**Lead Practitioner – Vocational/Post 16**

**TPA (The Pivot Academy)**

**Job Description**

**Lead - Vocational and Post 16**

**We have recently been graded as a ‘Good’ school in all areas**

*“The school provides an oasis of calm for pupils who have previously experienced disruption to their schooling. This makes a significant difference to pupils’ personal development and welfare”*

***OFSTED Feb 2018***

Here at Pivot our vision and passion to grow as a company and provider is stronger than ever and this is clearly evidenced by our recent inspection outcome. We remain committed to putting young people at the centre of everything we do and as a result we have achieved phenomenal results with schools, local authorities and most importantly, young people. We pride ourselves on our ability to think outside the box and take comfort in challenging the norms and developing a creative response to need in our specialist areas of special educational needs, pastoral, inclusion and alternative educational services and support. We work with students who display challenging behaviour in certain situations. It is our job to enable them to take responsibility for themselves and to be able to contribute successfully to society.

We are seeking a lead practitioner for our vocational and post 16 offer who is resilient, innovative and enthusiastic and who can lead and coordinate the delivery of this area across The Pivot Academy (TPA). You will demonstrate a real passion for working with young people with SEND and a dedication to promoting and engaging young people. You will work with a range of stakeholders and individuals to assist in all aspects of the work to promote a healthy and supportive working environment for young people and you will need to be able to work with employers and other organisations to develop relationships and secure working placements and experiences. Committed to delivering highest quality education and with experience of working with SEND, you will help us achieve the highest of standards and continue to deliver the best for our students.

You will be enthusiastic and sensitive, with the ability to keep calm in challenging situations.

**Particular Responsibilities**

Working within the overall strategy and guidelines of Pivot, be accountable for the leadership and management of your subject area and provide clear direction, support and practical advice to TPA teaching and support team. This involves:

* Have accountability for leading, managing and developing the Vocational curriculum across TPA. This includes:
  + Developing non-core subjects on site (e.g. catering, photography as and when capacity grows)
  + Securing vocational courses at other educational establishments (we do have good relationships with others such as, Kirklees College/Bradford College) and with employers’/placement providers
  + Ensuring students transition to other vocational courses smoothly
* Responsible for monitoring attainment and progress for all students engaged in vocational activities, both on and off-site
* Supporting, developing and enhancing the teaching practice of others so that they teach lessons that are not judged less than typically good
* Helping to create and manage a caring, supportive, purposeful and stimulating environment which is conducive to students’ learning
* Planning, preparing and delivering lessons across TPA in order to ensure effective breadth and balance in the curriculum
* Identifying clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
* Teaching lessons that are judged outstanding
* Helping to maintain good order and discipline among the pupils, safeguarding their health and safety
* Organising and managing groups or individual students, ensuring differentiation of learning needs, reflecting all abilities
* Planning opportunities to develop the social, moral, emotional and cultural aspects of students’ learning
* Developing and maintaining a regular system of monitoring, assessment, record-keeping and reporting of student’s progress
* Ensuring effective use of support staff within the classroom
* Ensuring students attain, achieve and make appropriate rates of progress as determined by agreed targets
* To participate in staff meetings as required
* To communicate and consult with parents over all aspects of their child’s education – academic, social and emotional
* To cover in the absence of a colleague
* If required, to be a mentor to a student or group of students and communicate regularly with parents
* To partake in the quality assurance of TPA and promote without prejudice the agreed policies of the school
* Communicating an exciting and stimulating shared vision, which ﬁts within the overall Pivot strategy, and inspires and motivates students, staﬀ and all other members of the school community
* Providing a safe and orderly environment that protects and cares for the young people and staﬀ based at TPA
* Embedding a culture of positivity and motivation
* Ensuring all vocational courses meet all statutory requirements as deﬁned by Ofsted/ DFE, and other external bodies
* To undertake other roles or responsibilities as determined by the School Directors and Executive/Head Teacher

# Academic Progress

* To work with the SLT to monitor and analyse the progress of students on vocational courses in order to secure and sustain effective learning and positive outcomes
* To identify underachievement in students who are on vocational courses, with a view to establishing and coordinating improvement strategies/interventions in conjunction with TPA staff and outside agencies/colleges / other educational establishments
* To liaise with key staff, including the SENCO, regarding the strategies that are deployed to raise academic achievement
* To report to a line manager, the progress of the cohort as and when required

# Leadership and Management

* To motivate and work with others to create a shared culture and positive climate
* In relation to your subject area, ensure eﬀective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and responsibilities
* To create and maintain eﬀective partnerships with parents/carers to support and improve students’ achievement and personal development
* To create and maintain eﬀective partnerships with outside agencies/colleges/ other educational establishments to support and improve students’ achievement and personal development
* To participate in parent/carer information events including evenings
* To support good order and discipline at all times, both on and oﬀ the school site
* To contribute to the management of key school events
* To maintain awareness of current educational policy and practice and relevant DfE and Government diktat

# Administration

* To maintain individual student records as necessary and ensure that they are kept up to date
* To monitor student behaviour, attendance and achievement using the Behaviour Log and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
* To monitor incidents where students require positive handling and ensure appropriate recording and reporting takes place in accordance with Group and school policies
* To oversee and undertake the completion of progress checks as appropriate
* To contribute to school reports
* To play a full part in preparing students for public examinations and secure appropriate access arrangements by liaising with the SENCo and / or external providers
* To support revision and preparation for any end of year assessments
* To fully support students onto KS4 programmes of study

# Line Management

Line managed by The Headteacher

**Salary**

Negotiable dependant on skills and experience

**PERSON SPECIFICATION**

# JOB TITLE: Lead Practitioner – Vocational and Post 16 - TPA

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| **Attributes** | **Essential** |  | **Preferred** |
| **Education/**  **Qualifications** | Educated to degree level  Evidence of recent high quality CPD |  | Masters Qualification  Higher Education qualifications  PGCE – QTS/QTLS |
| **Experience/**  **Knowledge/**  **Attributes** | * Fluent in SEN Code of Practice * Previous leadership experience * A good working understanding of special needs, especially SEMH needs of young people * Detailed knowledge of the National Curriculum and approaches within SEND * 14-16/Post 16 educational knowledge * Knowledge and experience of Traineeships/apprenticeships * Experience of involvement with OfSTED and external scrutiny processes * Successful experience of handling difficult and sensitive situations * Strategies for raising pupils’ achievements (educationally and socially) * Use of comparative local and national data to establish benchmarks and set targets for improvement * Experience of working with different stakeholders |  | Experience leading/working with Vocational Options  Knowledge of School Pod or other relevant management information programmes  Strategic planning linked to school Improvement  Leading on post 16 curriculum |
| **Skills/Personal Qualities** | * Good standards of IT skills (word processing and spreadsheets) * Good organisational skills and ability to prioritise workload * Communication skills ­ the ability to make points clearly and listen to and understand the views of others * Decision making skills ­ the ability to investigate, solve problems and make and implement decisions * Ability to hold others to account * Ability to work as a member of a team * Ability to work to tight deadlines * Ability to work on own initiative within set boundaries * Evidence of being able to build and sustain eﬀective working relationships with young people, staﬀ, parents/carers, employers, colleges, schools and the community * Ability to remain calm and composed during a range of challenging situations |  |  |
| **Motivation** | * Willingness to undertake further training * Demonstrate enthusiasm and sensitivity * Demonstrate a stimulating and innovative approach |  |  |

**To apply**

**Applications can be made via email or in writing to:**

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