

JOB DESCRIPTION

Position: Lead Practitioner – Engineering

Reporting to: Head of Engineering

Main Purpose:

The post holder will work closely with members of the Senior Leadership Team of the UTC and will take the lead in developing Engineering across the UTC and responsibility for engineering and product design at KS4.

As a senior member of staff you will work closely with the Vice Principal and Principal to develop a world class learning environment. This will involve being flexible and adapting to the priorities as we identify them on a day by day, week by week, year by year basis.

MAIN TASKS

- To promote the UTC's Mission Statement and to work to establish the values and vision it expresses in all aspects of the UTC's work.
- Develop and contribute to employer based learning tasks and learning activities which are relevant, inspire, and motivate all our students.
- To embrace innovative teaching and learning technologies and promote across the UTC.
- To lead the UTC's work on all aspects of inclusion so that students can overcome and achieve despite social, economic, learning and behavioural barriers to learning.
- To ensure that the behavioural and inclusion needs of our students are fully met.
- To manage the transition from KS3-KS4 and KS4-KS5 in conjunction with the Principal, so that we build strong, mutually supportive relationships with other local educational establishments and parents so that cross-phase transition is as productive as possible.
- To evaluate on aspects of the UTC's work and report on it to SLT, Governors, the LA and Ofsted.
- To work in accordance with the UTC's aims, departmental policies and UTC policies which are designed to provide an appropriate education for all students and encourage individuals to high personal achievement.

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, very able, LAC or who require other particular individual needs.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective and accurate 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 UTC's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work, 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, team and UTC procedures.
- Prepare and present informative reports to parents.
- Undertake assessment of students and participate in the UTC's system for reporting to parents.

General Responsibilities

- To assist the Principal and Vice Principal in the effective day to day management of the UTC, demonstrating high expectations of all.
- To support the work of the governing body, including attendance at some committee meetings.
- To support the Principal and Vice Principal in the development of UTC specific staff and student policies and procedures.

Common roles of all members of the UTC Leadership Team

As a senior member of staff with whole school responsibilities we would expect the successful candidate to contribute to the areas below.

Leadership: vision and values

- Assist the Principal in translating the vision of the UTC into agreed objectives and operational plans.
- Take lead responsibility for policy development and implementation in agreed specified areas. These will evolve as the UTC moves from development to implementation stage.
- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the UTC.
- To ensure equal opportunities for all.

- To be committed to safeguarding and to promoting the welfare of all young people.
- Assist the Principal to develop a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the UTC where well-being and respect are at the heart of the UTC and each student is valued and nurtured to develop personally and educationally.
- Ensure the effective operation of UTC self-evaluation systems as appropriate, and produce reports as required.

Leading and managing others and self

- Take responsibility for the day-to-day line management of designated staff.
- Support the Principal in the recruitment, deployment, motivation, development and performance management of staff, making the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Encourage all staff to be continually active in their personal and continuous professional development.
- Lead groups of staff in developmental activities and evaluate outcomes.
- Actively engage in the performance review process.
- Work within the UTC's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to UTC policies and procedures.

Other professional requirements

- Operate at all times within the stated policies and practices of the UTC.
- Fully participate in the UTC enrichment programme.
- Maintain a current understanding of curriculum innovation and policy.
- Adhere to all UTC rotas with regards to supervision of the students on site.
- Know subject(s) or specialism(s) to enable effective teaching.
- 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 student the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to the Every Child Matters agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the UTC, department and students.
- Contribute to the corporate life of the UTC through effective participation in meetings and management systems necessary to coordinate the management of the UTC.

- Take part in marketing and liaison activities such as open evenings, parent evenings, review days and events with partners.
- Take responsibility for own professional development and duties in relation to UTC policies and practices.
- Liaise effectively with parents and governors.

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 UTC 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. This is likely as the UTC evolves and develops.



Person specification

Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> Qualified teacher status, relevant degree 	<ul style="list-style-type: none"> Relevant further degree, further relevant professional studies Relevant professional body memberships
Experience	
Essential	Desirable
<ul style="list-style-type: none"> A good teacher who has a track record of producing good results for students A track record of raising standards with students of all abilities in a challenging environment Demonstrable use of innovative approaches to development of teaching and learning Relevant curriculum development and development of monitoring and evaluation strategies Pastoral and disciplinary responsibilities for students Leadership on quality improvement 	<ul style="list-style-type: none"> An excellent teacher who has a track record of producing excellent results for students Successful leadership and management experience Experience of innovative and successful collaboration with business and the community Ability to lead on school self-evaluation Ability to lead on action planning and monitoring of improvement Commercial experience or experience of working in an engineering or sciences industry Successful partnership working with other schools, agencies and stakeholders
Equality issues	
Essential	Desirable
<ul style="list-style-type: none"> Demonstrable knowledge and understanding of, and commitment to, equality of opportunity and inclusive education Ability to integrate equality policies into service delivery and employment practices 	<ul style="list-style-type: none"> Knowledge of appropriate national standards Understanding of multicultural issues in the context of the secondary school

Knowledge/skills/abilities	
Essential	Desirable
<ul style="list-style-type: none"> • Excellent understanding of how maths supports engineering and science and the opportunities that this presents • Thorough knowledge and understanding of current curriculum developments • Understanding of the principles of, and demonstrable ability to apply, school improvement school effectiveness techniques • The ability to analyse and interpret student performance data and set challenging and realistic targets • Ability to create an ethos and structure that allows staff to manage behaviour and which enables all students to achieve their potential • Ability to work effectively as part of the Leadership Team including with governors, staff, students and parents • Ability to challenge self, staff and students to develop new outcomes through an entrepreneurial attitude 	<ul style="list-style-type: none"> • Understanding of students' issues relating to transitioning schools at 14 • The ability to form good working relationships with partner schools and other educational establishments • Track record of regional partnership working • Knowledge and understanding of principles and practices of performance management • Ability to work effectively with members of local industry and the community
Other requirements	
Essential	Desirable
<ul style="list-style-type: none"> • Ability to work under pressure, resilient • Good communications and ambassadorial skills • Ability to prioritise • A 'can do' attitude • Must be able to maintain the right work/life balance 	<ul style="list-style-type: none"> • Ability to turn hand to anything during early phases
<p>A strong commitment to your own personal development. The necessary aspiration and ambition to reach the next stage in your professional career.</p>	