

IMBERHORNE SCHOOL

Teacher of Food Technology Recruitment Pack



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Compassion □ **Achievement** □ **Respect** □ **Endeavour**

The cornerstones of our learning community



WEST SUSSEX COUNTY COUNCIL

IMBERHORNE SCHOOL

Acting Headteacher: Kitty Marlborough

Compassion
Achievement
Respect
Endeavour

*The cornerstones of our
learning community*

June 2024

Dear Applicant

Thank you for your interest in this vacancy at Imberhorne School. We are seeking an ambitious, creative and committed Teacher of Food Technology to join us. I am delighted that you are considering this role, and hope that the information in this pack will encourage you to apply.

Our vision is for all students to be caring, confident, reflective and resilient individuals with a thirst for learning, knowledge and discovery which lasts throughout their lives. We will enable all young people, regardless of background, to achieve the highest possible standards of academic excellence, personal conduct and responsibility, whilst they enjoy an enriching and fulfilling preparation for life in the modern world.

Our school is founded on the values of compassion, achievement, respect and endeavour. Staff here are completely committed to 'going the extra mile' for our students and for each other. Students are an absolute pleasure to teach and a credit to their families. They make the atmosphere caring and warm. Both parents and students are overwhelmingly positive about the school. We work hard to develop these relationships and we value the way parents engage with us. We are looking for someone who shares the same values and ethos.

The school is currently based on two sites just over 1.5 miles apart. Our Lower School is based in the former East Grinstead County Grammar School on Windmill Lane and caters for students in Years 7-9. Students in Key Stage 4 and in our large Sixth Form are educated at the site of the former Imberhorne County Secondary School in Imberhorne Lane.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the Federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this on [our website](#). Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied training programme. We provide a full induction programme for all staff new to the school.

Please find attached an Application Form and some details about the Department and a job description for this post. Further information such as the school prospectus is available on the school website at www.imberhorne.co.uk

I hope that we have provided the information you need as you consider your application. Please do not hesitate to contact Richard Jeffs, Leader of Learning Technology (rjeffs@imberhorne.co.uk) if you want to discuss the post further.



Imberhorne Lane
East Grinstead
West Sussex
RH19 1QY

Tel: 01342 323562

E-Mail: info@imberhorne.co.uk

www.imberhorne.co.uk

Completed application forms should be returned to Mrs Angela Nicholls either by post or by email to anicholls@imberhorne.co.uk The deadline for all applications is **9.00am Monday 8th July** however we reserve the right to hold interviews before this time if we receive enough applications from suitably qualified candidates.



Yours faithfully

Kitty Marlborough
Acting Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance, we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

DESIGN AND TECHNOLOGY DEPARTMENT

Introduction

The Technology Department has developed rapidly over the last few years. It is a large and diverse department that covers the teaching of Product Design, Resistant Materials, Electronics, Textiles and Food Preparation & Nutrition. It is made up of a strong and committed team of teachers who plan activities collaboratively.

Academic performance has remained consistently strong over the last three years.

Staff and Accommodation

The department is made up of seven Technology teachers, many of whom have considerable experience and expertise. Teachers have high expectations, and work well together to create an atmosphere in which all students can fulfil their potential. We have a wonderful team of two dedicated Food Technicians and one DT Technician.

The department currently has a Key Stage 3 Lead and a Key Stage 4 Lead with an overall Leader of Learning. The Leader of Learning has an overview of all subjects taught within the department, departmental CPD, academic planning, student progress and the development of teaching and learning.

Members of staff teach across the age and ability range. There are specialist teaching spaces on both sites, this includes three dedicated and well-equipped Food rooms, two Textiles rooms and four workshops that contain a range of specialist equipment. There is also a design studio and a dedicated computing suite, along with laser cutters and 3D printers at both sites.

Curriculum

In Key Stage 3 students follow a carousel that involves them covering all of the specialist Technology areas on a rolling programme of lessons. This happens across Y7 – Y9, students spend a concentrated period in each area before moving on to the next specialism. We believe this approach enables students to make appropriate decisions about options in Key Stage 4.

In Key Stage 4 we offer Textiles, Food Preparation and Nutrition, Resistant Materials, Product Design and Electronics as GCSE options in Technology. Students study their optional subjects for five periods a fortnight (on a 50-period timetable), take up in Technology remains strong.

In Key Stage 5 we offer A Level Textiles, WJEC Food Science and Nutrition, Electronics and A Level Product Design (New for the next academic year).

Extra-curricular commitments and CPD

Most teachers offer extra support to exam classes in after-school sessions. While this is voluntary, the sessions are widely supported in the department. The department also runs trips and various in school, DT and Food activities.

CPD opportunities are extensive for members of the department, with teachers participating in departmental and whole school CPD throughout the year to enhance their professional development.



