



Education  
Partnership  
Trust

High Expectations • Commitment • Ambition

# Candidate Information Pack

**Food Technology Tutor**

**The Heights Burnley**





## A message from the Headteacher

Thank you for expressing an interest in the position of Food Technology Tutor at The Heights, Burnley.

This is a fantastic opportunity for an outstanding, ambitious and dynamic Food Technology Tutor to join a newly opened school at an exciting stage of its journey.

We are an age 5-16, 150-place alternative provision school in Burnley who have recently been judged 'Good' in all areas by Ofsted. The Heights, Burnley is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. We are part of the Education Partnership Trust (EPT), serving the community of Burnley, Pendle, Rossendale, Hyndburn and The Ribble Valley. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

At The Heights, Burnley, we are proud to provide a safe and inclusive learning environment: promoting positive attitudes and respect. Through instilling our PRIDE values of Perseverance, Respect, Initiative, Drive and Excellence, we aim to nurture our students' character, self-esteem, personal and social development. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure an excellent education, addressing social disadvantage where it exists through high expectations and an ambitious curriculum. At the very heart of the school's work is a commitment to high quality teaching and learning and achievement for all: for our pupils to be safe, happy and successful developing as individuals into caring, responsible citizens who participate fully in school life and are proud of their achievements. Our Ofsted report highlights that 'parents spoke candidly about how the school has changed not only their child's life, but also that of the whole family.'

We aim high at The Heights, Burnley and expect high standards of behaviour and academic effort. Every student at The Heights, Burnley is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. Ofsted inspectors noted and praised the good behaviour of pupils in lessons, the ambitious curriculum and the support for each pupil and the calm atmosphere around school. We support our students to become conscientious, high-achieving individuals, who are able to discover their talents and passions through the opportunities we provide. Our ethos revolves around ensuring that we provide the very best educational experiences and opportunities, both in and out of the classroom environment.

We are proud of our achievements at The Heights, Burnley our aspirational and exciting curriculum, our examination success, our ambitious opportunities for pupils' personal development, our charity work and our community involvement. We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This

commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

The Heights, Burnley is a successful age 5-16, 150 place alternative provision and over the past three years has achieved the following:

- 100% of our year 11 cohort moved into further education, employment or training.
- 98% of respite students successfully transitioned into their next phase of education.
- Established working relationships with over 40 mainstream schools.
- Established as the 'school of choice' for alternative provision in the local area.

To apply for this post, please follow the instructions on the 'Vacancies' page on our website. For visits to the school or any other information, please contact the School Business Manager [dbury@theheightsburnley.com](mailto:dbury@theheightsburnley.com)



**N. Lewis**  
Headteacher



**Education  
Partnership  
Trust**



I am delighted that you are considering a role within the EPT. The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

The reduction of workload and the wellbeing of our colleagues are key priorities with Wellbeing Champions in each school and a designated trust lead.

Wishing you all the best with your application.



**Sharon Roscoe**  
Chief Executive

## Our Vision

Creating outstanding schools which transform learning, lives and communities

## Our Values

### **High Expectations**

of ourselves, our pupils and our school community

### **Commitment**

we are dedicated to raising standards and improving opportunities

### **Ambition**

we constantly strive to improve by setting ourselves challenging goals

## Job Advertisement

# Food Technology Tutor

**Hours: 37 hours per week**

**Weeks Worked: Term Time Only**

**Start Date: October-November 2025**

**Salary: SCP 19-25 (£27,323 to £30,989 actual)**

The Heights, Burnley wishes to appoint a hardworking, enthusiastic and committed Food Technology Tutor. If you are experienced, enthusiastic, open to new ideas and have a flexible 'can do' approach, we would welcome an application from you.

### The Job

- To work under the direction of the Deputy Head, to implement planning and assessment, working with whole class groups or individual / small groups of pupils in order to achieve high levels of accelerated pupil progress.
- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
- Complement the professional work of the school teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

### What are the job requirements?

- GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.
- Qualification in Food Technology, Culinary Arts, Nutrition, or a related field (minimum Level 4 or equivalent).
- Proven experience teaching or training in a food-related discipline.
- Food Safety or HACCP certification.
- Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.
- Strong understanding of food hygiene, health and safety, and dietary considerations.
- Familiarity with Food Technology exam board specifications (e.g. AQA, Edexcel, NCFE).



