

**THE SABDEN MULIT ACADEMY TRUST**  
**JOB DESCRIPTION AND PERSONAL SPECIFICATION**



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<b>SCHOOL:</b>	The Workplace Alternative Provision Free School
<b>POST:</b>	Senior Teacher - Curriculum
<b>EMPLOYMENT TYPE:</b>	Teaching
<b>SCALE ALLOWANCE:</b>	MPS1-6/UPS 1-3
<b>ADDITIONAL ALLOWANCES:</b>	TLR2b & SEN Additional Allowances
<b>CONTRACT TYPE:</b>	Full-Time - Permanent
<b>RESPONSIBLE TO:</b>	Principal and Deputy Principal

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**Main Purpose**

The Senior Teacher for Curriculum will demonstrate a commitment to the founding principles of the Workplace: Rigour, Industry Driven practice, Partnerships and Enterprise. They will be responsible for coordinating and developing engaging, high quality teaching and learning across the vocational curriculum. This will include accountability for outcomes and attainment in vocational subjects across the school. They will liaise with awarding bodies, FE providers and employers to develop the vocational, enterprise and careers aspects of The Workplace curriculum. The Lead Teacher for Curriculum will support vocational staff to develop creative, quality lessons, linked to core subject areas and industry where possible to ensure relevance and engagement.

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school.

The Workplace is an innovative delivery model, and requires staff who can demonstrate a commitment to developing creative, quality practice which supports the wider approaches of the school.

**Strategic direction and development**

- To offer clear strategic direction within vocational subjects across the school and contribute to the wider strategic planning of the school including vocational curriculum development; ensuring appropriate qualifications which have progression opportunities with local Further Education providers are delivered.
- To develop and implement policies, protocols and practices which reflect the schools' commitment to outstanding outcomes in vocational and enterprise subjects.

- To develop and lead the school delivery of CEIAG<sup>1</sup> including Enterprise qualifications, and coordination of external partner(s) for delivery of careers information, advice & guidance; ensuring the Gatsby benchmarks are met.
- To act as a member of the Middle Leadership Team (MLT), working with TLR Leads for English, Maths and Science to ensure vocational relevance is highlighted in core subjects at every opportunity.
- To act as an associate member of the school Senior Leadership Team (SLT), providing regular updates and attending SLT meetings every two weeks.

### **Teaching & Learning**

- To support vocational staff in developing schemes of work and lesson plans, which are well sequenced, identify clear objectives and success criteria, and make links to core subjects; ensuring continuity and progression across the vocational areas.
- To support vocational colleagues in developing robust, accurate and suitable baseline and ongoing assessments, which support progress and enable stretching targets to be set.
- To deliver engaging, innovative Enterprise and Careers Education lessons, where cross curricula links between core and vocational areas are made to promote engagement and highlight curriculum relevance.
- To enrich vocational and enterprise lessons with engaging employer input, adding value to the vocational and enterprise curriculum and enabling students to contextualise their learning within work simulated activities, experiences and competitions.
- To work with SLT to evaluate teaching across vocational areas through work analysis, identifying effective practice and areas for improvement, and taking appropriate action to continuously improve the quality of teaching and quality of evidence produced by students.

### **Leading and Managing Staff**

- To enable all vocational Instructors to achieve expertise in planning for and teaching in their vocational subject through example, support and by leading or providing high quality professional development opportunities.
- To demonstrate an excellent ability to advise, coach and support Teachers and Vocational Instructors (including those who are unqualified or undertaking teacher training); ensuring opportunities to develop student industry and enterprise knowledge and skills is fully exploited.

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<sup>1</sup> Careers Education, Information, Advice and Guidance

- To support Vocational Instructors to capture evidence of learning which meets awarding body criteria for Attainment 8 vocational qualifications at Level 1 and 2.
- To motivate and support all staff to contribute to the school wide development of an outstanding CEIAG offer which meaningfully meets the Gatsby benchmarks
- To provide clear feedback, appropriate support and sound advice to others.
- To help others to evaluate the impact of their teaching on raising pupils' achievement.
- To contribute to the Performance Management and review of all Vocational Instructors.
- To ensure that the Principal, SLT and Sabden Trustees are well informed about policies, plans, priorities and targets for vocational subjects, careers and enterprise; ensuring that these are properly incorporated into the school development plan.

