



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Candidate Information Pack

Lead Instructor - Food Technology

Coal Clough Academy



A message from the Headteacher

“Pupils told inspectors that they liked coming to school. Pupils say that they feel safe and well looked after. The curriculum is carefully designed. Safeguarding is given the highest priority in the school.”
Ofsted - 2018

Thank you for expressing an interest in the position of Lead Instructor - Food Technology at Coal Clough Academy.

This is a fantastic opportunity for an outstanding, ambitious and dynamic Lead Instructor - Food Technology to join a Good school at an exciting stage of its journey.

We are a successful Pupil Referral Unit for 11-16 year olds situated in the heart of Burnley, with places for up to 140 Key stage 3 and 4 pupils, and part of the Education Partnership Trust (EPT).

Coal Clough Academy is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. As an established, successful school we have grown in size and popularity, with demand for places resulting in the school being oversubscribed. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

Within our setting, ‘pupils re-engage with learning and make good progress in developing skills, knowledge and understanding across a range of subjects.’ We pride ourselves on supporting and reviewing all pupils on an individual basis, this is supported by our academic and non-academic curriculum.

In June 2018, the school was judged as ‘Good’ in all areas by Ofsted. This result epitomised the hard work and school improvements made since joining the Education Partnership Trust. Inspectors found our school to allow ‘Pupils’ positive attitudes to learning be effectively developed and barriers to good teaching are removed,’ ‘Teachers and other adults develop strong, trusting relationships with pupils so that they can become more confident learners,’ and that our ‘Pupils told inspectors that they liked coming to school.’ A copy of the report can be downloaded from the school’s website.

At Coal Clough Academy our vision and values are supported by us working hard to achieve happy and healthy pupils who can achieve well based on their individual performance. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure a world class 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.

We aim high at Coal Clough Academy and expect high standards of behaviour and academic effort. Every student at Coal Clough Academy is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. 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 Coal Clough Academy, 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.

Over the past five years, Coal Clough Academy has achieved the following:

- Judged as Good across all four areas: Leadership and management, quality of teaching, outcomes and personal development and welfare.
- External outcomes for the school include success in GCSE English, Maths and Science for all pupils.
- Established as the 'school of choice' for alternative provision in the local area.
- The school have successfully achieved the SENDIA Award for additional support and guidance we provide our pupils with to reach their full potential.
- Parental support is welcomed by the school and we have been recognised for transforming lives of pupils who once disengaged with education.

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 scarter@coalclough.org



H. Clarke, 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.

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

Lead Instructor - Food Technology

Hours:	37 hours per week
Weeks Worked:	39 weeks per year
Start Date:	1st September 2024
Salary:	SCP 24 - 28 (Actual Salary - £29,044 to £32,232 per annum)

Coal Clough Academy wishes to appoint a hardworking, enthusiastic and committed Lead Instructor - Food Technology. 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 head of department, 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?

- Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.
- Experience of support work with children in an educational setting.
- Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.
- Experience of delivering on a teaching timetable
- Experience of leading on a whole school responsibility

- Experience of advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present
- Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.
- Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, C Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.

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: 30th June 2024

Interview date: 5th July 2024

Safeguarding

The Education Partnership Trust is committed to safeguarding its children; therefore, an enhanced DBS clearance will be undertaken for the successful applicant(s). The Trust (and its schools) are legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

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

Lead Instructor - Food Technology

Reports to: Lead in Vocational Curriculum

Grade: 24 - 28

JOB PURPOSE:

- To work under the direction of the head of department, 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:

- To instruct and tutor classes in Food Technology and as designated within an agreed framework of syllabus, styles and procedures including:
 - 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

Lead Instructor - Food Technology

Reports to: Lead in Vocational Curriculum

Grade: 24 - 28

No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
QUALIFICATIONS & EXPERIENCE				
1.	GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.	E	X	
2.	Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.	E	X	X
3.	Experience of support work with children in an educational setting.	E	X	X
4.	Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.	E	X	X
5.	Experience of advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present	E	X	X
6.	Experience of delivering on a teaching timetable	E	X	X
7.	Experience of leading on a whole school responsibility	D	X	X
8.	Experience of being responsible for the management and development of other Tas	D	X	X
9.	Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning	D	X	X

10.	Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies	D	X	X
KNOWLEDGE and UNDERSTANDING				
11.	Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.	E	X	X
12.	Knowledge of the principles of child development and processing of learning.	E	X	X
13.	Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, C Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.	E	X	X
14.	Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulation and numeracy.	E	X	X
15.	Knowledge of how to support the development of independence.	E	X	X
16.	Knowledge of how to support phonics and reading development including use of cued articulation.	E	X	X
17.	Knowledge of how to support pupils with ASD barriers to learning.	E	X	X
SKILLS				
18	Is able to work as a member of a class team to deliver and assess planned lessons.	E	X	X
19.	Excellent written communication skills and a high level of ICT literacy.	E	X	X

20.	Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.	E	X	X
21.	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
22.	Can use ICT effectively to support learning and general administrative tasks.	E	X	X

PUPIL AND STAFF

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

STRENGTHENING COMMUNITY

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
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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

PERSONAL QUALITIES

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



Contact

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An Education Partnership Trust School