**Occupational Profile**

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| **Job Title: Head Chef** | |
| **Overview of role:**  Directing the operation of the kitchen including food preparation and quality, physical maintenance and inventory functions to ensure company quality standards and revenue goals are met and food and supply costs controlled. You will also oversee all aspects of the Food and Beverage Operation and promote the desired work culture around company values. | |
| **Responsibilities:**   * Design menus * Control and analyse on an ongoing basis: * Quality levels for product and service * Customer satisfaction * Operating costs * Sanitation and cleanliness * Coordinate and supervise the preparation, presentation and service of food products to ensure the highest quality at all times * Liaise with suppliers, oversee deliveries. * Complete forecasts, plans and departmental production reports for management * Participate in the preparation of the hotel’s annual budget and the setting of departmental goals * Maintain updated and accurate costing and documentation of all dishes prepared and sold in the food beverage operations * Cary out price alignment and comparison for products used in food and beverage operations | |
| **Working environment and hours:** | Hours can vary greatly depending on the setting you are working in. You may be required to work evenings, weekends and public holidays. Maximum contracted hours are 48 hours a week but you could choose to work more; it is commonplace for chefs to work 48 – 60 hours per week.  Kitchens are hot and the work is fast-paced but can be very rewarding. Health and safety, and hygiene are very important so wearing a uniform / PPE in the kitchen is standard. |
| **Entry requirements for the role:** | You won’t need a degree to become a chef however an HND, foundation degree or degree in professional cookery or culinary arts could be useful.  **Skills**   * Several years’ experience in a supervisory role as a chef * High level technical skills in cooking, storing, and serving food * An understanding of food hygiene and health and safety * Self-motivation * Flexibility * Leadership and management skills * Communication skills * Organisational skills and willingness to delegate * Attention to detail to ensure consistent high standards * A hard-working, calm approach * Language skills are valuable, particularly French and Spanish |
| **Progression Pathways:** | Due to a broad range of cuisines and settings in the profession it is common for chefs to learn by working in a range of kitchens during their career. There are opportunities to work abroad.  Long term prospects include becoming a food and beverage director, working in food and beverage development, becoming a food writer or blogger, owning your own restaurant. |

| **Social** | | |
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| **Focus Area** | **Knowledge and Understanding**  **(Know it!)** | **Competencies**  **(Show it!)** |
| **Diets and allergy needs skills**  S.3.3  S.3.4  S.3.4  S.3.6  S.3.7  S.3.8 | * Allergens | * Check dietary needs with guests/visitors/customers * Advise guests/visitors/customers of any known ingredients that are known to be allergens |
| **Customer orientation**  S.8.3  S.8.4  S.8.5 | * Principles of customer service * The primary causes of a bad customer experience | * Be as efficient as possible during every customer interaction * Provide a personalised service * Work towards minimising the impact of factors that cause a bad experience for your guests/visitors/customers |
| **Active listening skills**  S.16.3  S.16.4  S.16.5 | * Active listening techniques and how to apply them | * Fully concentrate on what is being said by a customer or colleague rather than just passively ‘hearing’ the message of the speaker * Demonstrate application of active listening through effective body language * Make eye contact, smile, posture and mirroring * Demonstrate application of active listening through effective verbal signs * Achieve positive reinforcement, remembering, questioning, reflection, clarification, summarising * Maintain an open mind while listening to guests/visitors/customers and colleagues * Empathise with guests/visitors/customers and colleagues when circumstances dictate * Follow instructions correctly * Respond effectively to customer or colleagues’ questions |
| **Oral communication skills**  S.15.3  S.15.4  S.15.5 | * Principles of verbal communication | * Use appropriate words and phrases, appropriate to your audience * Apply appropriate pitch and tone during conversation - adjust volume, ensure clarity and variety * Maintain a pace that your audience will understand * Use an open body language * Make eye contact, smile, use of hands to emphasise speech, appropriate facial expressions * Be congruent during communication (non-verbal communication needs to reinforce your words) * Hold a professional conversation with guests/visitors/customers and colleagues * Hold a professional telephone conversation with guests/visitors/customers and colleagues * Hold a professional conversation using video conferencing with guests/visitors/customers and colleagues |
