

# Job description

## Job title

Digital Media - Vocational Tutor

## Hours

37.5 hrs per week, 52 Weeks  
(39 weeks worked with 240 undirected hours)

## Contract

Permanent

## Role profile and grade

TLS30a - Grade 3, Point 7 or  
TLS40a – Grade 4, Point 10 (Dependent on Experience)

## Salary

Starting Salary £32,846.00 or £39,327.00 with biennial increments

## Location

Vocational College, Tameside

## Reports to

Vocational College Co-ordinator

## Type of DBS required

Enhanced, Child and Adult Workforce (We will apply for this on your behalf.)

The Together Trust is committed to safeguarding and promoting the welfare of the people we support and expects all our staff and volunteers to share this commitment.

Safeguarding checks will be undertaken for the successful candidate in line with our safer recruitment policy, including an Enhanced DBS check (at no cost to yourself)

This role will involve regulated activity.

## Job purpose

Working as a Vocational Tutor at Inscape's Tameside College site to ensure delivery of an innovative vocational curriculum, raising achievement and securing pupil progress through ensuring quality first teaching and multi-disciplinary working for students.

The post holder will be based in Tameside but may be expected to come to the main Inscape House School campus in Cheadle for training on a regular basis.

## Principal accountabilities

- Teach Digital Media
- Adapt teaching style to meet the varying needs of students with Autism, SEMH and other co-occurring diagnoses.
- Develop and deliver a progressive and innovative vocational curriculum subject area, which clearly evidences each student has made progress from their starting point and enables them to progress into further education, employment or training.
- To work collaboratively with other staff members to ensure the needs of the students are addressed and learning is accessible and inclusive.
- To create a safe and stimulating learning environment, placing the students at the centre of practice.
- Promote outstanding progress and achievement for students.
- Demonstrate the values and behaviours that are consistent with a Positive Behaviour Support and the Six Principles of Nurture so as to develop positive working relationships with students.
- Be a reflective practitioner and continually challenge own practice.
- To deliver high quality teaching, learning and assessment for all students at the Vocational College.

- Ensure that external verification, moderation and submission of coursework, portfolios and other evidence is carried out in accordance with qualification and exam board guidance.
- Planning and delivery of lessons within the college teaching day.
- To safeguard students and colleagues by following safeguarding policies and processes.
- To proactively promote and embed excellent health and safety practices, including completing classroom and activity risk assessments.
- Take responsibility for ensuring the college remains clean and orderly, ensuring classrooms are kept tidy, displays are appropriate, up to date and all teaching resources are stored away after use.

## Curriculum and Subject Knowledge

### General

- To plan and teach well-structured sessions which incorporate student aspirations in line with their EHCPs, across a vocational curriculum area.
- Have a secure knowledge of assessing students within a vocational curriculum area.
- Have a secure knowledge of teaching students at a range of levels and starting points.
- Be able to foster and maintain student's interests, whilst continually adapting to individual needs.
- To develop a vocational curriculum which enables students to develop core functional and vocational skills.
- To work innovatively with students to achieve their aspirations through practical, sequential and meaningful vocational learning tasks.
- Prepare schemes of work, update and evaluate these regularly and in accordance with student needs.

#### Grade 4:

- To lead on a vocational curriculum area and develop the design of this curriculum area, making clear cross-curricular links.
- Support and develop other staff within the college and beyond to improve the vocational curriculum offer.
- Demonstrate a proven track-record of students making outstanding progress through excellent teaching and subject pedagogy.
- Have strong experience of working with students with autism and other associated learning difficulties.

### Deployment of staff

- To effectively deploy Educational Assistants (EAs) to facilitate learning, ensuring learning support positively impacts on every students' progress.
- Work collaboratively with leaders and the college MDT to support EAs to provide an efficient, effective and safe learning environment which positively impacts on the students' experience and achievement.

#### Grade 4:

- To effectively deploy Education Assistants (EAs) to facilitate learning, ensuring that all support positively impacts on the development of every pupil's independence.
- To create and maintain a high level of accountability on EAs for the learning and development of academic and social skills throughout the school day.
- To ensure that all EAs are punctual, have high attendance and are always mentally present to facilitate learning.
- Complete human resource processes with a team of EAs such as return to work from absence, professional discussions/supervision, professional development reviews and performance management, including target setting.

- To address underperformance issues as soon as they arise with EAs completing the necessary paperwork and informing College Co-ordinator or Deputy Head.

