

Job description

Job title

Catering Teacher/Tutor - Grade 3 or 4
Dependent on experience

Hours

37.5 hours, 52 weeks

Contract

Permanent

Role profile and grade

TLS30A – Grade 3, Point 7
TLS40A – Grade 4, Point 10

Salary

Grade 3 starting salary £34,653.00 with biennial increments
Grade 4 starting salary £41,490.00 with biennial increments

Location

Inscape House School, Cheadle, Stockport

Reports to

Relevant Deputy Head

Type of DBS required

Enhanced, Child & Adult Workforce

The Together Trust is committed to safeguarding and promoting the welfare of the people we support and expects all our staff and volunteers to share this commitment.

Safeguarding checks will be undertaken for the successful candidate in line with our safer recruitment policy, including an Enhanced DBS check (at no cost to yourself).

This role will involve regulated activity.

Job purpose

We are looking for someone to teach catering, food preparation, nutrition, and related hospitality-based work experience skills to students within our secondary provision in our on-site café. The Catering Tutor will design and deliver accessible, meaningful and aspirational catering-based learning for students.

Inscape House School is a non-maintained ASC specialist day school for children and young people aged 5 to 19 years. It is part of the Together Trust, a charity that has been providing care, education and support in the Northwest of England since 1870. The post holder will be a member of Inscape House School on the Cheadle campus.

Key responsibilities

Teaching:

- Work flexibly and adapt teaching strategies to ensure catering content is accessible, inclusive, and responsive to individual learner needs.
- Embed Tier 1 universal support strategies within the catering environment to meet the diverse needs of learners with autism.
- Deliver accredited qualifications, including BTEC programmes and Food Hygiene certifications.
- Set and maintain high expectations for practical food preparation skills, food safety, organisation, independence, and social communication.
- Plan, lead, and support learners in the preparation and delivery of a daily lunch menu for service within the school café.
- Develop learners' core kitchen skills (e.g. knife skills, baking techniques, stock rotation) and support the accurate evidencing of these skills within assessment portfolios/work journals.
- Ensure full compliance with food hygiene, health and safety, and safeguarding procedures, maintaining accurate and up-to-date records and logs.
- Create a safe, structured, and stimulating learning environment founded on mutual respect and responsive to pupils' sensory and emotional needs.
- Set ambitious, meaningful learning objectives that challenge and extend pupils' progress throughout the school day.

- Model positive values and behaviours, demonstrating empathy and understanding to build pupils' confidence, resilience, and self-belief.
- Promote social development and measurable progress towards Education, Health and Care Plan (EHCP) outcomes for all learners.
- Support learners to record personal achievements and progress through individual work journals and digital assessment platforms, including Earwig.

Grade 4

- Demonstrate a proven track-record of pupils making outstanding progress through excellent teaching and subject pedagogy.
- Have strong experience of working with students with autism and other associated learning difficulties.

Management of staff:

- Effectively deploy Education Assistants (EAs) to facilitate learning, ensuring that all support positively impacts on the development of every pupil's independence.
- Work with the café co-ordinator to support the students to plan, prepare and produce high quality meals for the café.

Grade 4:

- To effectively deploy Education Assistants (EAs) to facilitate learning, ensuring that all support positively impacts on the development of every pupil's independence.
- To create and maintain a high level of accountability on EAs for the learning and development of catering skills, independence and social and communication skills throughout the school day.
- Manage a team of EAs effectively.
- To ensure that all EAs are punctual, have high attendance and are always mentally present to facilitate learning.
- Complete human resource processes with a team of EAs such as return to work from absence, professional discussions/supervision, professional development reviews and performance management, including target setting.

- To address underperformance issues as soon as they arise with EAs completing the necessary paperwork and informing Deputy Head. Persistent issues to be addressed jointly with Deputy Head
- Ensure that EAs have the academic and social skills required for the pupils' needs by advising on relevant training available within the Together Trust with the approval of the Deputy Head/Head Teacher.

Outcome delivery:

- Be accountable for each pupil's attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on progress they have made and their emerging skills and how they can continue to develop.
- Demonstrate knowledge and understanding of how each pupil learns, their personal motivators and how these impacts on teaching and learning.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Complete the "Progress Towards EHCP Targets" document and ensure that it is individualised and truly reflective of each student's current position and future aspirations.
- Ensure that progress is tracked through work journals and Earwig assessment.

Curriculum Knowledge:

- Have a secure knowledge of the catering industry and associated curricula.
- Be able to foster and maintain pupils' interest in your preferred key stage and subject, and address misunderstandings.
- Demonstrate an understanding of and take responsibility for promoting high standards of functional literacy, articulacy, and the correct use of Standard English and Numeracy within the context of catering and hospitality.

Plan and teach well-structured lessons:

- Understand and demonstrate autism-specific strategies to effectively access lesson material.
- Promote a love of learning and children's intellectual curiosity whilst also promoting skills in problem solving.

- Create numerous opportunities for pupils to communicate and socially interact with peers and unfamiliar people within a supportive environment.
- Reflect systematically on the effectiveness of lessons and approaches to teaching ensuring engagement and structure throughout.
- Contribute to the design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils:

- Know how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and understand how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support them.

