



IMBERHORNE SCHOOL

Leader 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*

April 2024

Dear Applicant

Thank you for your interest in this leadership opportunity at Imberhorne School. We are seeking an ambitious, creative and committed Leader of Food Technology to join us in September 2024 or sooner if possible. I am delighted that you are considering this important 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 Hanna Froger, Leader of Learning Technology (hfroger@imberhorne.co.uk) if you want to discuss the post further.



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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 Tuesday 7th May** 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

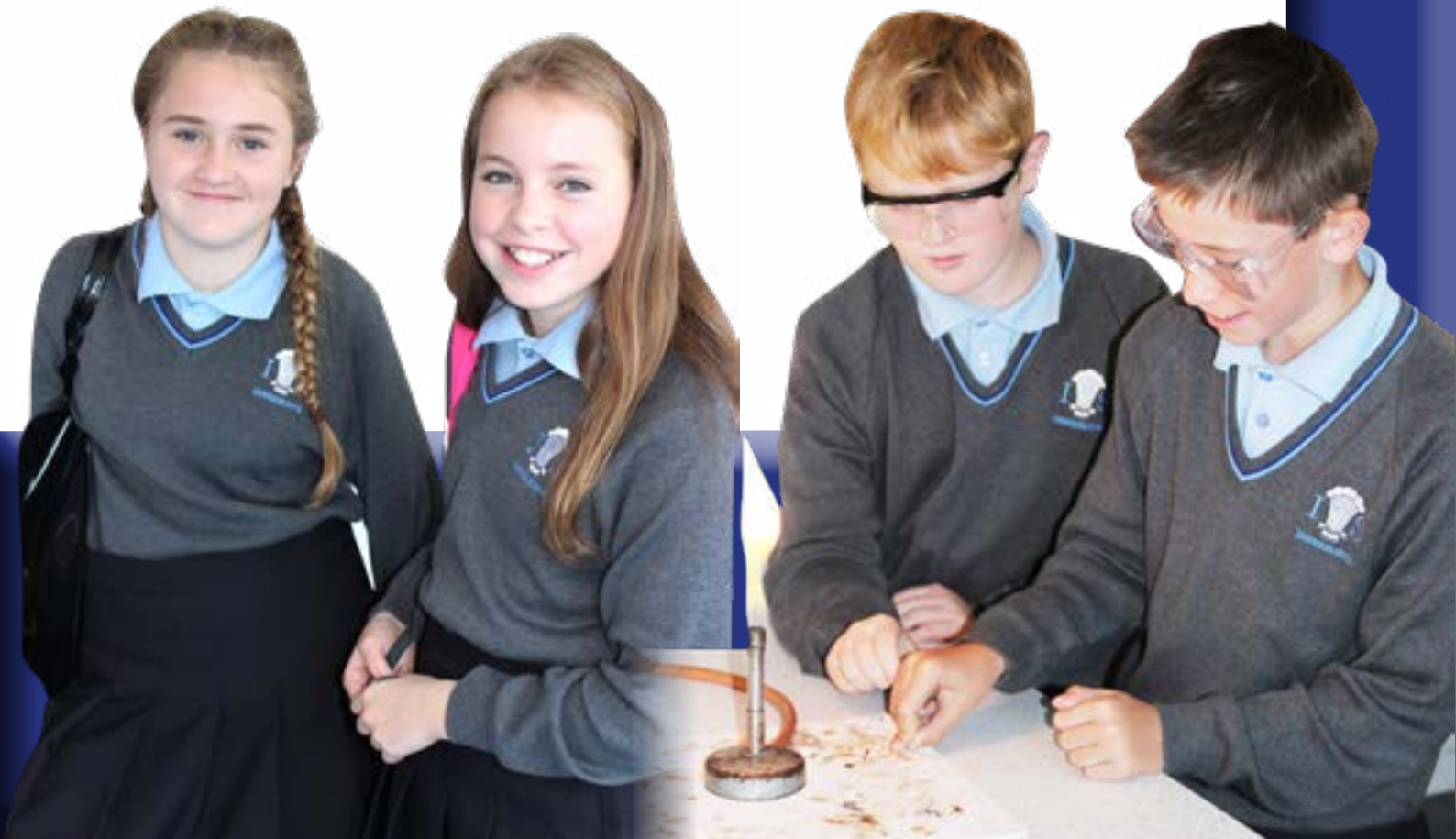
scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

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.





Job Description	Subject Leader – Food Technology
Responsible to	Leader of Learning - Technology
Leading and Managing	Subject team
Salary	MPS/UPS + TLR2a

Job Purpose:

The purpose of the subject leader is to inspire and develop departmental colleagues and all students who study in the subject, leading them to explore and value lifelong learning of the subject. The subject leader should ensure the provision of an appropriately broad, balanced and differentiated curriculum for students to maximise progress and attainment. They are accountable for student progress and development within the subject area(s) and the development of pedagogy and a culture of collaboration between subject staff. The subject leader will work with a Leader of Learning, and contribute to developing and influencing the curriculum across all key stages.

