



## Job Description

Post Title	Salary	Reviewed
<b>Vocational Tutor</b>	<i>Grade 10</i>	<b>July 2024</b>

**BTEC Level 1 Introductory in Vocational Studies:**

**Units:**

**Core**

**Construction**

**Vehicle Maintenance**

**Managed by:** Deputy Headteacher

**Job Purpose**

- To plan, deliver, evaluate learning and assess learners progress and levels of learning.
- To contribute to curriculum development and planning.
- To deliver accreditation courses which allow students to achieve potential in occupational/ vocational courses including Duke of Edinburgh.
- To use mentoring strategies to enable students to overcome individual barriers to learning; by identifying the problems and creating solutions and providing a support service for designated students.
- To support the management of the school in leading on and implementing key strategic and operational developments.

**Key Job Outcomes**

**Teaching and Learning**

- Under the supervision of the Deputy Headteacher, to plan, develop and deliver courses of the BTEC vocational qualification or equivalent based on individual and group needs and relevant exam body requirements.
- Devise individual programmes for students to avoid exclusion, increase engagement and raise achievement. To liaise with student/ parents/carers and other professionals to offer programmes that meet their interests and needs as well as providing them with skills for life.

**Monitoring and Assessment**

- Monitor, assess and record learner progress and achievement against primary learning goal and course objectives ensuring all relevant paperwork such as learning agreements and plans are up-to-date and complete.
- Assess the needs of individual learners and groups of learners on key skill courses, provide on-going support and liaise with relevant staff to meet specific support needs, e.g. access requirements, learning support.

- Where appropriate liaise with relevant awarding bodies such as BTEC/NCFE and contribute to verification and moderation procedures
- Contribute to developing course information, providing learner information, carrying out initial assessment, delivering advice and guidance, and induction programmes.
- Evaluate and review courses and other learning opportunities provided.
- Where appropriate identify and monitor subject based work experience placements.
- Contribute to review, self-assessment and other equality procedures of programme area by providing information on outcomes of learner assessment and feedback and course review and by collecting and monitoring information.

### **Behaviour and Safeguarding**

- Take a parenting and community lead for the school and initiate, implement and evaluate strategies for engaging parents
- To enable the students to raise standards of achievement; improve attendance; raise standards of behaviour by (for example) -
  - Developing a 1:1 mentoring relationship with students identified as needing support and to devise, implement and evaluate individual student action plans
  - Supporting students identified as at risk of underachieving / exclusion and developing programmes to better meet their needs.
  - Supporting students with behavioural difficulties and to liaising with learning support staff to support the entry, exit and re-integration of students who require support unit provision (where applicable) or with the schools providing outreach services in order to support pupils with behaviour management strategies and techniques
  - Liaising with the schools' gifted and talented co-ordinator to support the identification of underachieving gifted and talented pupils to devise, implement and evaluate individual student action plans
  - Liaising with school staff, personal advisors and education welfare officers to identify pupils at risk of disaffection during Key Stage 4 or dropping out post 16 and to devise, implement and evaluate individual students action plans
  - Visiting teaching, pastoral staff and external agencies as appropriate, participating in the comprehensive assessment of students to identify those in need of extra help to overcome barriers to learning inside and outside of school. This to include existing students or those transferring or returning to school
  - Building up detailed knowledge of the support services available, serving as the single point of contact for students and accessing specialist support as appropriate
  - Promoting the speedy and effective transfer of information from primary to secondary school and between school
  - To develop positive relationships with parents/guardians in order to approach school - related problems in a more holistic way.
  - To maintain regular contact with families/carers of students receiving support and to encourage family involvement in the student's learning and acting as first point of contact for the parents in the school
  - To lead and coordinate the Duke of Edinburgh program of study as part of the vocational curriculum offer

### **Teamworking and Collaboration**

- Contribute to curriculum leadership by sharing good practice and support sessional tutors under the direction of organiser/co-coordinator.
- Attend and contribute to meetings and staff development as required by sharing good practice.
- Share good practice and disseminate national and local curriculum developments.
- Lead and manage mentoring strategies within the school (for example transition strategy)
- Line and performance manage other support staff - HLTA's and LSA's.
- Fulfil the role of a class tutor with the responsibilities that go with this

### **Developing North Star Academy Trust**

- Contribute to achieving the vision and aims of the Trust.
- Contribute to the development of the Trust as an outstanding provider of SEMH provision.

- Contribute to the development of collaborative and team working between schools in the Trust, as a means of affecting change and improving standards.
- Contribute fully to the improvement of pupils' attitudes to learning and behaviour across the Trust.
- To lead cross trust initiatives

### **General Accountabilities**

- So far as is reasonably practicable, the post holder must ensure that safe working practices are adopted by employees in school/work areas for which the post holder is responsible to maintain a safe working environment for employees and pupils. These practices are defined in the Trusts Health and Safety Policy and departmental codes of practice.
- Work in compliance with the Code of Conduct, Regulations and policies of the Trust, and its commitment to equal opportunities.
- Take responsibility for your own professional development by keeping up to date with new initiatives and current best practice.
- Ensure that output and quality of work is of a high standard and complies with current legislation and standards.
- Carry out any other duties as requested which are commensurate with the grade of the post.