Accurate and productive use of assessment:

- Know and understand how to assess pupil progress, including appropriate statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use progress data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear expectations and routines to support behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school and in the community, in accordance with the school's Positive Behaviour Support policy and the 6 principles of nurture.
- Employ appropriate proactive, active and reactive strategies to manage behaviours of concern.
- Have high expectations of behaviour by establishing clear boundaries for socially acceptable behaviour.

- Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
- Maintain good professional relationships with pupils and act decisively when necessary.

Professional Communication

- Attend and contribute to pupils' review meetings and multi-disciplinary team meetings.
- Work with pupils, families and the multi-disciplinary teams to identify pupil centred goals.
- Demonstrate skill in communicating with pupils with autism and a range of physical, cognitive, and communication difficulties.
- Develop knowledge and application of communication strategies including total communication and the use of technology/software to communicate with pupils with a range of complex language and cognitive difficulties with support from the SALT team.
- Ensure that feedback and appropriate information is given to pupils in a pupil centred manner.
- Liaise with members of the MDT and education team and work co-operatively and timely, with regard to facilitating pupil achievement of their EHCPs, IEPs and therapy plans.
- Provide feedback and advice to staff and members of the multidisciplinary team regarding the assessment and treatment of a pupils physical, functional, cognitive, sensory and perceptual abilities. This includes psychosocial needs.
- Provide feedback to parents, carers and external agencies, as consented by the pupil or their advocate(s).
- Make referrals to other agencies as required/appropriate.
- Comply with the TT Safeguarding policy and do not use personal devices to contact families or professionals.
- Maintain strict confidentiality concerning individual pupils.
- Participate in school self-evaluation and school's quality improvement planning.

Training

- Comply with the school's mandatory training requirements.
- Attend conferences and meetings including professional shows as required.
- Attend external and internal training courses as agreed for continual professional development and meeting appraisal objectives.
- Read current literature on autism and special educational needs and to disseminate information to the rest of the staff team.

Grade 4:

- Deliver training in your subject area at the request of the Senior Leadership Team.

Professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Contribute to in-service programmes including feedback on courses attended.
- Review and reflect on your own practice and performance through formal and informal observation feedback of teaching, learning and assessment; responding to advice and feedback from colleagues; effective use of professional development reviews.
- Participate in your own professional development review and work towards objectives set through performance management processes.
- Perform any duties as may reasonably be required by the Trust, or as requested by your Deputy Head and other Senior Leaders.

Other responsibilities

- Actively engage with the Together Trust's vision, mission and values.
- Commit to promoting equality, diversity and inclusion.
- Unsocial Hours / Holidays / Working Environment
Occasional attendance at evening meetings / course / home visits may be required outside normal school hours. Normal arrangements regarding school holidays apply.

Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	<p>Industry Experience: Experience in the catering/hospitality sector is essential.</p> <p>Teaching Qualification: A recognised teaching qualification (PGCE, CertEd) QTS/QTLS</p> <p>Vocational Qualifications: A Level 3 (or higher) Diploma in Professional Cookery, Catering Management, or similar hospitality qualification.</p> <p>Food Safety: Valid Food Hygiene Certificate.</p>	
Experience and skills	<p>Experience of successful work with pupils displaying challenging behaviour.</p> <p>A commitment to the ethos, vision and values of the school and the Together Trust.</p> <p>A strong commitment to working co-operatively with parents.</p> <p>The ability to work effectively and co-</p>	<p>Experience of working with children who have autism and communication difficulties co-occurring with learning difficulties, ADHD, Mental health and/or sensory processing issues]</p> <p>Experience of organising resources and leading development of a curriculum area.</p> <p>Experience of working in a multi-disciplinary team within an education setting.</p>

	<p>operatively with colleagues within a staff team.</p> <p>The ability to communicate effectively, both verbally and in writing, to a range of audiences.</p> <p>Flexibility in dealing with changing circumstances.</p> <p>Ability to identify, clarify, prioritise and solve problems as they arise.</p> <p>The ability to use information technology to communicate with others, track academic progress and share planning and resources.</p>	<p>Experience of working in a setting using the 6 principles of nurture.</p>
<p>Knowledge and understanding</p>	<p>Excellent knowledge of Hospitality and Catering curricula.</p> <p>Knowledge and understanding at both theoretical and practical levels of current perspectives on autism spectrum conditions (ASC).</p>	<p>Knowledge of approaches/methodologies that can support children with autism e.g. TEACCH, Attention Autism and SPELL.</p>
<p>Personal Qualities</p>	<p>Commitment to continuing the development of professional skills.</p> <p>Flexibility and a positive attitude to change.</p> <p>Ability to cope with pupils who present with behaviours of concern.</p>	

	<p>High levels of personal resilience.</p> <p>Ability to work under pressure and meet deadlines.</p>	
<p>Safeguarding</p>	<p>Knowledge of Safeguarding and Keeping Children Safe in Education.</p> <p>Knowledge and understanding of strategies for inclusion and equal opportunities.</p> <p>Knowledge of Health and Safety expectations affecting children and adults across the school.</p>	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.