| **Written communication skills**  S.14.3  S.14.4  S.14.5 | * Principles of written communication | * Maintain excellent spelling, punctuation and grammar ensuring your vocabulary includes technical terminology relating to your employment * Proofread written work for errors * Keep sentences short and concise, avoid using jargon, industry specific buzzwords and cliches * Write with your audience in mind and change style accordingly (i.e., formal or informal) * Take accurate notes/minutes at a meeting * Construct an email * Post on social media * Respond effectively to a complaint, concern or question |
| **Ethical conduct and respect**  S.9.3  S.9.4  S.9.5 | * Staff codes of conduct | * Follow staff 'code of conduct' * Attend training initiatives to improve compliance and best practice |
| **Promoting a positive work environment**  S.11.3  S.11.4  S.11.5 | * How to contribute to a positive working environment | * Ask for feedback * Teach others what you know and share the benefit of your knowledge and experience * Maintain a tidy workstation |
| **Skills related to cultural awareness and expression**  S.17.3  S.17.4  S.17.5 | * Principles of cultural diversity * Cultural knowledge of other ethnic or cultural groups and their impact on behaviour, including:   + Cultural characteristics   + History   + Values   + Beliefs   + Behaviours | * Correct any prejudices and biases you may have regarding different cultural groups through education and training * Enhance your understanding of the needs of culturally diverse clients, this may involve learning about cultural, social, psychological, political, economic, and historical material specific to the particular ethnic group being served * Demonstrate cultural knowledge, including knowledge about some cultural characteristics, history, values, beliefs and behaviours of another ethnic or cultural group * Demonstrate cultural sensitivity, including knowing that differences exist between cultures * Recognise that ethnicity and culture may have an impact on a guests/visitors/customer’s behaviour |
| **Initiative and commitment**  S.7.3  S.7.4  S.7.5 | * How to be committed and show initiative | * Contribute to team meetings * Make suggestions (being prepared to explain how or why it will improve a process or outcome) * Demonstrate patience and be prepared to repeatedly answer similar questions |
| **Problem solving**  S.6.3  S.6.4  S.6.5 | * Problem solving techniques * Principles of managing confrontation and feedback | * Define the problem and identify alternatives/approaches to resolve the problem * Communicate actions clearly with stakeholders * Ask for feedback * Manage confrontation |
| **Gender equality**  S.1.3  S.1.4  S.1.5 | * Gender equality and gender stereotyping * The law relating to gender equality | * Recognise and challenge gender stereotyping in the workplace * Apply/follow the law * Monitor colleagues to ensure they are applying appropriate gender equality skills |
| **Skills related to disabilities and appropriate infrastructure**  S.4.3  S.4.4  S.4.5 | * Diversity awareness relating to disabilities * The differing needs of people with a range of disabilities * Providing accessible information | * Provide help they would not normally provide to other guests/visitors/customers – for example getting items off shelves or counters * Provide accessible information using digital design for websites, social media and film, tourism information systems to support the representation of people with disabilities * Apply the appropriate language using spoken language as well as displays, websites, materials to respect people with disabilities and develop inclusive tourism * Implement the meaningful values of accessibility throughout the organisation and at the core of strategy to support sustainable tourism and access for all * Treat all disabilities with respect and offer appropriate assistance * Deliver specialised training on functional diversity characteristics and universal design * Program activities, events and exhibits catered to functional diverse audiences |
| **Age-related access**  S.2.3  S.2.4  S.2.5 | * Diversity awareness related to age * The differing age-related needs | * Adapt and apply a flexible approach to different age-related needs * Monitor colleagues to ensure they are applying appropriate approaches to different ages * Deliver specialised training on age related issues addressing the needs of different publics (children, young, elderlies, etc.) * Program activities, events and exhibits catered to different age audiences |
| **Diversity in religious beliefs**  S.5.1  S.5.2  S.5.3 | * Diversity awareness related to religion * The characteristics of different faiths | * Demonstrate tolerance and understanding to multi-faith groups - colleagues or guests/visitors/customers * Challenge inappropriate views of colleagues and encourage acceptance of a multi faith society |
