



**Post:** Head of Department: Home Economics  
(Hospitality & Catering; Health & Child Care)

**Salary:** MPS + 3 Teaching Allowance Points

**Post Available:** 1st September 2026

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Home Economics is the vibrant heart of our Key Stage 3 curriculum.

As students' progress to Key Stage 4 and 5, our provision successfully branches into two distinct specialist pathways:

1. Hospitality & Catering - including GCSE Hospitality and L2 Occupational Studies Patisserie and Baking)
2. Child & Health Care - including L2 OCN Early Years, GCSE and A. Level Child Development and GCSE and A. Level Health & Social Care.

We are looking for a dynamic leader and teacher committed to Integrated Education to work as part of a large team committed to raising standards.

Applications are invited from suitably qualified and enthusiastic teachers.

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Senior Leadership Team.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, takes responsibility for professional development and motivates pupils to achieve.
- The role will require collaboration with the Vice Principal for Curriculum to review the curriculum offer.

## **AREAS OF RESPONSIBILITY AND KEY TASKS**

### **Leadership and Management**

- To be responsible to the Principal, Vice-Principals and leadership team for the organisation and management of a subject department in accordance with the policies, procedures and guidelines agreed by school management, to undertake any other duties or tasks related to this position which may be reasonably required by the principal.
- To formulate, implement, monitor and evaluate a Departmental Scheme of Work including a development plan, rationale, aims, objectives, staffing, staff development, resources, progression/continuity, differentiation, special needs approach, teaching methods, assessment arrangements, homework policy, cross-curricular themes, inter-subject links, numeracy, literacy, I.C.T. aspects, careers education, evaluation procedures, unit outlay.
- To ensure adequate resources are in place to deliver efficiently and effectively the common curriculum, to undertake and delegate (when necessary) the requisitioning process.
- To monitor and support the work of a team of Teaching and Non-Teaching staff, to create a purposeful working atmosphere in which every member of staff's work is valued and thus he/she feels valued.
- To establish high standards of work from pupils, to monitor their progress and ensure that appropriate guidance strategies are given.

- To undertake appropriate assessment measures (formative and summative) that aid pupil progress, termly and end of year tests fall within this remit. To use varied forms of assessment including teacher observations, discussions with students, marking, written tests, practical interactive activities and other structured assessment tools measured to pupil stages of development.
- Plan and organise the curriculum for their subject throughout the college, establishing how excellent standards, continuity and progression can be achieved and sustained.
- Regularly and systematically provide guidance to colleagues on content, methodology and resources.
- To work collaboratively with the Assistant Principal for Curriculum to ensure appropriate target setting and sharing of effective practice
- To create a team identity within the department, holding departmental meetings which are purposeful, structured, recorded, tasks delegated, followed-up and evaluated.
- To prioritise, monitor and review quality teaching and learning within the Department through regular lesson observations and other qualitative and quantitative measurement tools. To provide support and challenge underperformance.
- To liaise with the additional needs leader to ensure active implementation of the College's Programme and IEPS.
- To establish with the Department a coherent system of celebrating student achievement, to create the required ethos of mutual respect and understanding.
- To share with the Leadership Team the responsibility for the professional development of staff as appropriate to their needs.
- To support and advise fellow colleagues in disciplinary action when appropriate and in accordance with the procedures established in College policy.
- To undertake and provide evidence of self-evaluation at departmental and individual basis on a regular basis
- To complete a yearly analysis of departmental results, identify trends, strategies for improvement and priority students using data and benchmarking to monitor progress in every child's learning.
- To lead learning within the department by ensuring there is regular monitoring on-going improvement, using regular data to track student performance and underachievement.
- Use pupil voice to monitor and evaluate classroom practice using questionnaires, surveys and verbal feedback and is an essential requirement for this post.
- To review the qualifications on offer on an annual basis and change if required, to meet the everchanging profile needs of students.

### **Planning, Teaching and Class Management**

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for students who are AEN/SEN/EAL, very able, LAC or who have other particular individual needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;



- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to students, give attention to errors and misconceptions. Select appropriate learning resources and develop study skills through library, ICT and other sources: Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;

### **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures; school procedures;
- prepare and present informative reports to parents;
- undertake assessment of students and participate in the school's system reporting to parents;
- Curriculum Development.

