

## VACANCY

# Vocational Teacher- Art or Construction Specialism

Are you a vocational practitioner who believes every young person deserves a second chance?

Do you thrive in practical, relationship-centred environments where learning is hands-on, purposeful, and life-changing?

Kickstart Academy is seeking an exceptional, compassionate, and resilient Vocational Teacher with a specialism in Art or Construction to join our dedicated team. This role is ideal for a teacher or industry professional who is passionate about engaging young people through practical learning and supporting students who have experienced barriers in mainstream education.

Kickstart Academy is a nurturing Key Stage 4 Alternative Provision, supporting students to re-engage with education, build confidence, and develop employability skills through meaningful vocational pathways.

### Why Join Us?

- **Impact lives daily:** we help students re-engage with learning, rebuild confidence, and develop essential life skills.
- **Be part of a passionate team:** work alongside skilled professionals committed to restorative approaches, trauma-informed practice, and inclusive education.
- **Every day is different:** support students with complex needs in a setting that values creativity, flexibility, and humour.
- **Ongoing development:** access high-quality training in behaviour support, SEMH, SEND, and de-escalation techniques.



### We are looking for someone who:

- Builds strong, trusting relationships with young people.
- Has experience supporting students with social, emotional, and mental health needs (SEMH) or those at risk of exclusion.
- Is calm, patient, and consistent – even in the face of challenge.



- Works collaboratively and supports the vision and values of our school.
- Values practical, experiential learning as a route to engagement and achievement.
- Is committed to safeguarding, inclusion, and personalised education.
- Can inspire pride in craft, creativity, and skill development.

## In return, we offer:

- A supportive and forward-thinking leadership team.
- A culture of care, respect, and ambition.
- Opportunities to shape and develop vocational pathways.
- Funded CPD and professional development days.
- Opportunities to contribute to whole-school development.
- Opportunities for development.

## Why Join Us?

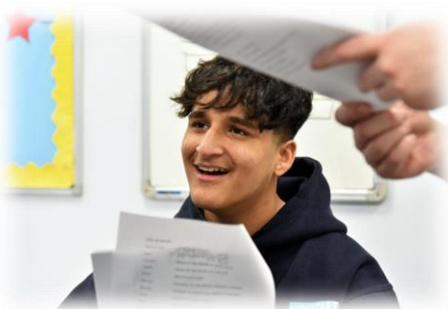
At our school, staff wellbeing isn't an afterthought – it's at the heart of how we work. Here's what you can look forward to:

- A culture of warmth and growth – work-life balance isn't just a slogan; it's how we practice every day.
- Free breakfast & hot drinks every morning – no rushing, just time to enjoy a calm start together as a team.
- Early Friday finish – giving you time for family, school pick-ups, Friday prayers, or simply to start your weekend early.
- Supportive daily routine – a morning briefing to set the day up for success, and time at the end of each day to reflect, share, and leave work challenges behind.
- Personal & practical touches – staff lockers for your belongings and reserved parking bays so your mornings are stress-free.
- Compressed hours & term-time-only contracts – meaning more annual leave than the statutory minimum to spend with family or on hobbies that matter to you.
- Flexible and compassionate approach to absence – because we know family comes first.
- Commitment to your growth – funded CPD and guaranteed professional development days to help you flourish in your career.
- Complimentary Staff Wellbeing Advisory Service (SAS) – offering confidential support via the app or telephone/email for physiotherapy, counselling, nurse support, and other wellbeing services.

## Who are we:

Kickstart Academy is a key stage 4 (years 10 and 11) alternative provision based in Telford and became part of the Learning Community Trust in September 2023.

We provide learning programmes for 60 students who are referred from within the Telford and Wrekin area. This referral takes place through the well-established Fair Access Process (FAP), due to behaviour concerns, being at risk of permanent exclusion, or those that are permanently excluded from school.



We pride ourselves in supporting students with a wide range of special educational needs, including SEMH difficulties, language and learning needs and neurodevelopmental conditions, such as ASC and ADHD. The support students receive from the academy is intended to support our students to return to mainstream education. Where this is not viable, students remain with us, and we look to achieve the best possible outcomes for them.



Our ethos at Kickstart is for students to learn and develop as a young person in the most positive way possible, we pride ourselves on giving students the opportunity to better themselves.

The structure places our students at the heart of every decision and it is this principle that allows us to fulfil the vision for Kickstart. Our students have a lived experience where they are supported beyond the norms, where therapeutic care and support holds equal priority to that of the academic curriculum. We want our students to 'buy back in' to their education, see its value and strive to meet their potential.

To support the delivery of such an ambitious curriculum and therapeutic approaches, the academy has developed a strong staffing body that care deeply for each and every student. The academy is developing its staffing in line with the new demands of the curriculum, and this is an exciting time to join the provision as we shape roles and responsibilities. We have an established delivery team of teachers who are complimented by strong, dedicated support staff who always place the needs of the student first. Our wider staffing body of behaviour, pastoral and therapeutic staff combine to provide a team around the student.

### **Purpose of the role:**

The Vocational Teacher will deliver high-quality, practical vocational education aligned to their subject specialism (**Art or Construction**) at Key Stage 4.

The role focuses on engagement, skill-building, confidence, and accreditation, ensuring that pupils access meaningful learning pathways that support personal development, post-16 transition, and employment readiness.

### **Vocational pathways may include:**

- Entry Level, Level 1 or Level 2 qualifications
- Functional Skills embedded within vocational learning
- Practical projects, portfolios, and assessed coursework
- Employability, teamwork, and health & safety skills

You should be an enthusiastic and committed professional who is flexible and reliable and able to work on your own initiative, with the ability to establish effective working relationships at all levels, particularly as a member of a team. You should have the relevant skills and personal qualities such as being dynamic and proactive to undertake the range of duties and the ability to work accurately and consistently.



