

VALLEY PARK SCHOOL

PERSON SPECIFICATION Teacher of Food Technology

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Food Technology or a related subject • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further study in Food Technology or a related subject
Experience	<ul style="list-style-type: none"> • Experience of teaching Food Technology in a secondary school setting to GCSE level and vocational level 2. 	<ul style="list-style-type: none"> • Experience of teaching Food Technology in a secondary school setting to vocational Level 3.
Knowledge	<ul style="list-style-type: none"> • A good up to date working knowledge and understanding of a range of teaching and learning and behaviour management strategies. • An understanding of GCSE curriculum. • An understanding of the range of approaches that can be used for assessment. • An understanding of how literacy, numeracy, RSE and ICT can be used to support teaching. • An understanding of how to personalise provision to meet the learning needs of the full range of students. • An awareness of current legal requirements regarding the safeguarding of children. • Knowledge of workshop health and safety. 	
Skills	<ul style="list-style-type: none"> • Be able to plan and teach challenging and well organised lessons. • Be able to use a range of teaching strategies and resources. • Be able to provide opportunities for students to develop literacy, numeracy, RSE and ICT skills. • An ability to provide constructive feedback to students on how to improve their attainment. • The ability to implement a clear framework for classroom discipline. • The desire to work as a team member. 	<ul style="list-style-type: none"> • Experience of leading a team or Key Stage • Experience of mentoring colleagues
Attributes	<ul style="list-style-type: none"> • High expectations of students and a commitment to ensure they can achieve their full potential. • Positive values and attributes and high standards of professional behaviour. • Up to date knowledge and understanding of the professional duties 	

	<p>of teachers.</p> <ul style="list-style-type: none"> • The ability to communicate effectively with children, young people colleagues, parents and carers. • A commitment to improving practice through appropriate professional development. • The desire to act upon advice and feedback and be open to coaching and mentoring. 	
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In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to use of authority and maintaining discipline.