

## Teacher of Health and Food Technology (0.4 FTE)

### Role Profile

#### Responsibilities of the HFT Teacher

The HFT teacher will have experience of working with secondary pupils, and will have a sound knowledge of the curriculum at both BGE and Senior Phases. As a single-teacher department, they will have sole responsibility for planning and delivering lessons, and will help pupils develop confidence in the kitchen, gain qualifications, and enjoy cooking.

All teachers at Dunedin should create a welcoming and supportive environment in which pupils feel comfortable, and where they are able to access the support they need to re-engage with, and make progress in, their learning.

The specific responsibilities of the **HFT** teacher include the following:

- Develop positive relationships with pupils, giving consideration to individual needs
- Be sensitive to the impact of pupils' previous experiences in your subject
- Assess pupils' learning needs with sensitivity, and plan and deliver an appropriate curriculum and individualised support
- Give consideration to any attendance issues and be flexible and willing to work around these
- Be flexible in approaches to learning and teaching, and be willing to adapt teaching plans
- Recognise that the social and emotional development of our pupils is of primary importance
- Lead and manage the subject department
- Plan and buy ingredients and equipment for HFT classes
- Be aware of, and manage, food intolerances and allergies, taking these into account to ensure a safe and inclusive environment
- Plan and deliver non-qualification cooking sessions to help develop essential life skills
- Deliver SQA National Qualifications and Units, when appropriate
- Support pupils to plan, prepare and cater for occasional whole-school events such as our annual charity coffee morning
- Track and monitor pupil progress
- Write formal reports for parents on two occasions in the year and attend two parents' evenings each year
- Attend professional learning opportunities to keep up to date with current and emerging practice and teaching methodologies
- Work in partnership with staff, particularly with teachers responsible for Literacy, Numeracy and Health and Wellbeing, to support pupils to make progress in other curricular areas
- Act in an advisory role to other teachers, sharing good practice and cascading information when appropriate
- Liaise with other professionals and, where appropriate, write reports and attend associated meetings

**Please note, all teachers must be GTCS registered in a relevant subject**

# **DUNEDIN SCHOOL**

*Delivers unique education to individuals*

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#### **Responsibilities to Dunedin School**

Over and above work in their departments, all staff have a responsibility to ensure there is a consistency of approach across the school, which gives pupils a sense of security.

To this end, each member of staff also has a responsibility to ensure the smooth running of the school. Additional responsibilities for all include:

- Providing emotional as well as curricular support to all pupils
- Having an understanding of whole-school, local authority and national priorities
- Participating in day-to-day decision-making and the longer-term management of the school through discussion and attendance at regular staff meetings
- Participating in whole-school evaluation and school improvement planning
- Participating in self-evaluation through the school's Professional Review and Development process
- Developing and implementing a department improvement plan
- Maintaining a department handbook
- Undertaking appropriate and relevant professional development to support learning and teaching
- Participating in whole-school and interdisciplinary learning events, and in trips out of school
- Working flexibly as part of a team to support the aims of the school