| **Awareness of local customs (e.g., food, arts, language, crafts)**  S.18.3  S.18.4  S.18.5 | * Local customs and traditions and their potential impact on guests / visitors / customers * The importance of providing guests / visitors / customers with information on local customs and cultures and showing cultural sensitivity * The importance of providing guests / visitors / customers with information on local events, activities, attractions etc to promote the local area and people | * Correct any prejudices and biases you may have regarding different cultural groups through education and training * Demonstrate cultural knowledge, including knowing about some cultural characteristics, history, values, beliefs and behaviours of another ethnic or cultural group * Demonstrate cultural sensitivity, including knowing that differences exist between cultures * Recognise that ethnicity and culture may have an impact on guests/visitors/customers behaviour * Demonstrate knowledge and understanding about local traditions, cultural expressions and cultural resources within the area * Be prepared to provide guests/visitors/customers with information about local facilities including foods, crafts, festivals, traditions, music, dance, etc where the organisation is located |
| **Ability to speak foreign languages**  S.19.3  S.19.4  S.19.5 | * Understand and interpret customer concerns, queries or questions | * Provide information in a language that the client can understand * Provide information in writing, along with oral explanations |
| **Intercultural host-guest understanding and respect**  S.20.3  S.20.4  S.20.5 | * Enhance your understanding of the needs of culturally diverse clients, this may involve learning about cultural, social, psychological, political, economic, and historical material specific to the particular ethnic group being served | * Correct any prejudices and biases you may have regarding different cultural groups, through education and training * Demonstrate cultural knowledge, including knowledge about some cultural characteristics, history, values, beliefs and behaviours of another ethnic or cultural group * Demonstrate cultural sensitivity, including knowing that differences exist between cultures * Recognise that ethnicity and culture may have an impact on a guests/visitors/customer behaviour |
| **Willingness to change**  S.10.3  S.10.4  S.10.5 | * The need for organisational change | * Be prepared to contribute ideas that will enhance or shape any proposed changes |
| **Creativity**  S.12.3  S.12.4  S.12.5 | * The importance of creativity at work | * Recognise that every aspect of your job can be done differently and better * Ask people for feedback * Discuss issues and ideas with your line manager |
| **Willingness to learn and to perform**  S.13.3  S.13.4  S.13.5 | * How to contribute to a positive working environment | * Identify your weaknesses and gaps in knowledge plus how you can approach improving or filling the gaps |

| **Green** | | |
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| **Focus Area** | **Knowledge and Understanding**  **(Know it!)** | **Competencies**  **(Show it!)** |
| **Skill to manage waste, sewage, recycling and composting**  G.2.3  G.2.4  G.2.5 | * The policies and procedures for minimising waste through recycling * The importance of recycling * The safe operational procedures for recycling * How to identify different categories of recyclable product categories * How to identify waste materials * How the sewage system for the property works * How to maintain hygiene when disposing of waste materials * How and when to by-pass measures to provide for special needs of guests/visitors/customers | * Manage waste, sewage, recycling and composting training staff how to safely manage disposal of waste and hazardous materials * Implement and monitor procedures for waste reduction and disposal * Ensure team members adhere to protocols for disposing of waste and hazardous materials * Ensure team members adhere to protocols for dealing with sewage system failure * Ensure team members adhere to composting procedures * Ensure team members adhere to hygiene requirements * Identify and dealing with bottlenecks with regard to the disposal of waste materials * Review and continuously improve waste, sewage and composting policies and procedures * Train staff in safe operational procedures for recycling * Train staff how to identify different categories of recyclable product categories and separate out goods for recycling * Implement and monitor procedures for reducing waste through recycling normal and specialist materials * Ensure recycling is taking place and the appropriate procedures are being followed * Review and continuously improving recycling policies and procedures * Communicate to guests/visitors/customers (verbal and written) relevant waste, sewage and composting information to guests/visitors/customers * Coach staff to deliver appropriate explanations to guests/visitors/customers e.g. How to use eco-friendly facilities * Promote measures for minimising the waste to guests/visitors/customers and colleagues * Identify areas for improving guest understanding of measures for minimising waste, etc. |
