

### Job Description

<b>Job Title</b>	Vocational Curriculum Lead
<b>Academy</b>	Richard Barnes Academy
<b>Reports to</b>	Deputy Principal – Quality of Education
<b>Line Management of</b>	Vocational Subject Teachers
<b>Working Hours &amp; Pattern</b>	100% - Full Time
<b>Salary / Grade</b>	MPS/UPS plus TLR 2C
<b>Date Last Evaluated</b>	May 2022
<b>Core Purpose -</b>	<ul style="list-style-type: none"> <li>To be responsible for establishing and promoting our Vocational Curriculum as a beacon of good practice within the Academy, through the provision of high quality teaching and learning.</li> <li>To model best practice in teaching and learning.</li> <li>To lead the development and provision of an outstanding Vocational Curriculum for Key Stages 3 and 4 in the best interests of our students.</li> <li>To develop further extra-curricular opportunities which promote vocational skills across the Academy and partner schools.</li> <li>To liaise and collaborate with appropriate external agencies to develop curricular opportunities for students.</li> <li>Develop and enhance the quality of teaching and learning amongst all staff within the Department.</li> </ul>

### **Key Responsibilities**

#### **Planning, progress and policies**

- Work closely with colleagues to produce high quality learning resources and plan learning activities.
- Support the Trust's values and ethos by contributing to the development and implementation of policies, practices, and procedures.
- Use data about each student to inform classroom practice and planning.
- Work with parents, carers, local schools, and outside agencies to ensure each student's needs are best met.
- Work closely with all stakeholders to deliver our strategic vision and help make our ambitious plans for the Academy a reality.
- Act on child protection concerns immediately; read, understand, and implement RBA's safeguarding policy and procedures, and Keeping Children Safe in Education.

#### **Curriculum and Teaching**

- Develop a dynamic vocational curriculum across KS3/4 to engage all our students.
- Share our determination to develop and deliver a broader curriculum for our students.
- Work closely with the other Curriculum Leads to create high quality opportunities for all across the curriculum areas.
- Demonstrate the highest quality of teaching, learning, and assessment.
- Plan and teach interactive, exciting lessons which engage all our KS3 and KS4 students, including those facing barriers to learning and those with social, emotional, mental, and health needs.
- Link lessons to the PSHE curriculum, the world of work, British Values, and SMSC where appropriate.
- Have up-to-date knowledge of vocational qualifications and the curriculum – with confidence in teaching vocational qualifications and a desire to teach in a creative way to engage reluctant learners.
- Inspire our students and share a genuine passion for learning.
- Set expectations and maintain a positive and safe learning environment.
- Use the RBA values, **Respect, Believe, Achieve**, to ensure that high expectations for behaviour are maintained.
- Be a role model for our students, showing leadership, resilience, and empathy.

#### **Quality Assurance and Performance Data**

- Assess and give students regular feedback in line with the RBA assessment policy
- Facilitate good progress and positive outcomes – inspire, motivate, and challenge our students through our values – **Respect, Believe, Achieve**.
- Be committed to tackling disadvantage and improving every student's wellbeing and life chances.

#### **Staffing**

- Direct the work of other staff to maximize their impact on learning.

#### **General Responsibilities**

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

**Note: Every job description in the organisation will be subject to a review either:**

- **On an annual basis at the time of the annual appraisal meeting, or**
- **As a result of a change in strategic direction, or**
- **As a result of a team/operational requirements, or**

**It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

### Person Specification

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
First degree or equivalent	E	A
DfE recognized qualified teacher status, or Qualified Teacher Learning and Skills status	E	A
Evidence of CPD which enhances classroom practice	D	A
First Aid Training	D	A
Holds a full, current driving license and a MIDAS certificate	D	A
<b>Knowledge and Understanding</b>		
Detailed knowledge of the opportunities within the vocational curriculum.	E	A, I
A solid understanding of a range of teaching & learning strategies and a good understanding of current pedagogical thinking.	E	A, I
An understanding of disadvantage and working in challenging environments.	E	A, T, I
An understanding of a range of special educational needs, especially SEMH, ASD, ADHD, and SpLD	D	A, T, I
<b>Skills and Abilities</b>		
Strong analytical, strategic, interpersonal, and thinking skills.	E	A, T, I
Ability to teach Vocational Learning in KS3 and KS4 across subject, age, and ability range.	E	A, T, I
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents/carers, colleagues, external agencies, wider community etc.)	E	A, T, I, R
Ability to reflect and self-evaluate	E	A, I, R
An understanding of expeditionary learning	D	A, I
A track record of being an excellent classroom teacher with the ability to model best teaching and learning practice across the Academy	D	A, I, R
<b>Experience</b>		
Evidence of recent successful classroom practice	E	A
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. Lessons are consistently judged to be good or better.	E	A, I
Evidence of learning students in challenging learning activities.	E	A, I
Effective and systematic behaviour management – experiences of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise, and rewards	E	A, I
Experience of using assessment data to ensure effective student progress, raise standards, and achieve outstanding pupil outcomes.	E	A, I, T
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex needs.	E	A, I
Experience of working collaboratively with others	E	A, I
<b>Personal Commitment</b>		
Personal and professional resilience in the face of challenging situations.	E	A, I, R

Self-motivated, productive, diligent, and thorough.	E	A, I, R
Commitment to an open, collaborative style of management.	E	I
Concern for the development of colleagues and members of the wider school community.	E	I
Commitment to your personal and professional development and that of all staff.	E	A, I
Convinced of the transformative nature of excellent education.	E	A, T, I
Empathy with the needs of children	E	A, T, I
Commitment to the safeguarding of vulnerable young people	E	I
A personal commitment to promoting inclusion, diversity, and access.	E	A, I
A commitment to the vision, values, aims, and objectives of the Richard Barnes Academy	E	A, I

#### **Assessment methods**

**A – Application    I – Interview    T – Task/Activity    L – Lesson Observation    R – References**