



Post Title	Construction Tutor
Salary range/grade	Grade 5 pay point 14 to 17 £19,949 to £20,486 (pro rata)
Responsible to	Senior Leadership Team
Type	Part Time, term time only, Full Time may be considered
Base	Pierview Academy, Gravesend
Job Purpose	
<p>The post holder will lead tuition of construction at Pierview Academy. As a tutor, the post holder will engage with teaching and learning activities under the direction and supervision of the Senior Management Team.</p> <p>The post holder will ensure high quality teaching and learning of construction over a range of courses and levels. These will be taught to young people aged between 11 and 25 who have a variety of special educational needs and challenging behaviours.</p> <p>Aside from teaching and learning activities the post holder will support the Premises Manager to maintain and develop the school environment to ensure it is fit for purpose, inviting and well maintained.</p>	
Key Tasks and Activities:	
<ol style="list-style-type: none"> 1. To plan and deliver construction courses to young people who for a variety of reasons struggle in mainstream education. Units of delivery may vary in accordance with the skill set of the tutor, but may include - Brickwork, carpentry, joinery, plastering, painting and decorating, electrical wiring and circuits, wallpapering, plumbing, health and safety and tiling. 2. To ensure health and safety, safeguarding and well-being of learners in the teaching environment. 3. To create and maintain a suitable teaching environment which lends itself to the various elements of the construction industry and meets all health and safety requirements. 4. To be responsible for the progress and achievement of learners who access the construction curriculum. 5. To plan and deliver construction courses at a variety of levels and maintain appropriate course files to meet the required standards set by the accrediting bodies 6. To act in the capacity of a key worker for one or more learners in Good Morning Sessions 	

7. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.
8. To demonstrate and promote the positive values, attitudes and behaviour they expect from the learners with whom they work.
9. To work collaboratively with colleagues and seek help and advice when necessary.
10. To update and consider learners IEP's, risk assessments and Education and Health Care Plans and ensure the learners are supported accordingly.
11. Outside of teaching time, to contribute towards the upkeep and maintenance of the school environment.

Teaching and Learning Activities:

1. To use clearly structured teaching and learning activities that interest and motivate learners and advance their learning.
2. To communicate effectively and sensitively with learners to support their learning.
3. To promote and support the inclusion of all learners in the learning activities in which they are involved.
4. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
5. To work with learners on a one to one basis and in small groups.
6. To be able, where relevant, to guide the work of other adults supporting teaching and learning in the learning environment.
7. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
8. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons.
2. To select and prepare teaching resources that meet the diversity of learners' needs and interests.
3. To write schemes of work for the units being delivered
4. To plan opportunities for learners to learn in out-of-centre contexts, in accordance with the school's policies and procedures. Thus, advancing careers prospects and progression into further employment, education or training.
5. To create and update a course file relevant to the subject criteria

Monitoring and Assessment

1. To evaluate learners' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor learners' responses to learning tasks and modify their approach accordingly.
3. To monitor learners' participation and progress, providing feedback to management and giving constructive support to learners as they learn.
4. To contribute to maintaining and analysing records of learners' progress.

Knowledge and Understanding

1. To have sufficient understanding of the construction industry and practice in order to support learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
2. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and learners' benefit.
5. To know the key factors that can affect the way learners learn.
6. To have achieved or be willing to work towards a qualification in English / literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
7. To be fully aware of the statutory frameworks relevant to their role.
8. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
9. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
10. To have experience in the construction industry. .

Personal Development and Well-Being

1. To support the school's drive for high standards by treating learners with respect and, in turn, insisting on politeness, punctuality and good standards.
2. To support and contribute to the school's ARRTT philosophy to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all learners, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in learners' learning.
5. To be able to improve your own practice, including CPD, training, observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in schools' duty rota as directed

Monitoring and Self-Evaluation

1. Within the schools' policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
2. To act to share areas of strength and remedy any weaknesses

Key Performance Indicators

1. Attendance and participation of target group
2. Proportion gaining appropriate accreditation in construction.
3. Student and parent/carer level satisfaction.
4. The appearance and opportunities created within the workshop

Expectations and Values

ALP School's are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. The postholder will be expected to:

1. Act as an ambassador for the school by supporting our values and expectations of learning.
2. Be a significant presence and role model for learners and staff/
3. Follow and where appropriate enact all school policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the schools policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

Pierview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- Minimum of a Level 3 qualification appropriate to the occupational area of construction or over two years experience in the construction industry. (E)
- To have achieved or be willing to work towards a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- To hold a qualification relevant to teaching and learning (D)
- Health and Safety Qualification (D)

Experience

- Relevant experience of teaching construction. woodcraft or occupational competence within the construction industry (D)
- Relevant experience of working with SEND including Social, Emotional and Mental Health difficulties (SEMH), addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (D)

- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

Knowledge, Skills and Abilities

- Knowledge of alternative curriculum and or alternative learning qualifications in various subjects (D)
- A real interest in, and commitment to Construction and teaching. (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies, including creativity. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (E)
- Understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Email and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (E)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- A mature and calm attitude and approach. (E)
- To have high aspirations and expectations for their learners and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the learners, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)