



Post Title	Construction Tutor and Site Maintenance
Salary range/grade	Grade 8 pay point 25-28- £19,171 to £21,386 Term Time Only. Full Time - £23,976 - £26,746
Responsible to	Head Teacher
Type	Term Time only
Base	ALP Nuneaton, Holman Way, Nuneaton, CV11 6NP
Job Purpose	
<p>The post holder will teach elements of construction at ALP Schools Nuneaton. As a tutor, the post holder will engage with teaching and learning activities under the direction and supervision of the Senior Management Team. They will specialise in one area of the construction trade or be able to deliver multiple elements.</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 6 and 19 who have a variety of special educational needs and challenging behaviours. Teaching will be done in small groups of up to four learners or on a one to one basis.</p> <p>They will also contribute towards site maintenance of the school.</p>	
Key Tasks and Activities:	
<ol style="list-style-type: none"> 1. To plan and deliver construction courses to young people whom for a variety of reasons struggle in mainstream education. 2. To ensure health and safety, safeguarding and well-being of learners in the construction teaching environment. 3. To create and maintain a suitable teaching environment which lends itself to the various elements of the construction industry. 4. To be responsible for the progress and achievement of learners who access the construction course. 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 exam boards. 6. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners. 7. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. 8. To work collaboratively with colleagues and seek help and advice when necessary. 	

9. To review and evaluate learners ILP's, risk assessments and Education and Health Care Plans and ensure the learners are supported accordingly.

Site Maintenance:

1. To perform maintenance tasks around the school. This can be done as part of one to one lesson with learners or independently.
2. To work with the Managing Director to agree on maintenance tasks that contribute towards the schools health and safety risk assessment and site inspection action plans.
3. To complete recording and monitoring processes to ensure the school is health and safety compliant

Teaching and Learning Activities:

1. To use clearly structured teaching and learning activities that interest and motivate pupils and advance their learning.
2. To communicate effectively and sensitively with pupils to support their learning.
3. To promote and support the inclusion of all pupils 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 plan opportunities for pupils 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.
4. 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 pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To have sufficient understanding of construction to support pupils' 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 pupils, 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 pupils' benefit.
5. To know the key factors that can affect the way pupils 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 SEN given in the SEN 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 of a specific occupational study.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, insisting on politeness, punctuality and good standards.
2. To support and contribute to the school's commitment 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 pupils, 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 pupils' learning.
5. To be able to improve your own practice, including 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.
3. Student and parent/carer level satisfaction.
4. Health and safety compliance in and around the school

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 students 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.

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- Level 3 qualification appropriate to the occupational area or occupational competence e.g. over 5 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 or occupational competence within the construction industry (E)
- Relevant experience of working with SEN 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 the National Curriculum and or alternative learning qualifications in various subjects (D)

- A real interest in, and commitment to Construction. (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (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. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong 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 (D)
- 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 students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, 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)