



**Red Balloon Learner Centre Reading**  
**220-222 Kings Road, Reading RG1 4JJ**

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[www.redballoonlearner.org.uk](http://www.redballoonlearner.org.uk)

May 2023

Dear Applicant

**Re: Food Technology Lead at Red Balloon Reading, 220-222 Kings Road, Reading, RG1 4JJ**

Thank you for expressing an interest in the part-time role of Food Technology Lead at Red Balloon Reading. Red Balloon Learner Centres seek to transform the lives of severely bullied and traumatised children. Please find below a description of the role and responsibilities.

If you feel you possess the skills and passion to be a Food Technology Lead at Red Balloon Reading, please complete the online application form:  
<https://form.jotform.com/231436750772357>.

Please note CVs will not be accepted.


We would like to advise you that it is policy for staff to use public transport, bicycles or to walk to work when this doesn't compromise the Equal Opportunities Employment Policy.

For further information about Red Balloon, please visit <http://www.redballoonlearner.org.uk>. The position will be advertised until a suitable candidate is found.

Interviews will take place the week after a suitable application has been received, and it is hoped the successful candidate will join us in September for the start of the new academic year. If you have any queries, please call 0118 958 3004 and ask to speak to Michelle Masters. We look forward to receiving your application.

Yours sincerely

Michelle Masters  
Head of Centre

Red Balloon Reading – Job Description		
Job Title	Food Technology Lead	
Salary	£23,777 - £27,000 (pro rata) Dependent on experience	
Hours	Start: 8:30am – finish 4:30pm. Part time: 24 hours per week. Staff may be expected to stay later for team meetings and in exceptional circumstances.	
Responsible to	Head of Centre and Line Manager	
Effective Date	December 2022	
Job Purpose	You will be expected to participate fully in the social community of Red Balloon in order to aid the recovery of all students. The postholder will be responsible for the planning and delivery of one-to-one and small group Food Technology sessions. This will be a combination of practical cooking and theoretical learning.	
Context	Red Balloon - Reading is a Learner Centre for the recovery of bullied children. We provide a safe environment for children who have experienced severe bullying, anxiety or other trauma. We aim to help rebuild their self-esteem and to re-engage with learning.	
Dimensions	Red Balloon - Reading offers places to a maximum of 24 students each. The teaching and support staff numbers up to 20 full and part-time staff.	
Relationships	They will work closely with the Head of Centre, Office Manager and with all staff, students, parents / carers, trustees, volunteers, and visitors to the Centre, and participating members of the community.	
Other Job Information	Red Balloon and the Trustees will be accountable for all working arrangements and welfare provision.	
As Food Technology Teacher:		
<b>Planning and Preparation</b>		
<ul style="list-style-type: none"><li>● Design and implement an individualised learning programme for each student through negotiation;</li><li>● Set up and maintain organised, coherent academic plans;</li><li>● Set up and maintain records of achievement for each student;</li><li>● Assess students therapeutic needs and plan therapy goals around them;</li><li>● Planning appropriate sessions, having considered the student's needs;</li><li>● Set up and maintain records of achievement for each student;</li><li>● Ensure teaching areas and equipment is clean, safe, well maintained, and welcoming on a daily basis;</li><li>● Purchase materials where required adhering to the Centre's policy at all times;</li><li>● To prepare literacy-based lessons for student support assistants to deliver;</li></ul>		
<b>Teaching and Learning</b>		
<ul style="list-style-type: none"><li>● Plan and deliver lessons face-to-face, on-line or hybrid (face-to-face and online at the same time);</li><li>● Make cakes, biscuits, and other festive fare for the celebration of birthdays and other occasions.</li><li>● Support students' engagement in Food Technology;</li><li>● Support the learning of Food Technology in a way which re-engages learners, taking into account their own interests;</li><li>● Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions;</li><li>● Recognise and respond to the need to provide evidence of students' progress;</li></ul>		
<b>Pastoral</b>		
<ul style="list-style-type: none"><li>● Act as a 'listener' and mentor where appropriate;</li><li>● Establish supportive relationships with each student;</li><li>● Liaise with other staff members to plan and organise teaching and wellbeing activities;</li></ul>		

- Take individual responsibility for safeguarding and promoting the welfare of students.
- Monitor and support student attendance;
- Plan opportunities to develop the social, moral, emotional, and cultural aspects of students' learning
- Help to create and manage a positive, caring, supportive, purposeful, and stimulating environment which is conducive to children's learning;
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.

