

Teacher of Home Economics

0.6FTE (Permanent)

Deadline for applications Tuesday 3 May 2022

Jordanhill School is seeking to recruit a part-time teacher of home economics to commence August 2022.

Health and Food Technology

The department is located in the south campus buildings where most secondary departments are based. Both classrooms have been recently refurbished and are well equipped with modern kitchen facilities.

The courses currently offered by the department are

- Primary 6 and 7 practical cookery
- S1-S2 Health, Food and Fashion Technology
- S3-S4 NQ Health & Food Technology
- S5-S6 NQ Practical Cookery
- S5-S6 NQ Fashion & Textiles
- S5-S6 General Interest course in International Cuisine

This post has been created to support the work of the Principal Teacher of Health and Food Technology. The postholder is likely to be contributing across the age range.

The post is 0.6fte 3 days per week or equivalent thereof.

An extract from the Conditions of Service of Teachers is appended for information.

Salary

Teachers at Jordanhill School are paid on the national scales (SNCT).

As of 1st April 2011, the School has not recognised the Chartered Teacher status of new members of the teaching staff for salary purposes.



Atrium in the South Campus building



Person Specification

The successful applicant will be expected to:

- Contribute to all areas of teaching and course development.
- Demonstrate a keen interest in, and sound knowledge of the subject and enthusiasm for engaging pupils.
- Engage in departmental and whole school development work especially in relation to advancing courses and developing lessons which meet the needs of all pupils
- Show a profound interest in professional development in regard to engaging pupils and facilitating pupil learning.
- Act as Class Tutor – see First Level Pastoral Care below.

- ✓ Applicants should be able to respond to the needs of the full range of abilities found in a non-selective environment.
- ✓ Applicants require to be registered with GTC Scotland.
- ✓ Appointment is conditional on a successful PVG check prior to commencement in the post, satisfactory references, presentation of qualifications and confirmation of the right to work in the UK.
- ✓ Any offer of employment will be withdrawn if any of the above conditions are not satisfied.

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Inspection Key Strengths

- ✓ Consistently innovative and creative lessons which help children and young people to develop an outstanding range of knowledge, skills and attributes.
- ✓ The positive response of children and young people to the very high expectations set by staff.
- ✓ The confident way in which children and young people take responsibility for their learning.
- ✓ Strong progress in learning supported by the P6 to S2 transition programme.
- ✓ Staff team work which helps children and young people to achieve highly.
- ✓ Leadership across the school, particularly that of the rector, which promotes an outstanding culture of reflection and improvement.

Duties of Teacher of Home Economics

Subject to the policies of the school, the post holder shall perform such tasks, as the Rector shall direct having reasonable regard to overall workload related to the following:

- Teaching assigned classes together with associated preparation, marking and feedback.
- Developing the school curriculum
- Assessing, recording and reporting on the work of pupils
- Preparing pupils for examinations and assisting with their administration
- Providing advice and guidance to pupils on issues related to their education
- Working in partnership with parents, support staff and other professionals
- Undertaking appropriate and agreed professional learning
- Participating in issues relating to school planning, raising achievement and individual review
- Promoting and safeguarding the health, welfare and safety of pupils including supervising pupils in the grounds, dining/recreation areas or at school events during the school day
- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities (Appendix 3).

The above duties have been adapted from Annex B of the national agreement "A Teaching Profession for the 21st Century" (2001) on teachers' salaries and conditions of service.

Professional Learning

All teachers in permanent posts will have met the *Standards for Registration (GTCS)* and are expected to perform to the standards exemplified therein.

All teachers must meet the requirements for Professional Update established by GTCS. Professional learning needs will be assessed against the revised GTCS Standards and the development needs of the school. As teachers progress through the salary scale, they will be expected to evaluate their professional skills against the *Standard for Career-Long Professional Learning (2021)*.

[Professional Standards for Teachers - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

Jordanhill School offers unparalleled opportunities for professional learning for both permanent and temporary staff.

First Level Pastoral Care

All class teachers play an important role in the delivery of pastoral care to pupils.

In Secondary, almost all teachers have an enhanced role as a **Student Tutor** in years S1-S5. Tutors work in a team managed by a Principal Teacher of Pastoral Care. The Principal Teacher manages complex pastoral care issues. (Part-time teachers do not generally undertake this role.)

All newly appointed teachers are expected to fulfil this role. Further information is provided in the *Student Tutor Job Description*.

COLLECTIVE ACTIVITIES

The teacher working week consists of a number of elements:

- Maximum class contact time (including any class cover)
- Personal preparation and correction
- Management time (where appropriate)
- Collective time (the balance of time remaining)

Collective activities take place within this last element. All teachers in Jordanhill School have a substantial amount of collective time, not least because maximum class contact time is below national norms.

In utilising collective time, the school will seek to provide a minimum of direction and will operate on the basis of trust, mutual support and the promotion of teacher professionalism. We recognise that the contribution of many staff extends beyond their contractual obligations and that we will continue to rely on that commitment to maintain the quality of pupil experience.

Collective activities can be divided broadly into two sets

| Staff Focused Curriculum, Communications & Planning | Pupil Focused Out of School Hours Learning |
|---|--|
| <ul style="list-style-type: none"> ◆ Additional preparation and correction ◆ Preparation of reports, records etc. ◆ Meetings: staff, planning, department etc. ◆ Professional review and development and professional learning ◆ Curriculum development ◆ Parents' meetings ◆ Board and PTA activities ◆ Trade union meetings | <ul style="list-style-type: none"> ◆ Supported study ◆ Music ◆ Sport ◆ Extended trips ◆ Additional supervised pupil activities e.g. clubs, dances |

Both sets of activities are prominent in the school calendar, which is constructed to ensure an appropriate balance of demands during the year.

Due to the nature of their posts, some teachers make a large contribution to OSHL activities. Such specific contractual requirements are addressed within their job descriptions.

The contribution of other teachers also forms part of their job description

- Contributing towards good order and the wider needs of the school including supervising pupils at collective activities.

By sharing tasks we ensure that no individual is overburdened and strengthen our common sense of purpose.