



Bricklehurst Manor School

JOB DESCRIPTION: **Senior Teacher – Vocational Curriculum**

Reports To: **Assistant Headteacher / Deputy Headteacher**

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Job purpose

To strategically develop, manage, and deliver a high-quality vocational curriculum that meets the needs of students with Social, Emotional, and Mental Health (SEMH) needs. This includes overseeing all vocational pathways, ensuring they are practical, engaging, and lead to meaningful accreditation and post-school opportunities. The role involves line-managing relevant staff, building partnerships with external employers, and championing a curriculum that supports students' holistic development and prepares them for independent adult life. The role has a 50% teaching load.

Key responsibilities

Vocational curriculum leadership and management

- Curriculum design and oversight: Lead the design and implementation of an innovative and practical vocational curriculum across Key Stage 3 and 4, ensuring it is tailored to the interests and abilities of students with complex SEMH needs.
- Quality assurance and compliance: Act as the Quality Nominee for all vocational qualifications, ensuring internal and external quality assurance standards are met or exceeded.
- Pathway development: Expand and diversify vocational offerings to include a range of appropriate qualifications (e.g., Entry Level, Functional Skills, NVQs) in areas such as horticulture, catering, motor vehicle maintenance, or animal care.
- Accreditation and assessment: Oversee assessment processes and portfolios for all vocational programs, ensuring accurate and timely completion of workbooks and other evidence.
- External partnerships and work experience: Develop and maintain strong relationships with Outcomes First Futures Team, local employers, colleges, and community organisations to create and secure meaningful work experience placements and post-16 opportunities for students.
- Resource management: Manage the budget and resources for vocational subjects, ensuring practical equipment and learning materials are up-to-date and appropriate for students' needs.
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Teaching, learning, and student support

- Model outstanding practice: Consistently model and deliver high-quality, practical vocational lessons that are adapted and differentiated for students with SEMH.

- Promote engagement and achievement: Employ creative and therapeutic teaching methods to engage reluctant learners and foster a genuine passion for practical skills.
- Support independence and wellbeing: Use vocational activities to develop students' self-esteem, teamwork skills, communication abilities, and self-regulation.
- Transition planning: Work closely with all stakeholders and external agencies to contribute to students' Education, Health and Care Plans (EHCPs) and transition plans for life after school.
- Behaviour management: Expertly apply de-escalation techniques and the school's behaviour framework to manage challenging behaviour in a hands-on, practical setting.

Staff development and leadership

- Staff training: Identify staff training needs related to vocational delivery and manage the training plan. This includes mentoring and coaching other teaching and support staff to enhance their skills in delivering vocational content and managing practical settings.
- Mentoring: Provide regular support, guidance, and supervision for vocational teaching and support staff, including trainee teachers, to ensure high standards are maintained.
- Strategic contribution: Contribute to the wider strategic vision of the school, particularly regarding how the vocational curriculum contributes to student outcomes and school improvement targets.

Person specification

Essential qualifications and experience

- Qualified Teacher Status (QTS) or a relevant vocational teaching qualification (e.g., Cert Ed).
- Proven experience delivering and managing vocational qualifications, ideally within a special education or alternative provision setting.
- Demonstrable experience of successfully managing budgets, resources, and external partnerships.
- A strong record of working effectively with students who have SEMH needs or challenging behaviors.

Essential knowledge, skills, and attributes

- Vocational expertise: In-depth knowledge of vocational qualifications and a passion for practical, skills-based learning.
- SEMH expertise: A comprehensive understanding of the impact of SEMH and trauma on learning and behavior.
- Excellent communication: The ability to communicate effectively with students, parents, staff, and external employers.
- Leadership and resilience: Strong leadership skills, initiative, adaptability, and resilience when managing complex situations.
- Commitment to safeguarding: A steadfast commitment to safeguarding and promoting the welfare of children and young people.