesy, honesty and integrity | √ | |
| <ul style="list-style-type: none"> • Reliable, punctual, diligent and well-organised | √ | |
| <ul style="list-style-type: none"> • Open-minded and forward-thinking approach to the positive use of technology in education. | √ | |
| <ul style="list-style-type: none"> • Passion, enthusiasm, and ability to motivate and inspire pupils for the subject | √ | |
| <ul style="list-style-type: none"> • Commitment to safeguarding and the welfare of pupils | √ | |
| <ul style="list-style-type: none"> • Willingness to be involved in the wider life of the school | √ | |