Information about Imberhorne School

Imberhorne is a successful, happy school where staff are committed to fully developing the potential of all students. I am proud of the outstanding achievements of students across the school and am equally proud of what hard-working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community. We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to pursuing academic excellence whilst also very aware of the importance of interpersonal skills that are so highly valued in the workplace. We want to give our students an appetite for life and a love of learning, seeking to provide the conditions that will foster the confidence and enjoyment we think are a necessary part of their educational journey.

Academic Achievement

In 2023 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- 34% of A level grades at A/A*
- 55% of A level grades at A*-B
- 82% of A level grades at A*-C

We are very proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form.

Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases.

We have a large Sixth Form which is predominantly focussed on A level programmes of study, our academic curriculum is supported by a range of applied and vocational qualifications. We run 35 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must meet the needs of all our learners.

Performance in summer 2023 was as follows:

- 78% of all grades were grade 4 or higher (4+)
- 58% of all grades were 5+
- 23% of grades were 7+
- Over 10% of all grades were grade 8 or 9 (or vocational equivalent), reflecting the strong academic profile of the Year group

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study, we encourage the majority of students to study a modern foreign language and also have significant numbers choosing to study individual sciences. We are proud of our successes but aspire to do even better for our students setting ourselves challenging targets to achieve.

Professional Development

We believe that a commitment to professional development is central to our identity as teachers. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on aspects of pedagogy. This is best supported through collaboration with others. Engaging in paired planning and peer observation encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, opportunities for departmental planning and development as well as more bespoke programmes to meet individual needs. Cross curricular groups are facilitated by fellow teachers.



Culture and Ethos

We believe the school is a caring community and seek to place the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed pastoral system and we pride ourselves on the level of personal care we provide for all our students. Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They are often the first point of contact for parents when making enquiries about social or academic issues. The pastoral teams are supported by form staff who provide a daily point of contact for students. A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. Whilst we retain the caring and supportive philosophy established at Windmill Lane, students also develop a more academic focus accompanied by a greater level of challenge and heightened expectations.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with wonderful opportunities to sing, dance, perform, act and exhibit. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level. The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the

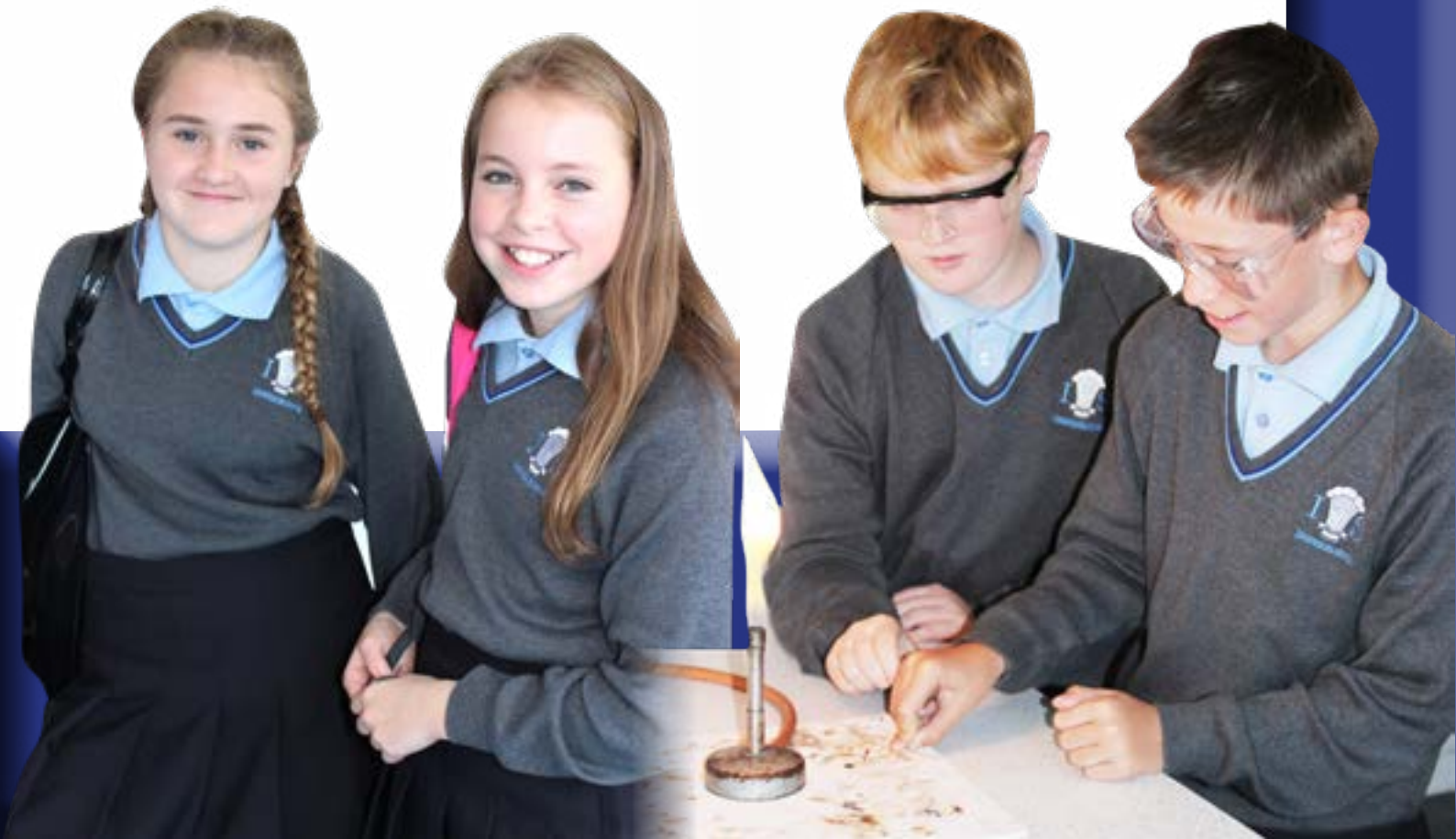
scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us.

