**Construction Work Skills Tutor**

**JOB DESCRIPTION & PERSON SPECIFICATION**

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| **Job Title** | **Construction Worker Skills Tutor** |
| **Salary** | **£28,493-£37,725 pa****Actual Salary £25,534 – £33,807pa.****Pay review pending in September 2024** |
| **Hours of Work** | **Term Time Plus 10 days** **35 hours per week/ 40 weeks per year**  |

**Primary Purpose of the Role:**

To work as part of a team to deliver a range of vocational learning opportunities including construction, key life skills and employability. Tutoring will be 1-2-1 or with small class groups with students who have a range of social, emotional, and mental health needs, or require an alternative education provision. Students are predominantly working at entry level to L2. You will enable students to build confidence, skills, gain qualifications and work experience that prepares them for further education, apprenticeship and or full-time employment. This role involves working as part of a wider team to support safety, wellbeing, personal development, teaching and learning.

**Applications**

Applications should be completed to demonstrate how you meet the requirements of the Job Description and Person Specification and returned to Recruitment@raisetheyouth.co.uk

**Job Description**

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|   | **Main duties and responsibilities:**  |
| 1.
 | Fully embrace the ‘Raise ethos’ of providing a safe and compassionate place where young people feel valued and enabled to thrive.   |
| 1.
 | Ensure that the rigorous safeguarding practices are always fully adhered to, protecting children, young people, staff and the community.   |
| 1.
 | Work as part of the ‘Raise’ team to support the development of each student to enable them to positively move towards their chosen careers.   |
| 1.
 | Plan and deliver interesting and engaging lessons across a range of vocational skills (CSCS Theory, Health & Safety, First Aid, Construction: including brick laying, driving theory, plastering, plumbing, joinery, employment skills, electronics). Preparing students for accreditation, including NOCN, BTEC’s, CSCS and unaccredited learning.   |
| 1.
 | Plan and deliver interesting and engaging lessons across a range of life skills, (painting and decorating, cycle maintenance, DIY, vehicle safety, independent living skills, community projects, and work experience)   |
| 1.
 | Fully understand the young person’s Education, Health and Care plans, individual learning plans and individual behaviour improvement plans to fully support its implementation and delivery.  |
| 1.
 | Monitor progress and achievement of students. Identify students who are exceeding expectations and introduce stretch and challenge and those not making the expected progress, working with the team to introduce additional support or interventions.  |
| 1.
 | Support classroom management, ensuring the learning environment is prepared and well maintained. Manage behaviour and review Evidence for Learning progress.   |
| 1.
 | Use creative and innovative methods for engaging and supporting students, to improve attendance and attainment in different activities.  |
| 1.
 | Build strong, supportive relationships with individual children and young people, building on their strengths and attributes.  |
| 1.
 | Take part in other learning activities, including in community and occupational settings and on educational visits, as required  |
| 1.
 | Ensure that all records are kept up to date and any incidents are appropriately recorded and reported through line management.  |
| 1.
 | Contribute to any reports and feedback, including for parents/carers, Local Authorities and others  |
| 1.
 | Set a good example to students through own presentation and personal and professional conduct.   |
| 1.
 | Always respect confidentiality to prevent disclosure of confidential or sensitive information, ensure that all data protection policies and procedures are fully adhered to.    |
| 1.
 | To undertake other duties commensurate with the role.   |

**Person Specification**

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| **Skills and Competencies**   | METHOD OF ASSESSMENT  |   |
| 1.
 | Recognised teaching qualification  | Application  | Desirable  |
| 1.
 | An Assessor and/or Verifier Award (or equivalent) or willing to work towards it  | Application  | Essential  |
| 1.
 | A minimum Advanced / level 3 qualification in a relevant occupational specialism.   | Application  | Essential  |
| 1.
 | High level of skills in teaching and mentoring young people across multiple vocational, construction, and work-based skills, for example across allied building trades, construction, engineering, landscaping, and workplaces.    | Application   | Essential   |
| 1.
 | First Aid qualification  | Application  | Desirable  |
| 1.
 | Health and Safety qualifications/experience   | Application  | Desirable  |
| 1.
 | Have high levels of emotional intelligence including personal resilience, calmness under stress and the ability to quickly ‘bounce back’ after setbacks.   | Application/ Interview  | Essential  |
| 1.
 | Experience of working in a school/college or other educational and training setting overing entry level to L2 qualifications.   | Application  | Essential  |
| 1.
 | A strong team player, able to work with staff in the organisation with differing priorities and from different disciplines e.g. education, criminal justice, youth work, social care.  | Application/interview  | Essential  |
| 1.
 | Experience of tutoring or teaching children and young people with SEND/SEMH needs.  | Application/Interview  | Desirable  |
| 1.
 | An interesting charismatic person with a wide range of skills and personal interests that could be utilised to improve relationships and develop a good range of enjoyable activities with positive outcomes.  | Application/interview  | Essential  |
| 1.
 | Comfortable working in therapeutic, education setting as well as at ‘community and workplace locations on a 1-2-1 or small group basis with young people with challenging behaviours.  | Application/interview  | Essential  |
| 1.
 | Recognise own strengths and areas of expertise and use these to advise and support others. Recognise own areas for development and work to improve these.  | Interview  | Essential  |
| 1.
 | Be willing to work at different settings, including community venues to meet students’ needs.  | Interview  | Essential  |
| 1.
 | Be flexible in terms of work patterns and supporting other areas of the business.  | Interview  | Essential  |
| 1.
 | Have a full driving licence and vehicle available for business use. Able and willing to transport students in own vehicle and school minibus to various locations, including to and from home.   | Application  | Essential  |