



CRESTWOOD
COMMUNITY SCHOOL

Teacher of Food Technology Recruitment Pack



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.





Section 1: Post Advertisement

Post: Teacher of Food

Start Date: September 2026 (1st July if an ECT)

Location: Shakespeare or Cherbourg Campus (to be determined based on the needs of the school)

Pay Scale: MPR/UPR (depending on experience). **Contract:** Permanent

Working Pattern: Full Time

Closing Date: Wednesday 4th March 2026 at 12pm

Crestwood Community School is one school, with two campuses serving central Eastleigh. We are looking to appoint an enthusiastic and ambitious Teacher of Food Technology to start September 2026. Design & Technology sits within the Technology Faculty (which also includes Computing Business/Enterprise and Creative Media). The Faculty pride themselves on having an innovative and forward thinking curriculum. Practical work is at the heart of everything and the Faculty's vision centres on giving students the skills and experiences they need so that they can be successful in the wider world beyond school.

At Crestwood within KS3 Design and Technology we currently offer a range of specialisms such as Product Design, Textiles, Electronics, Graphics and Food. At KS4 we offer both a GCSE in Design and Technology and Food Preparation and Nutrition as well as the VCert Level 1/2 in Food and Cookery. However, as an innovative and forward thinking team, we are always looking to develop new areas within the subject and at Key Stage 3 are always developing new projects.

This role would suit an experienced teacher or an ECT looking for their first post after qualifying.

The Faculty is incredibly well resourced across both campuses with specialist rooms for each subject area and up-to-date equipment, which is well managed and maintained by our own in-house technicians. Our IT resources are also excellent, with access to IT suites, Chromebooks and specialist design software as needed.

The Technology Faculty is a leading faculty across both campuses. The Achievement Leader of Technology is enthusiastic, highly experienced, hands-on and a highly supportive Head of Faculty. He is assisted by two equally passionate Assistant Achievement Leaders, together they have created an extremely motivated and enthusiastic Technology team who work well collaboratively to create an innovative, enriching and ever evolving curriculum.

In Key Stage 3, students currently have 60 minutes of Design & Technology time every week. These lessons take the form of 'rotations' throughout the year, so that all students get to experience all specialisms. In Key Stage 4, we currently offer GCSE Design & Technology - with students choosing between a Resistant Materials or Textiles specialism for their final NEA, GCSE Food Preparation and Nutrition and also the VCert Level 1/2 in Food and Cookery, as option subjects. However, within our ethos to constantly find the most innovative and dynamic curriculum mix, we are always looking at the merits of new courses.

We are looking for someone who can play an active role in contributing to the already high standards within the team. Design and Technology results are consistently strong and the course has a high uptake. You will be supported by a passionate and hands-on faculty leadership team; as well as experienced and dedicated teachers within that team.

Section 1: Post Advertisement cont.

Crestwood Community School had an Ofsted inspection in February 2024, which confirmed that we continue to be a 'good' school. The report stated that at Crestwood "there is a welcoming, friendly atmosphere". They also said that "teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education." In addition Ofsted report that "many pupils, staff and parents describe the school as a 'big family'. This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

Our Head Teacher has a clear vision and an absolute determination to improve the provision of education across Eastleigh.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive "good" grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

As a school we take staff well being seriously. We offer staff the following:

- Wellbeing weeks, with no commitments scheduled after school
- Free lunch every day
- Free tea and coffee
- Half termly cooked breakfasts
- Accrued inset days, taken as twilights, giving staff an additional 4 days off a year
- One well being day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- Weekly thank you bulletin
- Birthday cards
- Heads discretionary leaves of absence for family events
- Acts of random kindness
- Access to mental health first aiders

As a new member of staff you will be well supported: we have a comprehensive induction process, and you will be given an Induction Mentor and a 'professional buddy'. Crestwood prides itself on developing its staff through bespoke coaching and training. Many members of the faculty have been successful in gaining promotion within the school.

We will ensure that the successful candidate has:

- Comprehensive induction including a dedicated mentor
- Continuous professional learning, development and improvement
- The opportunity to contribute to raising standards for all our students

Apply here: <https://crestwoodcommunityschool.face-ed.co.uk/Emp/Campaign/DetailsEmpView?campaignRef=SCH-CCS-0007>

You will need to sign up to SAMRecrit in order to apply or you could download an application form from the vacancy page on our website.

Alternatively, you can complete the Teacher Application form that can be found on the school website and email it to hr@crestwood.hants.sch.uk.

Please include a paragraph on what specialisms you could bring to Crestwood Community School.

Please note we cannot accept a CV as a means of application. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of December 2025 was:

Students	Current	National	Hampshire
School number on roll	1474	Well above average	Well above average
School %FMS(6)	36%	Above average	Well above average
School %SEND support	19%	Close to average	Close to average
School %EHC plan	8.2%	Well above average	Well above average
School %EAL	14.5%	Close to average	Well above average
School number LAC	18	Well above average	Well above average

We agree with the recent Ofsted areas for Improvement and have established school wide staff working parties to address these.

The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive “good” grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader’s careful consideration of their workload and well-being so that they can focus their efforts fully on pupils’ education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town’s two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.



Section 3: Person Specification

Job title: Teacher of Food Technology

Salary Scale: MPR/UPR (depending on experience)

Responsible to: Faculty Lead

Special Conditions: An enhanced Disclosure and Barring Service (DBS) check is required for this post

Qualifications

Essential

- Graduate with QTS or qualifying in summer 2026

Desirable

- Subject specialist qualifications within Design and Technology, specifically Food Technology

Professional Development

Essential

- Teaching practice in secondary schools

Desirable

- Up-to-date INSET.
- Knowledge of recent curriculum changes in these subjects.
- Experience at developing and delivering online resources.

Experience

Essential

- Proven classroom management skills
- Ability to teach Food Technology

Desirable

- Experience of working with children in another role
- Experience of teaching in more than one area of Design & Technology at GCSE
- Delivering VCert

Knowledge and skills

Essential

- Proven ability to build positive relationships with students and staff
- Ability to be an effective team member
- A working knowledge of the Design & Technology curriculum at both KS3 and GCSE

Desirable

- Clear understanding of strategies to develop the learning process for all students
- Good understanding of how to use data to promote progress

Personal attributes

Essential

- Reflective and analytical practitioner
- Capacity for hard work with enthusiasm, humour and energy for achieving the best for all students
- Ability to inspire children
- Tenacity and ability to stay calm under pressure, exudes positivity
- Good organisational skills
- High expectations of high standards of academic attainment, achievement and ethos
- Good health, stamina, resilience, tenacity