We have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. We established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne.

We encourage staff to join local subject networks. We are part of a teaching school alliance and participate in many of their network meetings. In addition to this we work closely with three other local maintained secondary schools, in a soft Federation, sharing opportunities for CPD and working as critical friends for each other.



IMBERHORNE SCHOOL- Teacher

Post Title: Teacher

Salary: Main Scale/UPS

Responsible to: Leader of Learning

Summary:

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 Head Teacher.

Areas of responsibility and key tasks

1. Planning and teaching that inspires, motivates and challenges all students

- Set goals that stretch and challenge students of all backgrounds and abilities
- Plan and teach in a way that promotes a love of learning and engages students' curiosity
- Structure lessons to provide appropriate pace, challenge and support
- Reflect systematically on your planning and teaching and how effectively it has enabled students to learn
- Ensure you are familiar with the school's expectations for outstanding teaching
- Ensure your planning identifies and caters for students of different backgrounds and needs, specifically pupil premium students, those with special educational needs and the more able
- Use and evaluate distinctive approaches to teaching to engage and support such students
- Have a secure understanding of how different factors can inhibit students learning and how best to overcome these
- Know when and how to differentiate appropriately to ensure all students learn effectively
- Ensure your planning provides appropriate and timely coverage of all aspects of the curriculum and that students acquire and consolidate the knowledge, skills and understanding expected
- Ensure the effective and efficient deployment of classroom support
- Set homework regularly and use other planned out of class activities to consolidate and extend the knowledge and understanding students have acquired

2. Monitoring, assessing and intervening to ensure all students learn

- Use relevant data to establish high expectations, monitor progress and plan sequences of lessons that respond to students' learning and ongoing progress
- Provide regular formative feedback to students, both written and oral, that encourages them to respond and enables them to understand how to progress
- Systematically assess and record students' attainment and progress on departmental and whole school systems, monitor strengths and weaknesses planning appropriate in-class interventions
- Undertake assessment of students as required by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

3. Promoting the very best progress and outcomes for students

- Be accountable for the attainment, progress and outcomes of students in your teaching groups
- Be aware of students' prior attainment and plan in a way that builds on these
- Guide students to reflect on their progress and their emerging needs
- Encourage students to take responsibility for their own work and study, developing them as independent learners

4. Establish high expectation and a safe learning environment

- Have high expectations of students, both in terms of academic achievement and behaviour in and around the classroom
- Have clear rules and routines for how students conduct themselves, promoting good and courteous

interaction

- Apply school rewards and sanctions as appropriate to maintain the high standards and student engagement expected in the school
- Maintain good and respectful relationships with students exercising appropriate authority as necessary

5. Demonstrate good subject knowledge and a commitment to professional development

- Have secure subject knowledge and stay up to date with developments in your curriculum area
- Take responsibility for promoting high standards of literacy and numeracy through your teaching
- Take responsibility for improving your teaching through collaborative and sustained professional development
- Promote critical reflection with regards to your own teaching and that of others through peer observation, research and other collaborative practices

6. Pastoral duties

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader 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;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHCE and citizenship and enterprise according to school policy.

Other Professional Requirements

All teachers are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside of school. Key in this is that teachers treat all students with dignity and build relationships rooted in mutual respect whilst having regard for the need to safeguard students well-being.

