



## **Teacher of Vocational Subjects**

(Health & Social care, Childcare, and Travel and Tourism)

City of Derby Academy

Permanent

1.0FTE

MPS/UPS

QEGSMAT are seeking to appoint an enthusiastic Teacher of Vocational Subjects (Health & Social Care, Childcare and Travel and Tourism) to join our hardworking team at City of Derby Academy.

We serve a very diverse community with over 30 home languages. The school's vision is "improving the life chances of all students". We aim to achieve this through a broad, balanced and ambitious curriculum that enables students to achieve the best academic, technical and vocational outcomes possible. Moreover, we continually strive to develop our students' character through our core values of Respectful, Responsible and Ready to Achieve which underpin everything we do, every day.

The City of Derby Academy is part of the QEGSMAT. The Trust's vision is to 'Question, Explore; Give; Succeed' and our exceptional staff, strong leadership and motivated young people, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

### **Why work for us?**

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to Teacher Pension Scheme employer contributions of 23.68% for Teachers.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the School/Trust may also consider performing an online presence check as part of their pre-employment checks.

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 270450. Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit our Trust Website (<https://www.qegsmat.com/current-vacancies/>) where you can apply via TES.

<b>Closing date for applications:</b>	<b>Sunday 7<sup>th</sup> January 2024</b>
<b>Interview date:</b>	<b>TBC</b>
<b>Salary:</b>	<b>MPS/UPS</b>
<b>Start date:</b>	<b>ASAP</b>



## **JOB DESCRIPTION**

<b>Post Title:</b>	<b>Teacher of Vocational Subjects</b>
<b>Reporting to:</b>	<b>Curriculum Leader/SLT</b>
<b>Scale:</b>	<b>MPS/UPS</b>
<b>Disclosure level:</b>	<b>Child Workforce - Enhanced, Child Barred List</b>

### **CORE DUTIES**

#### **A teacher must:**

##### **Set high expectations which inspire, motivate and challenge students:**

- establish a safe and stimulating environment for students, rooted in mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

##### **Promote good progress and outcomes by students:**

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

##### **Demonstrate good subject and curriculum knowledge:**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard IT software, whatever the teacher's specialist subject.

##### **Plan and teach well-structured lessons:**

- impart knowledge and 'develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- lead the design and provision of an engaging curriculum within the relevant subject areas.

**Adapt teaching to respond to the strengths and needs of all students:**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with Design and Technology as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment:**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback;
- monitor and support the overall progress and development of students as a form tutor
- be the custodian of data for the subjects you lead, through effective QA (Quality Assurance) and review procedures;

Also: act as a Lead Internal Verifier (LIV) for an agreed subject.

**Manage behaviour effectively to ensure a good and safe learning environment:**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- support other colleagues.

**Fulfil wider professional responsibilities:**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being;
- follow the school's Quality Assurance procedures;
- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- deliver form tutor challenges/activities during form times;
- carry out duties as shown on the staff Duty Rota;
- comply with the school's health and safety policy and undertake risk assessments as appropriate.

**Personal and professional conduct:**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.



## **Person Specification - Teacher of Vocational Subjects**

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <li>• Honours Degree</li> <li>• PGCE (or equivalent)</li> <li>• GCSE Maths and English C or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of relevant and ongoing CPD</li> </ul>	Certificates
Knowledge	<ul style="list-style-type: none"> <li>• Subject and curriculum knowledge</li> <li>• Planning for students across the ability range, and for those with SEND/EAL</li> <li>• Using formative and summative assessment to improve student outcomes</li> <li>• Effective behaviour management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• New GCSE/Vocational Specifications</li> <li>• Knowledge of current issues and recent developments in the curriculum area</li> </ul>	Application form Interview Observation
Experience	<ul style="list-style-type: none"> <li>• Mainstream teaching 11-16</li> <li>• Teaching across the ability range</li> <li>• Teaching examination classes</li> <li>• Teaching vocational subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching one, or a combination of, the following subjects: Health &amp; Social Care/Child Development/ Travel &amp; Tourism</li> <li>• Lead Internal Verifier (LIV) experience.</li> <li>• Experience of a pastoral / form tutor role.</li> <li>• Experience in running extra-curricular activities.</li> </ul>	Application form Interview

Skills & Qualities	<ul style="list-style-type: none"><li>• Interpersonal</li><li>• Negotiating</li><li>• Communication Oral &amp; Written</li><li>• Delegation</li><li>• Team Work</li><li>• Self-Motivation</li><li>• Flexible</li><li>• Organisation &amp; Planning</li><li>• Creativity &amp; Problem Solving</li><li>• Reflective</li></ul>		Application form Interview
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