

JOB DESCRIPTION

The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.

Job Title:	Construction & Technology Teacher / Instructor
Salary/Range:	Depending on experience.
Hours:	Full Time – in accordance with STPCD
Main Base:	Brunel School, Paignton
Responsible to:	Senior Leadership Team – Curriculum Lead
Direct Supervisory Responsibility for:	To be discussed
Important Functional Relationships: Internal/External	CEO, Headteacher's, SEN Director, staff, pupils, parents, governors Community groups, LA, partner schools, national bodies/organisations, media

Main Purpose of Job:

We are looking for a Qualified Teacher or Unqualified Instructor. This job description will be amended depending on the level of experience and agreed role.

- To plan and deliver engaging, practical and personalised learning within Technology, STEM and vocational pathways for KS3 and KS4 pupils.
- To deliver high-quality teaching and learning through practical, hands-on activities which engage pupils with SEND, SEMH and barriers to learning.
- To develop and deliver entry level and vocational DIY, construction and practical technology-based learning opportunities for KS4 pupils.
- To promote creativity, problem-solving, independence and employability through meaningful practical learning experiences.
- To develop engaging STEM enrichment opportunities which inspire curiosity, resilience and confidence in learning.
- To support pupils to achieve accreditation pathways appropriate to their needs and aspirations.
- To contribute to curriculum development, ensuring learning is sequenced, purposeful and relevant to pupils' EHCP outcomes and future destinations.
- To create a safe, structured and engaging workshop/classroom environment with high expectations for behaviour, safety and participation.
- To work collaboratively with families, external agencies, employers and colleagues to maximise pupil engagement and progress.
- To support and adhere to all Trust policies and procedures including safeguarding, health and safety and safer working practices.

Main Duties and Responsibilities:

Teaching Responsibilities

- To plan, prepare and deliver differentiated and engaging Technology, STEM and vocational learning sessions for pupils with SEND and SEMH needs.
- To develop practical learning opportunities linked to areas such as DIY, basic construction, mechanics, engineering principles, design technology and employability skills.
- To create learning experiences which are purposeful, hands-on and relevant to real life contexts.
- To develop and deliver STEM activities and projects that promote curiosity, creativity, teamwork and problem-solving.
- To support pupils in developing resilience, independence, communication and practical life skills.
- To maintain a safe working environment and ensure pupils understand and follow workshop and tool safety procedures at all times.
- To contribute to accreditation pathways including Entry Level, Unit Awards or vocational qualifications where appropriate.
- To contribute to pupils' assessment in line with Trust assessment processes.
- To maintain accurate records of academic, social and vocational progress.
- To contribute to curriculum development and the ongoing review of vocational and STEM provision.

Pastoral Responsibilities:

- To support the emotional and social wellbeing of pupils.
- To be aware of, and to communicate, the background information relating to pupils and follow guidance with regards to behaviour management within the group and the wider school.
- Contribute to the development of management strategies for our pupils.
- Promote equal opportunities and inclusion.
- To establish a positive and professional channel of communication with parents and carers.
- To effect and sustain professional contact with parents, carers and professional agencies.
- To prepare and collate information for Reports, Annual EHCP reviews and attend meetings as necessary.
- To monitor pupils with regards to their attainment, attitude for learning, behaviour, attendance and their social and emotional wellbeing.
- To assist with the development of individual support plans for pupils and to communicate these to colleagues.

Communication and Liaison

- Attend INSET days and contribute to agenda and training.
- Represent the provision at which you are deployed at other meetings, where appropriate.
- Meet formally and informally with the line manager over matters relating to teaching and learning, classroom management and personal professional development.
- Communicate and work effectively with other members of staff – including across a range of Trust settings and provisions.
- Maintain appropriate contact and consult with parents/carers of pupils as necessary
- Work proactively with Trust and partner school's Teacher/ HLTA and TA teams to ensure pupils with whom you are deployed receive appropriate levels of support.

General/Other:

Teachers Pay and Conditions (qualified Teachers)

- The post holder will be required to carry out such duties outlined in the current School teachers' Pay and Conditions document at the request of the Headteacher.
- Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.
- Teachers can expect support from the school leadership through guidance, CPD, lesson observations, monitoring, evaluation processes and professional reviews.

- There is not rigid policy with regards to the 1265 working hours directive; we ensure that there is a balance of Planning, Preparation and Assessment time alongside formal meetings.
- All teachers can expect to be formally observed on three occasions per year and are expected to participate in shared peer observations to develop best practice.
- Professional Reviews are carried out annually with objectives that are set and contribute towards an evaluation of performance.
- In the interest of staff wellbeing, the school has a strong commitment to providing support, care and guidance to colleagues. It is the personal and professional responsibility of staff to ask for support when they need it.
- To act as a team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To maintain the utmost confidentiality with regard to all reports, records and personal data and other information of a sensitive or confidential nature.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To undertake other duties appropriate to the post as required.

Person Specification:			
	Essential	Desirable	Recruiting method
Education and Training	GCSE English and Maths Grade C/4 or above. Relevant vocational, technical, teaching or instructor qualification and/or significant practical experience within Technology, Construction, Engineering, Mechanics, DIY or STEM-related areas.	Qualified Teacher Status. Additional qualifications or training linked to Technology, Construction, Engineering, Mechanics or STEM-related subjects. Training linked to SEND, SEMH or trauma-informed practice.	Application
Skills and Experience	Experience delivering practical, vocational or technology-based learning. Experience of workshop-based learning, DIY/construction or STEM-related activities. Ability to engage and motivate young people through practical learning. Strong behaviour management, communication and relationship-building skills. Effective ICT skills.	Experience working with children or young people with SEND/SEMH needs. Experience delivering Entry Level or vocational qualifications. Experience leading STEM enrichment projects or activities.	Application/Interview /Assessment
Specialist Knowledge and Skills	Understanding of differentiated learning and inclusive practice. Knowledge of safeguarding and health and safety requirements within practical subjects. Ability to create engaging, sequenced practical learning opportunities.	Knowledge of Entry Level or vocational accreditation pathways. Experience maintaining tools and workshop environments. Familiarity with therapeutic approaches (e.g. trauma-informed practice, attachment-aware teaching).	Application/Interview /Assessment
Behaviours and Values	Flexible, resilient and solution-focused. Warm, approachable and able to build positive relationships with pupils. Commitment to inclusion and high aspirations for young people.	Training is Team Teach, MAPA, or other positive handling strategies.	Application/Interview /Assessment