- Make a positive contribution to the wider life and ethos of the school
- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the leadership of the school
- Participate in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools
- Liaise effectively with parents and governors
- Work collaboratively with all members of the school community, as appropriate, and encourage open discussion and dialogue about teaching and learning
- Understand that members of the senior leadership team and other school leaders will routinely monitor aspects of school life, including visiting lessons and looking at students' work and books

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

CLARIFICATION NOTES ON THE EXERCISE OF PROFESSIONAL DUTIES FOR ALL TEACHERS, OTHER THAN HEADTEACHERS

These notes should be read with the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the headteacher, and carry out the particular duties assigned to them.

All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. They will receive 10% release time against their timetabled teaching commitment, for planning preparation and assessment, and this time may not be taken by the school to use for any other purpose.

They must co-operate with the headteacher and other teachers in the school on all aspects of education.

All teachers must participate in arrangements for appraisal of their own and others' performance, and have a responsibility to participate in arrangements for further training and professional development.

Supervising students at the beginning and end of the day as well as at break time comes within directed time. A rota will make 'reasonable' use of all teachers to provide appropriate supervision of students at these times.

All teachers must participate in arrangements for preparing pupils for examinations, including assessment, recording and reporting for these. This does not include the invigilation of examinations, unless there is a need for their professional skills and judgement.

All teachers should contribute to the selection for appointment and professional judgement of other staff, including induction and assessment; co-ordinating or managing the work of other staff assigned to them, including assisting in appraisal; and taking part in review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

All teachers employed on a full time basis, other than those on leadership spine, shall be available for 195 days a year, 190 of which will be required to teach pupils, and will be directed by the headteacher for 1265 hours in a school year. In addition, teachers are expected to work reasonable additional hours to enable them to discharge their professional duties effectively.



Person Specification – Teacher of Food Technology

Criteria	Qualities	Requirements
Qualifications and experience	Qualified to degree level or above in Food Technology or closely related subject(s)	Essential
	Qualified to teach in UK, or on track to achieve this qualification by the end of this academic year	Essential
	Experience of or capacity to demonstrate raising attainment in Food Technology in a Secondary School	Essential
	Experience of teaching A-Level Food Technology	Desirable
	Ability to teach Textiles	Desirable
Skills and Attributes	Fully aligned with our school vision and values	Essential
	Evidence of sustained impact in the classroom	Essential
	Excellent organisational skills	Essential
	Willingness to play a full part in the life of the school	Essential
	Able to work effectively as part of a team	Essential
	Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance	Essential
	Good understanding of assessment in Food Technology	Essential
	Ability to create a safe, happy and successful learning environment, founded on strong relationships	Essential
	Secure knowledge of the characteristics of effective learning and teaching	Essential
Personal Qualities	Desire to work hard to achieve goals	Essential
	Demonstrates a 'can do' attitude and a determination to succeed with energy and enthusiasm	Essential
	Excellent interpersonal and communication skills	Essential
	Actively seeks out and makes use of professional development opportunities	Essential
	Demonstrates a passion for working with young people	Essential
	A positive role model	Essential
	Ability to use own initiative as appropriate	Essential
	Passionate about their subject	Essential

7. Annex A: Lists of acceptable documents for manual right to work checks

Where a right to work check has been conducted using the online service, the information is provided in real-time directly from Home Office systems and there is no requirement to check any of the documents listed below.

List A – acceptable documents to establish a continuous statutory excuse

1. A passport (current or expired) showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2. A passport or passport card (current or expired) showing that the holder is a national of the Republic of Ireland.
3. A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom indefinitely.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted unlimited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK.
6. A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7. A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
8. A birth or adoption certificate issued in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

9. A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.
10. A certificate of registration or naturalisation as a British citizen, **together with** an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

List B Group 1 – documents where a time-limited statutory excuse lasts until the expiry date of leave

1. A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2. A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3. A current document issued by the Home Office to a family member of an EEA or Swiss citizen, and which indicates that the holder is permitted to stay in the United Kingdom for a time limited period and to do the type of work in question.
4. A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted limited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.
5. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008, on or before 30 June 2021.
6. A frontier worker permit issued under regulation 8 of the Citizens' Rights (Frontier Workers) (EU Exit) Regulations 2020.
7. A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

List B Group 2 – documents where a time-limited statutory excuse lasts for six months

1. A document issued by the Home Office showing that the holder has made an application for leave to enter or remain under Appendix EU to the immigration rules (known as the EU Settlement Scheme) on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.

2. A document issued by the Bailiwick of Jersey or the Bailiwick of Guernsey showing that the holder has made an application for leave to enter or remain under Appendix EU to the Jersey Immigration Rules or Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 on or before 30 June 2021 **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
3. An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, **together with a Positive Verification Notice** from the Home Office Employer Checking Service.
4. A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.