

## **Job Description**

Job Title:	Vocational curriculum Instructor
Responsible to:	Headteacher and Deputy Head
Location:	Golfa Hall, Welshpool
Salary:	£21,966 (Scale Point 3) to £24,248 (Scale Point 5)
Post:	This is a full time position of 37.5 hours per week (Part time hours maybe considered for the right candidate)

### **JOB SPECIFICATION:**

#### **JOB PURPOSE:**

Golfa Hall School is seeking to appoint a Vocational curriculum Instructor to support students who have experienced adverse childhood experiences and as a consequence have serious lagging literacy and numeracy skills. Their main teaching focus of 'filling' the gaps in learning that may have occurred previously in their education. The successful candidate would be supervised by the AlnCo, and would work closely with all staff to ensure the development in a supportive curriculum, for all pupils.

To ensure the educational needs of all young people in Amberleigh are met by providing a consistent and efficient service congruent with the organisation's aim, objectives, and philosophy. Specifically, for this role – to attend to the educational needs of our young people within the Therapeutic Community context.

To work primarily within the school's vocational curriculum in a key position as a 'vocational curriculum instructor' which will support both its development and growth - The vocational curriculum at Amberleigh Therapeutic School, Golfa Hall, Welshpool aims to use its resources including their market garden and workshop to produce goods and products for sale at farmers markets as well as in the retail environment. Pupils gain experience and qualifications within a real-world context as part of a lived learning experience to gain and develop wider skills. The aim for skills, knowledge and understanding to be developed and achieved by pupils in the manufacture and retail of goods within and in managing a micro business. The experiences should be transferable and transportable though life and invaluable to the pupils' early years transition post 18 as care leavers to become confident, successful, and independent in the wider community.

The candidate should have an understanding and experience of working with young people. An understanding of therapeutic and nurturing environments (teaching and learning/care/communities) is helpful. Be able to work within and as part of a team to achieve the vision, aims and goals of the school's curriculum under the direction and support of the vocational curriculums lead team.

The school operates a 'Stage not Age' curriculum and is Therapeutic in its pedagogy and curriculum design. 'Pupils do well because they can' in an environment which is carefully designed and supported for pupils to be able to engage and achieve and grow.

The position requires a flexible individual with an ability to function independently at an individual level within a structure of support and guidance from the wider team.

Notes - Support boys with lunchtime meal prep daily, working in small groups of up to four or five pupils.

Support the vocational curriculum in pupils designing, making produce and products

Support in market garden/horticulture

Support and develop 'Golfa Hall Preserves' market stall successfully

Development of a website for 'Golfa Hall Preserves'

Build relationships with retailers to stock 'Golfa Hall Preserves'

Be able to cover the timetable/ lessons in case of absence for illness or courses etc.

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- To assist the Teacher in the delivery of Functional Skills 'Catering and Hospitality' which includes enabling the boys in preparing the whole community lunchtime meal and which is a daily lesson for one of the school's individual class groups (4-5).
- Facilitate groups of boys in making and producing various food and home products for our social enterprise company. Such as chutneys, jams, soaps etc.
- Supporting boys in manning and running our Market stall
- Ensuring that we are well stocked and provisioned for materials and resources and finished articles for the enterprise.
- Overseeing and monitoring the website for stock and sales.
- Work with teachers to support small groups of pupils to achieve their educational goals
  - Assisting Teachers in preparing the vocational classroom.
- Help pupils stay focused during class hours.
- Supervise group activities and school outings such as market stalls and events.
- Help Teachers manage student behaviour
- Loading and unloading food, tableware and catering supplies on and off of catering vehicles.
- Ensuring the food preparation areas are clean and hygienic
- Washing utensils and dishes and making sure they are stored appropriately
- Sorting, storing and distributing ingredients
- Ensuring there is no shortage of supplies by supporting the managing of orders
- Establish new connections within the Retail and Catering industry
- Determine customers' needs, present and future; and produce goods for retail and catering.
- To ensure that the production lines operate efficiently, by sharing responsibility of supporting pupils to produce catering and craft items for markets stalls/events/retailers
- Paying close attention to stock delivered and making sure to note and communicate any issues.
- To arrive on site in good time to allow for loading and transportation to the stalls/events/ retailers as agreed with your line manager/supervisor



