



The Beckmead Trust - Beckmead College

Vocational Manager

Role Profile and Person Specification.

April 2024

Job Description

Post:	Vocational Manager
School:	Beckmead College
Hours per week:	Teachers Pay and conditions.
Work pattern:	Full-Time
Grade:	Main Pay Scale (Outer London) + TLR
Reports to:	The Leadership Team

Role Purpose and Role Dimensions	<p>We are seeking to recruit a Vocational Manager to lead The Beckmead Colleges vocational department. The successful candidate will be an excellent and experienced qualified instructor with a commitment to fulfilling the needs of pupils experiencing behavioural, emotional or learning difficulties, and social communication difficulties. The ability to motivate pupils towards high achievement is essential.</p> <p>Applications are welcome from leaders who have energy, vision and passion for working with children with SEMH.</p> <p>The Vocational Manager will be responsible for:</p> <ul style="list-style-type: none">● To be a member of the Senior Leadership Team across all vocational areas.● Ensuring a rigorous and challenging curriculum.● Data re pupil progress and behaviour.● Assisting in day-to-day management of behaviour.● Assessment and Accreditation.● Daily timetabling in the workshops including cover.● Health and Safety in the workshops.
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	<ul style="list-style-type: none"> • To be on a rota for locking and unlocking the site as directed.
Commitment to Diversity:	<p>As a member of the school Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes.</p> <p>Also to commit to continually developing personal understanding of diversity.</p>
Key External Contacts:	<ul style="list-style-type: none"> • Parents / carers • Medical, therapy and other multi-agency services
Key Internal Contacts:	<ul style="list-style-type: none"> • Class teacher • Senior teacher/ Assistant Head teacher • Head Teacher or Deputy Head Teacher
Key Areas for Decision Making:	<ul style="list-style-type: none"> • When to share / report concerns regarding pupil's physical or emotional needs – safeguarding. • Monitoring pupil progress and raising concerns regarding achievement against agreed targets.
Key Accountabilities and Result Areas:	<p>Key Elements:</p> <p>This will involve:</p> <p>Core Duties</p> <p>Carrying out the core duties of Vocational Manager and in addition: -</p> <ul style="list-style-type: none"> • Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning. <p>Additional Duties</p> <p>Carrying out the core duties of Vocational Manager and in addition: -</p> <ul style="list-style-type: none"> • Establishing productive working relationships with pupils, acting as a role model and setting high expectations. • Developing and implementing IEPs learning programmes. • Supporting pupils consistently whilst recognising and
Support for Pupils	

	<p>responding to their individual needs.</p> <ul style="list-style-type: none"> • Promoting independence and employing strategies to recognise and reward the achievement of self-reliance.
Support for the Teacher	<p>This will involve:</p> <p>Core Duties Carrying out the core duties of Vocational Manager and in addition: -</p> <ul style="list-style-type: none"> • Within an agreed system of supervision, planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate. • Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. • Providing objective and accurate feedback and reporting as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment. • Being responsible for maintaining knowledge of student's behaviour support programs. <p>Additional Duties Carrying out the core duties of Vocational Manager and in addition:</p> <ul style="list-style-type: none"> • Organising and managing appropriate learning environment and resources. • Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. • Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to

	<p>provide constructive feedback on pupil progress/achievement etc.</p> <ul style="list-style-type: none"> • Administering and assessing/marking tests and invigilating exams/tests. • Production of lesson plans, worksheet, plans etc.
<p>Key Accountabilities and Result Areas</p>	<p>Key Elements:</p> <p>This will involve:</p> <p>Core Duties</p> <p>Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -</p> <ul style="list-style-type: none"> • Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs. • Delivering local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills. <p>Additional Duties</p> <ul style="list-style-type: none"> • Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: • Using ICT effectively to support learning activities and develop pupils' competence and independence in its use. • Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds. • Advising on appropriate deployment and use of specialist aid/resources/equipment.
<p>Support for the Curriculum</p>	

Support for the School	<p>This will involve:</p> <p>Core Duties Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -</p> <ul style="list-style-type: none"> • Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils. • Recognising own strengths and areas of specialist expertise and using these to lead, advise and support others. <p>Additional Duties Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -</p> <ul style="list-style-type: none"> • Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils. • Delivering out of school learning activities within guidelines established by the school. • Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class. Managing other teaching assistants. • Liaising between managers/teaching staff and teaching assistants. • Undertaking induction/appraisal/training/mentoring for other teaching assistants.

	<p>mismanagement.</p> <p>Opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.</p>
Key Accountabilities and Result Areas	<p>Key Elements:</p> <p>This will involve:</p> <p>Displays commitment to the protection and safeguarding of children and young people.</p> <p>Values and respects the views and needs of children and young people.</p> <p>Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.</p>
Safeguarding	
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> • Ability to demonstrate a commitment to the School/Academy's Customer Care Policy.
Health and Safety	<p>Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</p> <p>This will involve:</p>
To contribute as an effective and collaborative member of the School Team	<ul style="list-style-type: none"> • Knowledge of current educational developments and legislation, particularly in relation to pupils with special educational needs and vocational education. • Knowledge and understanding of the principles of assessment and effective record-keeping and their use to promote the educational and personal development of the pupil. • Knowledge and understanding of the effective use

<p>Essential skills and abilities:</p>	<p>of ICT in the organisation and management of their role.</p> <ul style="list-style-type: none"> • Understanding of the use of data to inform planning and decision-making around behaviour. • Understanding of the principles of effectively developing and leading a team of staff. • Understanding accreditation through external boards of Entry Level to level 3. <ul style="list-style-type: none"> • A professional qualification in one of the five skill areas being delivered in the workshops namely, bricklaying, carpentry and joinery, motor mechanics, painting and decorating or multi-skills. • QTLS or QTS qualification. • Recognise importance of on-going professional development as shown by undertaking recent / relevant training. • The ability to communicate effectively both orally and in Writing. • Be an exemplar of excellent workshop practice. • Ability to respond flexibly to changing circumstances. • Ability to work to set targets as part of the school development plan. • Demonstrate personal and professional self-reflection. • Be committed to inclusive education. • The ability to lead developments / changes across a Department
<p>Essential experience:</p>	<ul style="list-style-type: none"> • Experience of working in a range of school settings • Experience of delivering a differentiated curriculum to pupils with a wide range of needs. • Experience of working with pupils with social, emotional and behavioural difficulties in mainstream or specialist settings. • Experience of managing staff within a school setting • Experience of managing a budget. • Experience of chairing departmental meetings.

<p>Special conditions:</p>	<ul style="list-style-type: none"> • Experience of prioritizing and managing own time effectively. • Willingness to undertake Physical Intervention and to access. <p>relevant training, this area is mandatory for all staff.</p> <ul style="list-style-type: none"> • Enhanced DBS Check. • Working with pupils who have been traumatized and neglected can lead to the postholder being exposed to difficult and demanding behavioural problems. This may mean the postholder has to cope with above average levels of emotional and physical stress. • Close contact with pupils could result in some exposure to bodily fluids. • Will require Hepatitis B vaccination. • In schools that have pupils with behavioural difficulties, staff can be at risk of physical injury and need to remain vigilant and observe risk assessment protocols.
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