### **Accurate and productive use of assessment**

- Know and understand how to assess students within a range of levels.
- Continually use formative and summative assessment to secure students' progress.
- Ensure that feedback to students is appropriate, specific and differentiated to their level of understanding.
- Be able to use a range of assessment criteria within one session such as non-accredited and accredited criteria to assess individual student progress.
- Use progress data to monitor progress, set targets and plan subsequent sessions.
- Record and use student and management data to support good and outstanding progress by students.
- Prepare reports, progress records and other documents as required.
- IV other practitioners work and provide accurate IV feedback and detailed reports.

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

- Regularly review and use therapeutic guidelines and intervention strategies to inform planning for individual student need.
- Have a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Present student progress at multi- disciplinary student progress and welfare meetings and be ready to respond and adapt session planning and approaches depended on meeting actions.

- Have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these.

### **Integration of therapeutic intervention within sessions**

- Have high expectations for all students and ensure that Positive Behaviour Support (PBS) strategies are followed at all times.
- Maintain good professional relationships, be ready to adapt lesson activities linked to therapeutic advice and guidance.
- Ensure all tier 1 therapy interventions are followed and embedded within each session.

### **Professional Communication and Commitment**

- Follow and embed professional teaching standards within own practice, be a reflective practitioner and adapt to daily challenges.
- Attend meetings, staff development and other key events as required. Some may include evening and other out of hours working.
- Pro-actively promote equality and diversity, and health and safety practices across the college.
- Demonstrate skill in communicating with a range of students with ASC and SEMH.
- Comply with all safeguarding policy and processes.
- To maintain strict confidentiality concerning individual students.
- Work collaboratively with a range of partners to facilitate student progression.
- Perform any duties as may reasonably be required by the Trust, or as required by the leadership team.
- To review and reflect on own teaching practice through formal and informal observation feedback of teaching, learning and assessment; responding to advice and feedback from colleagues.
- To participate in own supervision and appraisal and work towards objectives set through performance management processes.

## Training

- To ensure all Together Trust mandatory training requirements are kept up to date.
- To comply with all Inscape House/Vocational College training requirements which fall outside of mandatory training needs.
- To keep up to date with educational related standards and other professional development.

## Other responsibilities

- Actively engage with the Together Trust's vision, mission and values.
- Commit to promoting equality, diversity and inclusion.

## Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
<b>Education, qualifications and training</b>	<p>Degree/ level 5 qualification in a related vocational area.</p> <p>PGCE/PGDE in post compulsory education or other relevant vocational teaching qualification related to the role.</p> <p>Level 2 or higher English and maths.</p> <p>Commitment to and evidence of Continual Professional Development.</p>	<p>Specialised qualification(s) in learning disabilities and/or autism.</p> <p>Qualified Teacher Status/QTLS (or willingness to work towards).</p>

## Experience and skills

Experience of working with a range of partners and employers in order to create a relevant and meaningful curriculum.

Experience of developing a vocational curriculum and accredited learning.

Experience of working with students with ASC, SEMH and other co-occurring diagnoses such as ADHD and PDA.

Knowledge and understanding at both theoretical and practical levels of current perspectives on autism spectrum conditions (ASC).

Knowledge of approaches/methodologies that can support people with autism.

Experience of working as part of a multi-disciplinary team.

Capacity to adapt to changes within role and in character of student cohort.

Positive attitude to trying new approaches.

Ability to identify, clarify, prioritise and solve problems as they arise.

Excellent communication, literacy and numeracy skills.

Ability to work under pressure and meet deadlines.

Experience of working in an autism – specific school.

Experience of organising resources and leading development of a curriculum area.

Experience of working in a setting using the 6 principles of nurture.



	<p>High levels of personal resilience.</p> <p>A commitment to the ethos, policies and practices of Inscape House and Together Trust.</p> <p>A strong commitment to working co-operatively with a multi-disciplinary team.</p> <p>Ability to use IT.</p> <p>Ability to meet the challenges of working with young people whose needs are complex.</p> <p>Full commitment to continuous professional development.</p>	
<b>Knowledge and understanding</b>	<p>Knowledge and understanding of accredited and non-accredited vocational learning programmes, assessment and moderation processes.</p>	
<b>Other</b>	<p>Ability to commit to evening meetings, value added recreational and residential activities, parents' evenings and open evenings which may be outside normal college/school hours.</p>	<p>Full and clean driving licence, including business use insurance on own vehicle.</p>

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.