**Amongst the many benefits of working within the Trust you will receive:**

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to government pension schemes.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

**Closing date: 08<sup>th</sup> September 2025**

**Interview date: w/c 15<sup>th</sup> September 2025**

**Safeguarding**

The Education Partnership Trust is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment.

The post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.

Education Partnership Trust is also committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team [HR@ept-uk.com](mailto:HR@ept-uk.com).

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

## EDUCATION PARTNERSHIP TRUST

### JOB DESCRIPTION

<b>Job Title:</b>	<b>Food Technology Tutor ( HLTA )</b>
<b>Reports to:</b>	<b>Deputy Head</b>
<b>Grade</b>	<b>SCP 19 - 25</b>

#### JOB PURPOSE:

We are seeking a knowledgeable and enthusiastic **Food Technology Tutor** to deliver high-quality teaching and support to learners pursuing qualifications in food preparation, nutrition, and food science. The ideal candidate will have a passion for food education, practical culinary skills, and the ability to inspire learners of varying abilities and backgrounds.

- To work under the direction of the Deputy Head, to implement planning and assessment, working with whole class groups or individual / small groups of pupils in order to achieve high levels of accelerated pupil progress.
- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide supervision and guidance and learning opportunities in all non-lesson-based activities.
- Complement the professional work of the school teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

#### KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

- Deliver engaging practical and theory lessons in Food Technology in line with curriculum guidelines (e.g. GCSE, A-Level, BTEC, or vocational courses).
- Preparing and delivering lessons according to agreed schemes of work and keeping accurate records of work and independent learning set

- Correcting pupils' work promptly, thoroughly, carefully and in positive way according to agreed procedures and policy
- Engaging pupils in the assessment process by regular feedback to individual pupils indicating the ways in which improvements and progress can be made, according to agreed time schedules
- Setting appropriate learning targets for students which are based on current data and which are both shared with the students and used in continuous assessment
- Keeping accurate and adequate records of pupils' progress and completing reports within agreed timescales and according to the school policies
- Planning, preparing and delivering learning activities for individuals/groups, or for whole classes.
- To ensure that classes are managed in such a manner as to enable learning for all to take place and that the Schools behaviour for learning policy and procedure is consistently applied
- To ensure that instructing and learning is appropriately differentiated, challenging, varied and appropriately paced
- Monitoring pupils and assess, record and report on pupils' achievement, progress and development.
- Supporting the development of pupils' literacy skills in all lessons.
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies.
- Support social communication skills at all times.
- Responsible for arranging and submitting examination data.
- Undertaking the lead for a whole school responsibility as identified by the Headteacher.
- Acting as a form tutor with regular communication with parents as required.
- The potential to support and or lead in another main area within the school.
- To be responsible for line management of class teaching assistants / apprentices as identified for the role.
- Advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present
- Support the development of pupils' independent learning and independence skills.
- Plan and deliver lunchtime activities as timetabled.
- Facilitate play and social interactions at play and lunch times.
- Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
- Feedback to the class teacher on the progress made by individual pupils throughout the lesson verbally and in written form.
- Mark work and give verbal feedback to pupils on progress made and next steps in all lessons.



- Either in liaison with the class teacher or for own class, to contribute to pupil reports and participate in reviews of pupil progress.
- Identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress.
- Take a lead role in the school to address the needs of pupils who need particular help to overcome the barriers to learning, under an agreed system of supervision.
- Taking a lead role in providing support for pupils with special educational needs (SEN).
- Establishing constructive relationships with parents/carers.
- Using behaviour management strategies effectively and in line with the school's policy and procedures.
- Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy.
- Contribute to the writing of Behaviour Support Plans.
- Assist with the general pastoral care of the pupils, follow Health Care Plans, administer medication and help pupils who are sick, distressed or injured.
- Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety.
- Establish positive relationships with the pupils and encourage them to interact with others and engage in activities.
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school and policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Ensuring the classroom is prepared for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson.
- Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use.
- Carry out any reasonable duties, deemed appropriate and necessary for the benefit and well-being of the pupils.
- Accompany or lead and supervise pupils on visits, trips and out of school activities as required.
- Liaise with parents under the direction of the class teacher.
- Attend Parents' Evening.