### **Communication and Teamwork**

- Prepare, cook, and serve the community lunch when required, encouraging the students to participate;
- Clean and tidy kitchen area after service;
- Consult with the Head of Centre or other named person regularly, discussing any safeguarding concerns that arise and acting on any agreed decisions;
- Liaise with other staff members to plan and organise teaching and wellbeing activities;
- Collaborate and work with the Exams Officer to ensure students are registered for the appropriate qualifications;
- Collaborate and work with SENCO to ensure lessons are appropriate for the ability of each student;
- Keep appropriate, accurate and timely records of student engagement and progress, with due regard to confidentiality
- Provide support and insight to other staff regarding students' individual difficulties;

### **Stakeholders and Relationships**

- Be a participating member of the community (including engaging students during break and lunch times);
- Abide by and support the philosophy of Red Balloon;
- Be flexible to the demands of the environment including unpredictable events, deadlines, and frequent interruptions.

### **Centre's Ethics and Values**

- Provide an enthusiastic and positive welcome to students, colleagues, and visitors to the Centre, ensuring the sign in and security procedures are adhered to;
- Bid a fond farewell to students ensuring that the person collecting the student is known to the Centre and that the student has their belongings, they are marked off the board;
- Abide by and support the philosophy of Red Balloon, promoting it at every opportunity;
- Be a participating member of the community (including engaging students during break and lunch times);
- Treat students with dignity, build relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to your professional position;
- Be a positive role model in terms of behaviour, work, and attitudes;
- Establish a purposeful and safe learning environment for learners.

### **Generic**

- Abide by the RBR Code of Conduct and the Centre's procedures and policies;
- Complete break and lunch duty in the Centre week and in accordance with the rota;
- Help to maintain a safe orderly environment and discipline among the students, safeguarding their health and safety;
- Maintain confidentiality and data protection regulations, ensuring all RBR policies, and procedures are adhered to;
- Adhere to RBR's health, safety, and wellbeing procedures, including completing training where required;
- Demonstrate an understanding of Keeping Children Safe in Education, ensuring you behave in a professional and appropriate manner at all times, upholding British values;
- Participate in staff meetings, training and deliver presentations as required;
- Be flexible to the demands of the environment including unpredictable events, deadlines and frequent interruptions and carry out any other reasonable request;
- Co-operate with the other staff in the running of the Centre, helping with day-to-day duties;
- Adhere to safeguarding policies and procedures, raising any concerns in an appropriate and timely manner;
- Keep up to date with the relevant online training and policies e.g., safeguarding, child protection and whistleblowing etc.
- Attend staff meetings, training, and INSET days;
- Continue in own professional development;
- Report and record all accidents, injuries and first aid in the appropriate place;
- Report any hazards and maintenance needs to Health and Safety officer;
- Carry out any other reasonable request.

<b>Person Specification</b>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE Level or equivalent Maths and English required</li> <li>• SEN or supporting learning qualifications desirable</li> <li>• HLTA qualification desirable</li> </ul>
<b>Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of the educational needs of children who may have mental health problems (e.g., anxiety, depression, attachment trauma), school-related anxieties or refusal, SEN, extremely low academic confidence and self-esteem, and to adjust teaching strategies to meet individual student needs</li> <li>• Knowledge and understanding of bullying and its effects</li> <li>• Team-building skills</li> <li>• Shows evidence of being suitable for working with children</li> <li>• Effective and empathetic student support skills</li> <li>• Good written and verbal communication skills</li> </ul>
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Innovative and creative</li> <li>• Ability to show initiative</li> <li>• Flexible and with the ability to 'think on your feet'</li> <li>• Excellent communicator who works well in a team</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Of dealing with bullying, trauma or mental health</li> <li>• Of teaching young people one-to-one or small group situations</li> <li>• Working with students to develop life/social skills</li> </ul>
<b>Key Competencies</b>	
<b>Self Management</b>	Manages personal priorities, pressures, and workload in an efficient, proactive and effective way
<b>Communications</b>	Listens to and communicates with individuals and groups professionally, clearly, and supportively. Is aware of the need for confidentiality, tact and sensitivity
<b>Equality and Diversity</b>	Is constantly mindful of equality and diversity issues in providing services, and seeks to avoid discrimination
<b>Flexible and Adaptable</b>	Responds positively to unexpected changes in the routine of the Centre and to any new requests that may arise
<b>General Information</b>	
<ul style="list-style-type: none"> <li>• The job specification details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes for the job. Specific tasks, goals and performance criteria will be agreed through the Appraisal Scheme.</li> <li>• The Centre is committed to safeguarding children and all staff must undergo a DBS check and have two suitable references before they can start work.</li> <li>• All work performed/duties undertaken must be carried out in accordance with relevant Red Balloon policies and procedures, within legislation, and with regard to the needs of students, staff and parents.</li> <li>• Postholders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by Red Balloon.</li> <li>• <b>For further information about Red Balloon Reading please visit <a href="http://redballoonlearner.co.uk">http://redballoonlearner.co.uk</a></b></li> </ul>	

**Signed:**

**Date:**

**Full Name:**