| **Skill to promote environmentally friendly activities and products**  G.5.3  G.5.4  G.5.5 | * The environmentally friendly activities and products that may be used in the sector * The benefits of providing environmentally friendly products and services * The locally sourced environmentally friendly activities and products | * Ensure team members understand the importance and types of environmentally and locally sourced products and services * Use effective communication skills to explain to guests/visitors/customers the importance of environmentally friendly products and services * Ensure availability of environmentally friendly products and services * Train staff how to promote local products and services * Check that staff are providing accurate information regarding local products and services * Monitor feedback from guests/visitors/customers on the quality and availability of local products and services, etc. |
| **Skills to minimise the use, and maximise the efficiency, of energy and water consumption**  G.1.3  G.1.4  G.1.5 | * The need to minimise water usage in your area/sector of work * How to use instruments for measuring water usage * The concept of potable water * The significance of water-borne issues such as e.coli and apply techniques using double drain or automatic sensors in line with procedures * The reasons for minimising the use of electricity in the property * How the property uses electricity * The sources of energy to the property e.g. Solar panels * The benefits and application of renewable energy * Potential sources of electricity wastage * The importance of temperature, humidity and light control to ensure conservation | * Minimise the use and maximise efficiency of energy and water consumption * Follow policies and procedures for minimising water usage * Maintain air quality through reference to a measurement system and operate heating and cooling systems in line with procedures * Minimise the use of electricity e.g. Switching off lights, in line with procedures, reporting broken or faulty electrical and energy saving devices, etc. |
| **Food waste management**  G.8.3  G.8.4  G.8.5 | * The policies and procedures for minimising food waste through prevention of waste and recycling * The importance of food waste recycling * The safe operational procedures for food waste recycling * How to plan menus with minimisation of food waste * Understand how to identify food waste sources * Know how to maintain hygiene when disposing of food waste products | * Implement and manage the policies and procedures for minimising food waste through prevention of waste and recycling * Ensure team members understand the importance of food waste reduction and recycling * Train staff in how to monitor quantities and qualities of food waste through active stock management practices * Train staff in how to reduce food waste through potion control practices * Ensure the staff maintain hygiene when disposing of food waste products * Train staff in safe operational procedures for food waste recycling * Train staff how to plan menus with food waste in mind * Implement food waste monitoring systems * Ensure food waste reduction and recycling are taking place and the appropriate procedures are being followed * Review and continuously improve food prevention and recycling policies and procedures * Promote measures for minimising food waste to guests / visitors / customers and colleagues * Identify areas for improving guest understanding of measures for minimising food waste |

| **Digital** | | |
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| **Focus Area** | **Knowledge and Understanding**  **(Know it!)** | **Competencies**  **(Show it!)** |
| **Information and data literacy. Browsing, searching, filtering data, information and digital content**  D.1.3  D.1.4  D.1.5 | * How to access and navigate relevant data, information and content * How to identify information needs | * Use simple personal search strategies * Identify information needs * Find data, information and content through simple and well-defined searches in digital environments * Illustrate information needs, organise the searches of data, information and content in digital environments |
| **Information and data literacy. Evaluating data, information and digital content**  D.2.3  D.2.4  D.2.5 | * How to identify information needs * Effective search strategies and processes | * Organise and perform well-defined and routine searches to find data, information and content in digital environment * Define information needs * Develop personal search strategies, etc. |
| **Information and data literacy. Managing data, information and digital content**  D.3.3  D.3.4  D.3.5 | * Explain information needs * Explain how to access and navigate data, information and content * Explain well-defined and routine personal search strategies * Describe how to access and navigate data, information and content | * Performance of well-defined and routine searches to find data, information, and content in digital environments * Illustrate information needs * Organise the search of data, information, and content in digital environments * Organise personal search strategy |