### **What's included:**

- Permanent contract.
- Full time Monday to Friday
- Main Pay Scale/ Upper Pay Scale
- Continuing Professional Development
- Local Authority Pension Scheme

This is more than a job – it's a calling. If you're an outstanding practitioner ready to inspire, support, and champion young people who need a second chance, we'd love to hear from you.

If you have been interested in this advert but are not sure if your skills meet the requirements, please get in touch. Transferrable skills are highly valuable, particularly if you have lived experience of working in high pressured environments where you have worked collaboratively to reach a positive outcome for young people.

Visits are warmly welcomed. To arrange a visit or request more information, please contact Dawn Rogers on 01952 951413 or email [dawn.rogers@lct.education](mailto:dawn.rogers@lct.education).



## GENERAL DUTIES AND RESPONSIBILITIES

### Vocational Teacher- Art or Construction Specialism

#### Vocational Curriculum

- Plan and deliver engaging, practical lessons in Art or Construction tailored to SEMH learners.
- Develop and adapt schemes of learning to meet individual needs and accreditation requirements.
- Embed literacy, numeracy, and employability skills within vocational lessons.
- Ensure safe working practices, risk assessments, and appropriate use of equipment.
- Prepare students for assessments, portfolios, and external moderation where appropriate.
- Maintain high expectations for effort, behaviour, and pride in work.
- Plan and deliver engaging, practical lessons in Art or Construction tailored to SEMH learners linked to the agreed qualification structure (City and Guilds Level 1, NOCN or AQA GCSE).
- Develop and adapt schemes of learning to meet individual needs and accreditation requirements.
- Embed literacy, numeracy, and employability skills within vocational lessons.
- Ensure safe working practices, risk assessments, and appropriate use of equipment.
- Prepare students for assessments, portfolios, and external moderation where appropriate.
- Maintain high expectations for effort, behaviour, and pride in work.

#### Core Teaching Responsibilities

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and pupil outcomes.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Safeguard our pupils.
- Work with parents, carers and families.
- Fulfil wider professional responsibilities.
- Support students in developing self-regulation, resilience, and positive coping strategies.
- Work collaboratively with teaching staff to implement personalised support plans.
- Liaise with families, carers, and external professionals to ensure a holistic approach to student support.
- Monitor and record student progress, behaviour, and engagement.
- Promote a safe, inclusive, and nurturing environment.
- Maintain accurate and up-to-date records, and prepare written evaluations and reports.
- To have a child-centred approach.
- To ensure that child protection concerns are passed to the Headteacher.
- To attend and participate in training as required to meet the needs of students.
- To attend team and staff meetings as required.



- To invigilate exams.
- To engage in an appraisal programme to promote professional development.
- To supervise students during lunch times.
- To supervise students during break times.
- To supervise students coming into and leaving the building.
- To administer first aid and medication as required.
- To undertake any reasonable tasks commensurate with the title and grade of the post.

## Professional conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teachers in professional position.
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in way which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The above job description does not define in detail all the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Headteacher.

## PERSON SPECIFICATION

### Vocational Teacher- Art or Construction Specialism

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status or relevant vocational / industry qualification with willingness to work towards QTS.</li> <li>• Subject specialism in Art or Construction.</li> <li>• Evidence of recent and relevant professional development related to leadership, SEMH, behaviour, or safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring or youth work qualifications.</li> <li>• Higher Education qualifications in relevant field e.g. English, psychology, SEND, inclusion.</li> <li>• First Aid qualifications.</li> <li>• CPI safety intervention/ Team Teach/ Positive Handling.</li> </ul>



<p><b>Knowledge and Experience</b></p>	<ul style="list-style-type: none"> <li>• Experience teaching or training young people in a vocational or practical setting.</li> <li>• Experience working with students with SEMH or challenging behaviour.</li> <li>• Ability to plan engaging, practical learning activities.</li> <li>• Understanding of assessment, adaptive teaching, and personalised learning.</li> <li>• Experience in education, alternative provision, youth work, or industry training.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience leading small teams or overseeing support staff.</li> <li>• Experience coordinating or line-managing targeted interventions.</li> <li>• Experience delivering whole-school behaviour or therapeutic programmes.</li> <li>• Understanding of multi-agency working e.g. CAMHS, Social Care.</li> <li>• Experience teaching across keystages including KS4.</li> <li>• Experience contributing to EHCP processes.</li> <li>• Knowledge of restorative practice.</li> </ul>
<p><b>Personal</b></p>	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills with pupils, staff, families, and agencies.</li> <li>• Ability to build trust and strong relationships with challenging pupils.</li> <li>• Skilled in de-escalation, behaviour management, and trauma-informed practice.</li> <li>• Empathetic, patient, resilient, and adaptable.</li> <li>• Enthusiastic, approachable, and able to motivate others.</li> <li>• Hard-working, flexible, and self-motivated.</li> <li>• Strong organisational and time-management skills.</li> <li>• Ability to work independently and as part of a team.</li> <li>• Ability to take initiative and show creativity in problem-solving.</li> <li>• Commitment to safeguarding and promoting welfare.</li> <li>• Confidentiality and professional integrity.</li> <li>• Good IT skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching or mentoring experience with colleagues.</li> <li>• Experience in community outreach or alternative provision.</li> </ul>



# KICKSTART ACADEMY

Ready, Respectful, Safe