Strategic direction and development

- To provide strategic vision for the teaching and learning of Food Technology that helps meet school priorities and departmental needs, sharing and communicating the vision with enthusiasm for improvement and change
- To have a demonstrable commitment to developing personal professional knowledge base, keeping up to date with national developments and requirements in the subject and in teaching pedagogy.
- Be well informed and use that knowledge and expertise to shape and develop the Food Technology curriculum, communicating this effectively with other technology leaders and teaching staff, particularly during times of change.
- To work with colleagues to formulate aims, objectives and strategic plans for Food Technology which have coherence and relevance to the wider needs of the Technology department, students and the school
- To support, facilitate and monitor the progress of the Subject Action Plan.
- Harness the information collected from self-review, dialogue with colleagues and whole school priorities to form a plan for development which identifies clear targets, time-scales and success criteria (collaborating with the Leader of Learning – Technology)

Leading, Managing and Developing Staff

- To secure, maintain and integrate the collaborative effort of the subject staff so that involvement, commitment and cooperation are promoted.
- To offer support, advice and guidance, using a coaching style, to members of the department and promote their engagement in professional development opportunities.
- Where appropriate and agreed, contribute to the appraisal process of staff, suggesting routes for development and seeking appropriate support from other senior staff and SLT line managers.
- To support the planning and delivery of departmental CPD, sharing subject expertise with colleagues in all key stages, both at a subject knowledge and an attainment level.
- To use information collected from self-review, dialogue with colleagues and whole school priorities to form a plan for subject development which identifies clear targets, time-scales and success criteria (collaborating with the Leader of Learning – Technology)
- To make a meaningful contribution to the effective planning and leadership of department meetings, focusing on developing teaching and learning, students' progress and attainment

Teaching and Learning

- To have a clear vision for learning in the subject, with the skills to explicitly discuss and articulate this vision with students, whilst channelling teachers' enthusiasm and interest.
- To inspire students through a rich and varied lesson program, facilitating student development through challenge and leadership opportunities
- Maximise students experiences and outcomes through the progression of knowledge, skills and understanding, ensuring that these are clearly communicated within medium and long term planning of an appropriate curriculum
- To evaluate the impact and effectiveness of teaching on student progress through a process of self-review
- To support the Leader of Learning, teaching staff and technicians with the implementation and reviewing of health & safety best practice.
- To lead on the collaborative process of regularly reviewing and updating shared department resources, pertaining to Food Technology, in line with best practice and department priorities.
- To further develop and embed the vision for Food Technology teaching and learning across all key stages.
- To initiate and organise extra-curricular enhancement activities related to the subject.

Professional Development

- To support the Leader of Learning in the collaborative planning, development and delivery of responsive yet strategic department CPD.
- To have a keen interest in own development, seeking courses and CPD opportunities which develop the individual as a teacher and leader.
- To support and engage in whole-school CPD pathways.

- To continue forging strong links with the Federation schools and other relevant external bodies.

NOTE – The list of duties and responsibilities outlined above is not exhaustive, and the Headteacher may amend these duties in consultation with the postholder.

Person Specification – Subject Leader – Food Technology

	Essential	Desirable	Evidence from Application/ Interview
Qualifications and Professional Development			
Qualified to degree level or above in Food Technology or closely related subject(s)	Y		A
Qualified to teach in UK	Y		A
Experience of or capacity to demonstrate raising attainment in Technology in a Secondary School	Y		A/I
Experience of successfully teaching A-Level Food Technology in a secondary school or Further Education college	Y		A
Experience and knowledge			
Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance	Y		A/I
Secure understanding of assessment in Technology	Y		A/I
Commitment to working effectively as part of a team	Y		A/I
Play an active role in creating a safe, harmonious and successful learning environment, founded on strong relationships	Y		A/I
Secure knowledge of the characteristics of effective learning and teaching	Y		A/I
Evidence of sustained impact in the classroom	Y		A/I
Excellent organisational skills	Y		A/I
Willingness to play a full and active part in the life of the school	Y		A/I
Passionate about sharing good practice and committed to the development of colleagues		Y	A/I
Personal qualities			
Drive to work hard to achieve goals	Y		A/I
Skills and personal attributes fully aligned with our school vision and values	Y		A/I
Demonstrates a 'can do' attitude with the determination to succeed with energy and enthusiasm	Y		A/I
Excellent interpersonal and communication skills	Y		A/I
Actively seeks out and makes use of professional development opportunities	Y		A/I
Demonstrates a passion for working with young people	Y		A/I
A positive role model	Y		A/I
Ability to use own initiative as appropriate	Y		A/I
Passionate about subject specialism	Y		A/I

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.