- Monitoring the stalls/events/ retailer Checklists to make sure you have everything required for your destination
  - Transport the goods, driving with due care and attention, and taking every care to make sure the goods are in good condition on arrival.
  - Setting up the Market stall as required by your destination (stalls/events/ retailers)
  - Set up the stall according to the agreed set up with your line manager/supervisor, taking into account site specific requirements
  - To ensure that the stalls/events/ retailers are fully stocked
  - Taking card payments using Sumup.
- To offer exemplary customer service. Addressing customer complaints and inquiries
  - To ensure order deadlines are met
  - To sell and market the products to the public/event attendees, upsell and promote the goods
  - Returning floats to the safe and leaving all paperwork complete and legible

Closing Date:

		COMPETENCY HEADING	DEFINITION – The TC Practitioner tries to...
Role related Competencies	1	Understanding of role	<ul style="list-style-type: none"> <li>- Better understand the boundaries of their role, the place this has within the wider organisation and the outcomes it is designed to achieve</li> </ul>
	2	Understanding of client group	<ul style="list-style-type: none"> <li>- Provide responses of understanding to the particularity of the client within the context of the community</li> <li>- Shows developing insight into the clinical issues extent within the client group</li> <li>- Relates to others as human beings not diagnoses/labels</li> </ul>
	3	Clinical observation	<ul style="list-style-type: none"> <li>- Able to accept 'not knowing' and allow time for understanding to emerge</li> <li>- Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved</li> <li>- Capacity to formulate a hypothesis</li> </ul>
	4	Capacity to acknowledge and use the boundaries of the TC	<ul style="list-style-type: none"> <li>- Developing awareness and capacity to regulate boundaries</li> <li>- Ability to share authority with all members of the community – 'dispersed authority'</li> <li>- Capacity to own and use their own authority</li> <li>- Recognises the significance of space and time and how therapeutic structures are established</li> <li>- Creative / flexible use of TC structure</li> </ul>
Therapeutic practice -Related Competencies	5	Understanding of TC methodologies	<ul style="list-style-type: none"> <li>- Shows a willingness to learn and engage with 'methods'</li> <li>- Emotionally open within a 'culture of enquiry'</li> <li>- Developing knowledge and understanding of psychodynamic ideas</li> <li>- Desire to acquire both academic and experiential knowledge in a 'living-learning environment'</li> <li>- Desire to be a part of a containing matrix of relationships and use the community to address and solve problems</li> </ul>
	6	Communication skills	<ul style="list-style-type: none"> <li>- Openness to both conscious and unconscious communication and recognises behaviours and affects are communication</li> <li>- Communicates in a clear direct manner and actively listens and engages with others to further their understanding</li> <li>- Can adapt the mode of communication appropriate to the audience</li> <li>- Avoids telling others what to think but provides/creates opportunities for understanding to grow / develop / emerge</li> </ul>
	7	Use of self	<ul style="list-style-type: none"> <li>- Sensitivity - attuned and receptive – can takes things in</li> <li>- Capacity to use one's interactions with others therapeutically</li> <li>- Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client</li> <li>- Genuineness – congruence – authenticity – not hiding behind professional status / role</li> </ul>
	8	Capacity to work both reflectively and using reflexively	<ul style="list-style-type: none"> <li>- Can think about one's one capacities and deficits in relation to the work</li> <li>- Can work by continually being aware of one's responses to others and one's self</li> <li>- Self reflection /awareness – desire to know why one is drawn to this work</li> <li>- Has self-knowledge – able to self-talk – adopt a third position</li> </ul>
	9	Capacity to contain anxiety	<ul style="list-style-type: none"> <li>- Ability to tolerate 'not knowing'</li> <li>- An ability to tolerate stress and recognize personal limits</li> <li>- Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action</li> <li>- Self-contained –can contain their own anxiety</li> <li>- Owns their mistakes</li> <li>- Capacity to retain ones one identity – strength of character</li> </ul>
Organisational-Related Competencies	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> <li>- Uses 'daily living' as opportunities for learning – 'opportunity-led work'</li> <li>- Acknowledges the symbolic nature of the environment</li> <li>- Understands 'corrective emotional experience', primary care and therapeutic adaptation</li> <li>- Political / social awareness – can challenge status quo</li> </ul>
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> <li>- Can understand and acknowledge issues of authority, power, leadership</li> <li>- Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this</li> <li>- Aware of own valancy – the tendency to take up a familiar role in a group context</li> </ul>
	12	Participant observer	<ul style="list-style-type: none"> <li>- Can observe self and others without being compelled to act before reflecting</li> <li>- Can wait, think, talk with others before acting</li> <li>- Capacity to learn from direct experience – capacity to explore and be vulnerable – not defensive / avoidant</li> </ul>
	13	Recognises the primary task	<ul style="list-style-type: none"> <li>- Boundaried – able to acknowledge one's own place in the organizational structure</li> <li>- Clarity about one's role – engages directly in the key tasks defined in their job description</li> </ul>