### **Pastoral Duties**

- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSD and Careers programmes according to school policy.

### **Other Professional Requirements**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- be required to teach other subject areas depending on pupil need and demand, curriculum needs or changes and staffing demands and constraints;
- take account of wider curriculum developments;

- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and events with partner schools in the North Belfast Area Learning Community;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.
- use a variety of sources of evidence to evaluate the impact of teaching and learning in the classroom;
- use a variety of sources of evidence to evaluate the impact of your pastoral role;
- actively contribute to the extra-curricular programme.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

## **THE DEPARTMENT**

At Hazelwood Integrated College, KS3 Home Economics is designed to develop in our pupils the knowledge, understanding skills and competences which will improve their quality of life. Home Economics delivers vital skills that enable students to lead effective lives as individuals and family members as well as members of the wider community. There are seven teachers who deliver the KS3 Home Economics curriculum.

There are a variety of KS4 and KS5 courses offered within the department. These are very successfully delivered by a team of specialist teachers managed by the Head of Department.

There are three newly refurbished and equipped Home Economics rooms with two storerooms and preparation areas. The team is supported by two full-time technicians. There is convenient access to a dedicated subject ICT suite, and the use of ICT is encouraged. We provide all classes with regular practical lessons using a range of appropriate teaching and learning styles, ensuring all students enjoy their study of Hospitality and fulfil their potential in their chosen area.

***This job may be altered by the Principal in line with the developing needs of the College.***

## **THE INTERVIEW PROCESS**

**Lesson Observations:** Week commencing 15th June

**Interviews:** Week commencing 15th June

***\*Please note that correspondence regarding all matters related to this post will be made via email.***

# Job Specification

## Permanent: Head of Home Economics (Hospitality & Catering; Health & Child Care)

ESSENTIAL CRITERIA	
1	<p><b>EDUCATION AND QUALIFICATIONS</b></p> <p><i>Upon appointment:</i></p> <p>a) Recognised or provisionally recognised, to teach in a post-primary college by the Department of Education (NI)</p> <p>b) Registered or have the capacity to be registered with GTCNI</p> <p>c) Honours degree/Post Graduate degree in which Home Economics, Hospitality, Food Science, Nutrition or another closely related discipline (or an equivalent qualification where these subjects formed a major component – please specify clearly)</p>
2	<p><b>RELEVANT EXPERIENCE</b></p> <p>a) Minimum of 3 years teaching Home Economics in a post primary school.</p> <p>b) A minimum of 2 years' experience of teaching a related subject at Key Stage 4 with demonstratable outcomes.</p> <p>c) A minimum of 2 years' experience of teaching a related subject at Key Stage 5 with demonstratable outcomes.</p>
3	<p><b>TEACHING AND LEARNING</b></p> <p>a) Proven track record of excellent / outstanding teaching, assessment and tracking practices (provide evidence in practice)</p>
4	<p><b>COMMITMENT TO INTEGRATED EDUCATION</b></p> <p>a) A positive commitment to each one of the NICIE core principles of Integrated Education:</p> <ul style="list-style-type: none"> <li>▪ Equality</li> <li>▪ Faith and Values</li> <li>▪ Parental Involvement</li> <li>▪ Social Responsibility</li> </ul> <p>NB: Please use each heading in your response and detail examples from your own practice.</p>
5	<p><b>ABILITY TO UNDERTAKE SELF EVALUATION</b></p> <p>a) Demonstrate an example of your ability to undertake self-evaluation on an individual and/or department level and utilise the results to positively influence improvement</p>
6	<p><b>COMMITMENT TO EXTRACURRICULAR</b></p> <p>a) Experience and/or willingness to co-ordinate relevant Industry Links and subject support</p> <p>b) Experience of and/or willingness to contribute to the organisation and leadership of departmental strategies and whole school processes for targeting behaviour for learning, work related follow up, events and enrichment opportunities</p>

DESIRABLE CRITERIA	
1	<p><b>EXPERIENCE IN GIVEN AREA</b></p> <p>a) Previous experience in a leadership role with a minimum of one point (within the last five years)</p>

\*Please note that criteria may need to be enhanced to facilitate the shortlisting process.