### **Pastoral Responsibilities**

- To support staff in developing approaches to embed weekly PSHEE themes in lessons (Careers Education and Financial Literacy) and contribute to weekly pastoral assemblies.
- To support pupils in actively engaging with and following The Workplace Standards at all times.
- To communicate effectively and professionally with parents and other stakeholders as required.

### **Other Professional Requirements**

- To maintain up to date knowledge of developments in vocational subjects and qualifications, alternative provision, and within the wider world of education including statutory expectations.
- To role model expected working behaviours and high levels of professional conduct at all times and in all settings; displaying high levels of expectation and aspiration for all pupils and supporting colleague and stakeholders to do the same through the modelling of Workplace standards of being Prepared, Professional, Purposeful and Proficient.
- To actively engage in the performance management process and take personal responsibility for own professional development.

- To demonstrate knowledge of, and adherence to all relevant school policies and procedures.
- To carry out supervisory duties at allotted times as per school policies and expectations.
- To effectively engage with the schools' programme of meetings and CPD sessions.
- To promote positive value and attitudes (including relating to equal opportunities); dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour within work simulated environments.
- Undertake other duties as related to the work as and when required by the Principal, Assistant CEO or CEO.

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This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.



SABDEN

## **THE SABDEN MULIT ACADEMY TRUST**

### **JOB DESCRIPTION AND PERSONAL SPECIFICATION**

#### **Senior Teacher for Curriculum - Person Specification**

**E:** Essential

**D:** Desirable

#### **Qualifications**

- QTS/QTLS **(E)**
- A degree or equivalent in a related subject **(E)**
- Evidence of commitment to own professional development **(E)**

#### **Knowledge and Experience**

- Use of appropriate assessment to improve practice and
- Aspirational vision for the teaching of Vocational Subjects, Careers and Enterprise **(E)**
- Knowledge of Further Education including qualifications, assessment and expectations **(D)**
- Knowledge of vocational qualification awarding body expectations and quality of evidence required **(D)**
- Experience of working closely with employers and a sound understanding of employer expectations **(E)**
- A sound knowledge of vocational accreditation in the changing educational landscape **(E)**
- Demonstrate an understanding of recent vocational educational developments as they effect alternative provision **(E)**
- Use of a wide range of teaching styles and pedagogy to secure ~~Good~~ to Outstanding learning and progress **(E)**
- raise standards **(E)**
- Use of strategies to promote good pupil relationships and high attainment in an inclusive environment **(E)**
- Evidence of engaging pupils of all abilities in ~~Maths~~ through inspiring lessons **(E)**
- Development of effective Schemes/Units of work **(E)**
- Demonstrate a clear understanding and knowledge of safeguarding and child protection procedures **(E)**

#### **Skills and Qualities**

- Demonstrate a high level of personal teaching skills **(E)**
- Demonstrate ability to organise and manage classes to create an effective learning environment **(E)**
- Excellent communication and presentation skills **(E)**
- Able to work effectively and purposefully with employers, FE providers and careers organisations **(E)**
- Competent user of ICT and data programmes **(E)**

- Confident oral and written English skills **(E)**
- Ability to plan and resource effective interventions to meet curricular needs **(E)**
- Excellent behaviour management skills **(E)**
- Demonstrable success in promoting the general progress and well-being of pupils and providing guidance and advice to pupils on educational and social matters **(E)**
- Demonstrable successful experience of contributing to a whole school approach in delivering education to children with special educational needs **(D)**

### **Personal Qualities**

- High levels of personal and professional integrity **(E)**
- A commitment to enabling pupils of all abilities to thrive vocationally, academically and personally **(E)**
- High degrees of self-confidence, personal energy and dynamism **(E)**
- Personal warmth, good rapport with pupils, colleagues, parents and external stakeholders **(E)**
- Excellent organisational and time management skills **(E)**
- Professional levels of personal presentation **(E)**
- Enthusiasm for participation in extra-curricular activities **(E)**
- A high level of emotional intelligence and a commitment to a team ethos **(E)**
- Understand the indicators of stress and within a SEMH environment and take responsibility for minimising the factors that may contribute to your personal stress **(E)**
- Support colleagues generally and contribute positively to all whole school strategies on stress management **(E)**
- An understanding of your own personal resilience and strategies to support this **(E)**

### **Other**

- Driving License **(D)**
- Mini bus driver trained **(D)**