### KEY ACTIONS:

1. Are to ensure that the young people are treated with concern, respect, and integrity.
2. To ensure Amberleigh provides direct services, working to the fulfilment of programme aims, objectives, and therapeutic goals.
3. To establish external relationships, networks, and partnerships that increases the effectiveness of Amberleigh.
4. To maintain a positive profile of Amberleigh.
5. To contribute to the overall effectiveness of Amberleigh by non-oppressive, positive role modelling.

6. Contribute to the achievement of standards of excellence in care practice.

### **KEY ACTIVITIES:**

1. To ensure that the young people whom you teach are supervised as specified in their Personal Plans (taking account of EHCP, God Lives Model and Risk Assessment)
2. To assess, identify and evaluate the ongoing educational needs of the young people and contribute to the production of integrated plans and programmes developed to meet those needs in literacy and numeracy
3. Observe statutory and Company policy.
4. To ensure that all relevant information is obtained, collated and filed. Records must be kept up to date and accessible.
5. To prepare educational reports and assessments as required.
6. Contribute to your own professional development by keeping abreast of national developments in childcare and educational policies and practice.
7. To participate in training as required.
8. To design and implement creative, flexible, and stimulating learning programmes for young people within the ability range and specialism offered.
9. To design and submit lesson plans and schemes of work for the educational experiences you provide or delegate.
10. To contribute reports for review meetings and attend as required.
11. To work in a one to one or small group setting with classroom support available when necessary.
12. To attend team meetings as requested.
13. To participate in the administration and organisation of the educational facility.
14. To maintain, with assistance if necessary, good order and discipline among the young people to safeguard their health and safety.
15. To advise and guide young people about their progress and report to their parents, where appropriate, and other bodies that have a statutory function relating to the care of children.
16. To complete any other relevant duties as required and directed by your line manager.

### **KEY CHALLENGES:**

- To provide high quality educational services that meet the needs of vulnerable damaged young people.
- To ensure maximum service provision from the efficient use of resources.
- To develop innovative work, learning and creative educational programmes.

- To work effectively in a multi-disciplinary setting (Therapeutic Community)

**PERSON SPECIFICATION:**

1. Hold recognised qualifications and experience commensurate with the area of teaching/intervention practice.
2. A good knowledge of child development issues and the impact of abuse/ ACEs
3. Demonstrably good communication skills
4. Demonstrably good stress management skills.
5. An ability to work independently, under your own initiative.
6. An ability to apply boundaries in a positive manner.
7. An ability to build effective relationships with young people, colleagues and other adults.
8. An ability to demonstrate creative problem solving.
9. The motivation to assist and encourage young people to learn whose previous experiences of education may be negative.
10. We refer additionally to the TC Practitioner Competencies that underpin our working approach. (see final section of this Job Description)