

## OCTAVIA HOUSE

Sector-Leading Therapeutic Schools

### JOB DESCRIPTION

#### CHEF AND COOKING TEACHER

<b>JOB ROLE</b>	Chef and cooking teacher
<b>PERFORMANCE MANAGED BY</b>	Deputy/assistant headteacher
<b>SALARY</b>	£25,000–£35,000

**This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually as part of the performance management process. It is not exhaustive and the post holder may be required to undertake other duties as reasonably required by their line manager or any member of the leadership team. All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks.**

#### SUMMARY

Teachers at Octavia House Schools are responsible for the highest standards of the quality of education and behaviour management for our children who have significant SEMH as well as other associated SEN. Teachers coordinate and facilitate learning through engaging, well sequenced and appropriately challenging lessons ensuring that children know and remember more. Teachers teach and plan for all National Curriculum subjects and learning is linked to children's curriculum needs, individual needs, progress plans and assessment of children's learning and achievement. Teachers write two achievement reports over a year, assess children's achievement and progress using formative, assessment milestones and ensure that books/folders are well presented and kept up to date. Teachers are at the core of leading the schools' child-centred ethos and reflect the values and expectations at Octavia House Schools. Teachers work at the core of a wider multi-disciplinary team of professionals when it comes to facilitating learning with specific children in their groups.

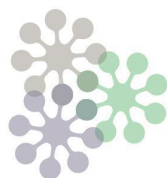
A unique selling point of our Great Baddow school is the fact that all pupils eat and drink healthily and can be involved in the preparation of healthy hot lunches. As well as teaching cooking at Key Stage 1–2 (and eventually Key Stage 3) and working closely with our chefs and teachers in London, this role will include responsibility for the daily lunch preparation for both pupils and staff.

#### CORE RESPONSIBILITIES (NOT EXHAUSTIVE)

- To motivate, engage and inspire our children.
- To facilitate a well sequenced curriculum and child-centred learning.
- To manage behaviour positively and in line with the schools' ethos and procedures.
- To ensure learning and lessons are well sequenced and meet the needs of children.
- To lead on ensuring the learning environment is attractive, positive & uncluttered.
- To ensure assessment for learning/assessing progress is kept up to date, monitored and used effectively to support each child's learning.
- To contribute to the schools' breakfast, break, lunch, assembly, exercise & extra-curricular provision.
- To role-model the values the school stands for and to be a role-model of outstanding professionalism.
- To co-ordinate breakfast, break snacks and the timely preparation and serving of daily hot lunches & desserts for around 20-30 pupils and staff.
- The production of weekly and termly plans which comprise a wide-ranging menu and show how pupils' cooking, social and communication skills will be developed through the preparation of lunches and lessons.

### **SPECIFIC RESPONSIBILITIES (NOT EXHAUSTIVE)**

- To develop short-term planning to ensure coverage, progression and sequence of a range of learning experiences across the curriculum.
- To co-ordinate and oversee the organisation of educational visits for children, including risk assessments as appropriate.
- To create a well-managed, secure and happy kitchen/classroom where priority is given to the quality of the learning environment, maximising opportunities for children to learn.
- To encourage, develop and support relationships between families, staff and children.
- To report to and involve families in the development and achievement of children.
- To maintain good order and discipline in the kitchen/classroom in accordance with the schools' behaviour policy.
- To maintain assessment, planning, recording and reporting as agreed by the school.
- To participate in administrative and organisational tasks relating to the safe, effective and efficient running of the school.
- To participate and engage with the performance management process.
- To work as a member of the team to ensure consistency, continuity and progression across the curriculum.
- To attend and participate in meetings and briefings which relate to the schools' curriculum, administration and organisation.
- To take part in the school staff development programme by participating in opportunities for continuous professional development, including necessary training such as Team Teach, first-aid etc.
- To be knowledgeable and supportive of all school policies and procedures.
- To share responsibilities for all aspects of school life necessary to ensure efficient and effective functioning, including aspects of the school improvement plan.
- To contribute to the schools' self-evaluation and ongoing improvement.
- To gather, analyse and evaluate evidence of children's achievement to inform provision and practice.
- To oversee target setting for raising achievement of your children.
- To be aware of, and comply with, all policies and procedures related to child protection & safeguarding, bullying, data protection & confidentiality.
- To ensure that ingredients and equipment required for the efficient facilitation and production of breakfast, break snacks and lunch are ordered in a timely fashion, including all cooking equipment, fresh ingredients and cups for water.
- To provide a simple selection of foods (cereal, toast, fruit) for breakfast on pupils' arrival into school.
- To provide a simple selection of snacks (crackers, fruit) for pupils' break.
- To ensure that water is available in large jugs at the start of break and at the start of lunches with cups available.
- To produce a daily main course lunch and a dessert with salad available.
- To oversee the preparation of packed lunches (for example on trip days) with notice from teachers.
- To ensure that a healthy, varied menu is offered and adheres to the expectations of our *healthy living policy*.
- To provide the week's menu to the school's administrator on at least the Friday before the following week.
- To provide hot and cold drinks and snacks on open days for our families when appropriate.
- To ensure that health & safety is of paramount importance in the kitchen (for example, ensuring that sharp knives are locked away at all times and when used are 'counted out and in' and only used by pupils as part of a dynamic risk assessment) and to ensure the highest standards of hygiene are maintained.
- To oversee the efficient and timely clear-away after breakfast, break and lunchtimes in order for classrooms to be quickly returned to readiness for teaching & learning.
- To ensure the kitchen is left clean and safe at the end of every day.
- To comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.



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### PERSON SPECIFICATION

#### SKILLS & TRAITS (ALL ESSENTIAL)

- Extremely strong ability to teach and work successfully with children with extremely challenging SEMH behaviour in both a classroom and kitchen environment.
- A passion for, and commitment to, the teaching & production of healthy cooked lunches for our unique pupils.
- Ability to manage stress, keep cool, calm and collected in a challenging kitchen environment.
- Able to prepare effective written and visual teaching materials.
- Outstanding communication skills (with children, families & professionals).
- Outstanding organisational skills (including meeting deadlines and serving food on time!).
- Strong ability to work constructively and collaboratively at all times as part of a unified team.
- Strong academic skills to support teaching of food technology across the curriculum.
- Reflective practitioner eager to progress professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, punctuality and supporting the maintenance of an attractive environment for learning.
- Ability to support families and carers of children with challenging behavior.
- Ability to cope in high pressure, highly stressful contexts.
- Creative and imaginative thinker in terms of children-centered teaching.
- A commitment to promoting and safeguarding the welfare of children.

#### KNOWLEDGE & UNDERSTANDING (ALL ESSENTIAL)

- Clear and demonstrable understanding of the national curriculum, age related expectations and targets, including Key Stage 4 / NCFE specifications, the assessment process and school provision generally.
- Clear understanding of child development, learning and children with SEMH and associated special educational needs.
- Clear understanding of independent special schools, local authority funding, SEND and the requirements of Ofsted.
- Clear understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Clear understanding of a range of teaching, assessment and behaviour management strategies that facilitate effective learning & progress.

#### QUALIFICATIONS, TRAINING & EXPERIENCE

- QTS (or equivalent) and NQT Induction completion or equivalent teacher training currently leading to full QTS / QTLS and subsequently NQT Induction (essential).
- At least a good first degree in a core subject (essential).
- A range of experience in delivering the primary curriculum or a secondary subject area to children with SEMH (essential).
- Further training or qualifications related to SEMH/SEN (desirable).

Please sign to confirm you have read and understood the contents of this document.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_