**Note:**

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content or may require the post holder to undertake other duties, at any location



in the Trust's service, provided that such changes are appropriate to the employee's remuneration and status.

As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your "typical working arrangements" specified in your Statement of Particulars.

The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

## PERSON SPECIFICATION

<b>Job Title:</b>	<b>Food Technology HLTA</b>
<b>Reports to:</b>	<b>Deputy Head Teacher</b>
<b>Grade</b>	<b>SCP 19-25</b>

			<b>Assessed by:</b>	
<b>No</b>	<b>CATEGORIES</b>	<b>Essential/ Desirable</b>	<b>App Form</b>	<b>Interview /Task</b>
<b>QUALIFICATIONS &amp; EXPERIENCE</b>				
1.	GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.	<b>E</b>	<b>X</b>	
2.	Qualification in Food Technology, Culinary Arts, Nutrition, or a related field (minimum Level 4 or equivalent).	<b>E</b>	<b>X</b>	<b>X</b>
3.	Proven experience teaching or training in a food-related discipline.	<b>E</b>	<b>X</b>	<b>X</b>
4.	Food Safety or HACCP certification.	<b>E</b>	<b>X</b>	<b>X</b>
5.	Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.	<b>E</b>	<b>X</b>	<b>X</b>
6.	Strong understanding of food hygiene, health and safety, and dietary considerations.	<b>E</b>	<b>X</b>	<b>X</b>
7.	Familiarity with Food Technology exam board specifications (e.g. AQA, Edexcel, NCFE).	<b>D</b>	<b>X</b>	<b>X</b>
8.	Experience of leading on a whole school responsibility	<b>D</b>	<b>X</b>	<b>X</b>
9.	Experience working in a school, college, or adult education setting.	<b>D</b>	<b>X</b>	<b>X</b>

10.	Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning	D	X	X
11.	Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies	D	X	X
<b>KNOWLEDGE &amp; UNDERSTANDING</b>				
12.	Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.	E	X	X
13.	Knowledge of the principles of child development and processing of learning.	E	X	X
14.	Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASC. Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.	E	X	X
15.	Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy.	E	X	X
16.	Knowledge of how to support the development of independence of pupils when cooking.	E	X	X
<b>SKILLS</b>				
17.	Excellent written communication skills and a high level of ICT literacy.	E	X	X
18.	Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.	E	X	X
19.	Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.	E	X	X
20.	Can use ICT effectively to support learning and general administrative tasks.	E	X	X
21.	Can self-evaluate effectively to improve own practice.	E	X	X

22	Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable).	D	X	X
<b>PUPILS &amp; STAFF</b>				
23	Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	D	X	X
24	A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school's work.	E	X	X
25	A belief in the role of independent learning in education with the ability to put this into practice with the pupils.	E	X	X
26	An understanding of excellent strategies for management of SEMH needs and challenging behaviour.	D	X	X
27	A commitment to valuing, supporting and encouraging the professional development of all members of the school community.	E	X	X
<b>STRENGTHENING COMMUNITY</b>				
28	Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	E	X	X
29	A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools.	E	X	X
30	Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	E	X	X
<b>PERSONAL QUALITIES</b>				
31	Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers.	E	X	X
32	Ability to work under pressure and to meet deadlines.	E	X	X

33	The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice	E	X	X
<b>PROFESSIONAL VALUES AND PRACTICE</b>				
34	Be positive and respond to situations in a calm, professional manner at all times.	E	X	X
35	Be self-motivated, creative, robust and resilient.	E	X	X
36	Carry out responsibilities while being flexible and adaptable.	E	X	X
37	At all times model good relationships, attitudes and behaviour	E	X	X
38	Understand and respect social, cultural, linguistic, religious and ethnic backgrounds	E	X	X
39	Work collaboratively within a team using own initiative	E	X	X
40	A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.	E	X	X
41	Demonstrate a willingness and ability to improve own practices and to act on feedback.	E	X	X
42	Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils.	E	X	X





# Contact

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An Education Partnership Trust School