| **Communication and collaboration. Interacting through digital technologies**  D.4.3  D.4.4  D.4.5 | * Define routine appropriate digital communication means for a given context | * Perform well-defined and routine interactions with digital technologies * Select a variety of digital technologies to interact * Select a variety of appropriate digital communication means for a given context |
| **Communication and collaboration. Sharing through digital technologies**  D.5.3  D.5.4  D.5.5 | * Simple digital technologies to share data, information and digital content * Simple referencing and attribution practices | * Select and use well-defined and routine appropriate digital technologies to share data, information and digital content * Demonstrate referencing and attribution practices * Manipulate appropriate digital technologies to share data, information and digital content |
| **Digital content and creation. Developing content**  D.10.3  D.10.4  D.10.5 | * How to create and edit well-defined content in different formats | * Create and edit content in different formats, to express oneself through the creation of digital means |
| **Digital content and creation. Integrating and re-elaborating digital content**  D.11.3  D.11.4  D.11.5 | * Explain ways to modify, refine, improve and integrate well-defined items of new content and information to create new and original ones * Discuss ways to modify, refine, improve and integrate new content and information to create new and original ones | * Select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones * Operate with new different items of content and information, modifying, refining, improving, and integrating them in order to create new and original ones |
| **Safety. Protecting devices**  D.14.3 | * Differentiate simple risks and threats in digital environments | * Identify simple ways to protect devices and digital content * Choose simple safety and security measures * Identify simple ways to have due regard to reliability and privacy, etc |
| **Safety. Protecting personal data and privacy**  D.15.3  D.15.4  D.15.5 | * Simple ways to use and share personally identifiable information while protecting oneself and others from damages * How to identify simple privacy policy statements of how personal data Is used in digital services, etc. | * Comply with privacy policy statements of how personal data is used in digital services |
| **Use of specific software**  D.22.3  D.22.4  D.22.5 | * How to identify relevant specialised software and how to use it | * Use specialised software for managing bookings and sales effectively and efficiently * Use specialised software for managing the premises effectively and efficiently * Use the basic functionalities of a specialised software to visualise data (e.g. Tableau software) * Use the basic functionalities of a specialised software for managing projects * Use specialised software for digitalisation of collections or artefacts effectively and efficiently |
| **Use of self-service technologies**  D.25.3  D.25.4  D.25.5 | * Self-service technologies used in the industry | * Use self-service technologies to realise and complete orders * Monitor the programming self-service technologies * Monitor the entering any necessary updates of contents and layout * Act on information gathered with the use of technology in order to improve services provided |

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| **Behaviours**  **(Live it!)** |
| S.1 Actively promote gender neutral perspectives on all events, programmes, exhibits etc  S.8 Make listening to guests/visitors/customers a top priority across the business  S.9 Be polite and courteous at all times  S.11 Embrace responsibility, maintain a positive attitude, trust your colleagues, support your team members, be flexible and adaptable, be prepared to embrace new concepts and learn new things  S.17 Be aware of your own cultural background/experiences, attitudes, values, and biases that might influence your ability to assist guests/visitors/customers from diverse cultural populations  S.7 Be open to change and willing to share constructive feedback, think as a team member not just an employee number, be prepared to ask questions, be passionate about the mission and objectives of the organisation you represent and show enthusiasm for your work  S.6 Stay calm under pressure  S.4 Act responsibly to remove embarrassment, discomfort or fear  S.5 Act without prejudice  S.18 Be aware of your own cultural background/experiences, attitudes, values, and biases that might influence your ability to assist guests/visitors/customers from diverse cultural populations  S.10 Be honest and constructive with any feedback, embrace change, accept that change is an ongoing necessity  S.11 Maintain a positive attitude, trust your colleagues, support your team members, be flexible and adaptable, embrace responsibility, be prepared to embrace new concepts and learn new things, use your imagination, smile, show empathy  S.12 Change your attitude to failure  S.13 Be open to advice and guidance, show enthusiasm, be adaptable, learn from your mistakes be prepared to get involved  S.20 Be aware of your own cultural background/experiences, attitudes, values, and biases that might influence your ability to assist guests/visitors/customers from diverse cultural populations |