

JOB DESCRIPTION AND PERSONAL SPECIFICATION



SCHOOL:	The Workplace Alternative Provision Free School
POST:	Vocational Instructor - Construction & The Built Environment
SCALE ALLOWANCE:	Unqualified Teacher Scale + additional responsibility allowance (£2,000)
CONTRACT TYPE:	Full-time – Fixed Term until 31/08/2022
RESPONSIBLE TO:	Deputy Principal

Main Purpose of the Job:

To instruct key stage 3 and 4 pupils within a vocational learning environment specialising in construction and the built environment, enabling all pupils to achieve their full potential and gain valuable industry knowledge and practical skills, evidenced by the attainment of recognised vocational qualifications in key stage 4 and sustained participation post 16. To support pupils in developing work appropriate behaviours and engagement in the curriculum through the role modelling of expected Workplace standards (**Prepared, Professional, Purposeful** and **Proficient**).

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 in their own area whilst supporting the wider approaches of the school.

Teaching and Learning

1. To plan and teach a quality theoretical and practical Construction curriculum to meet the needs of Workplace pupils, ensuring pupils acquire and consolidate industry standard knowledge, skills and understanding.
2. Ensure Construction theory lessons are engaging, motivating and made relevant during practical Construction activities.
3. To prepare schemes of work and lesson plans in line with Workplace guidelines and prepare engaging resources in all formats to facilitate pupil knowledge and skill development.
4. To use a range of effective questioning, listen carefully to pupils, give attention to errors, misconceptions and stereotypes.
5. To set, mark, record and feedback on pupil work/assessment; evidencing pupil progress and achievement and ensuring compliance with the assessment and internal verification procedures.
6. To meet the specification and fulfil the requirements of the awarding body.
7. Provide a stimulating and engaging learning environment by making full use of vocational resources available; simulating real working environments wherever possible.
8. Organise enterprise activities, employer engagement and off-site visits to ensure relevant contact with employers and industry enhances the curriculum.
9. Use innovative, Construction relevant Information Communication Technology to enhance the curriculum and pupils learning experience.
10. To ensure that English, Maths, Careers and SMSC¹ links are integrated into teaching and learning activities wherever possible.
11. To work in partnership with Workplace Mentors and supervise their classroom support, informed by the sharing of lesson plans, personalised interventions and resources to be used prior to the start of the lesson.
12. Contribute to the effective running of the teaching team at The Workplace by fulfilling administrative duties and reasonable cover teaching duties as required.

¹ Social Moral Spiritual and Cultural

Pastoral Duties

1. Act as a tutor to a group of pupils; providing appropriate pastoral care and support including flagging and recording emerging welfare or safeguarding concerns.
2. With support, to deliver Personal, Social, Health and Economic Education (PSHEE) sessions for a tutor group and contribute to weekly PSHEE assemblies.
3. Contribute to pupil action plans, tracking documentation, profiles, portfolios and records of achievement as required.
4. To undertake timetabled 'workplace standards' duty, ensuring a presence of staff across the site during lesson time to create an orderly and focussed working environment.

Professional Development

1. To maintain up to date knowledge of developments in the Construction industry area (including undertaking relevant industry experience).
2. To develop outstanding teaching and assessment practice through engagement with a peer mentoring programme; to include observation, co-teaching, mentoring sessions and coaching.
3. To effectively engage with the schools' programme of meetings and training sessions; reflecting on own practice.
4. To actively engage in the performance management process and take personal responsibility for own professional development.
5. To undertake and actively contribute to The Workplace appraisal process.

Other Professional Requirements

1. To effectively manage and monitor a curriculum budget; ensuring purchased resources have a demonstrable impact on the quality of the Construction curriculum.
2. To adhere to and promote safe and healthy work practices to ensure pupils, staff and visitors are safe from harm, including maintaining vocational classrooms and pods.
3. 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 colleagues and stakeholders to do the same through the modelling of Workplace standards of being **Prepared, Professional, Purposeful** and **Proficient**.
4. To demonstrate knowledge of, and adherence to all relevant school policies and procedures.

5. 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.
 6. To 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.

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Vocational Instructor - Construction & The Built Environment - Person Specification

E: Essential

D: Desirable

Qualifications

- A professional qualification relating to Construction/allied trades or equivalent industry experience **(E)**
- English and Maths GCSE (or Level 2 qualification) **(E)**
- Evidence of commitment to own professional development **(E)**
- Qualified Teacher Status **(D)**

Knowledge and Experience

- Have relevant industry experience and/or a sound working knowledge of Construction & allied trades within a workplace context **(E)**
- Aspirational vision for the teaching of Construction **(E)**
- Experience or willingness to develop curriculum, schemes of work/lesson plans and teaching and learning materials in Construction **(E)**
- Experience of engaging and high quality instructing/teaching/training/tutoring **(D)**
- An understanding of recent general educational developments as they affect special education **(D)**
- Working knowledge of the requirements of Awarding Bodies **(D)**
- Understanding and knowledge of safeguarding and child protection procedures **(D)**

Skills and Qualities

- Excellent communication and presentation skills **(E)**
- Ability to motivate, encourage and support pupils **(E)**
- Competent user of ICT and data programmes **(E)**
- Confident oral and written English skills **(E)**
- Excellent time management, organisational and administrative skills **(E)**
- Excellent behaviour management skills **(D)**

Personal Qualities

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

Other

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