



## Job Description and Person Specification

### Preparation for Adulthood Lead

<b>Title:</b>	<b>Preparation for Adulthood Lead</b>
<b>Working with:</b>	Year 10 & 11 (KS4)
<b>Employed by:</b>	Open Box Education Centre
<b>Responsible to:</b>	The Principal
<b>Hours:</b>	Full Time
<b>Work Base:</b>	Open Box Education Centre

#### **AIMS:**

1. To manage the 'Preparation for Adulthood' curriculum for Key Stage 4 students, with responsibility for:
  - The management of a programme of high quality and effective PSHE, ASDAN and Careers Education for all students
  - The delivery of a full PSHE (including RSHE) and Careers curriculum of learning up to QCF Level 2 and the ASDAN Personal Development Programme for all students
  - The delivery of appropriate learning to individuals, pairs or small groups of students in at least one other subject
  - The coordination of Work Experience Placements and Post-16 Pathways
  - The coordination and delivery of our 'Science for Life' curriculum and the coordination of any potential *Tute* online Biology GCSE courses
2. To contribute to a programme of Social, Moral, Spiritual and Cultural Learning for all students.
3. To contribute to the strategic work of the School Improvement Team.
4. To build positive, respectful relationships with students; encourage high self-esteem and a sense of self-worth and provide a strong adult role model for the students.
5. To support and enable students who have experienced trauma, loss, rejection and other barriers to education to engage, learn, grow, heal, succeed and move into adulthood.

#### **MAIN DUTIES AND RESPONSIBILITIES:**

##### 'Preparation for Adulthood' Teaching

1. Plan and implement effective programmes of learning and produce appropriate teaching materials and resources based on individual need and ability to support progress within Personal, Social & Health Education (including RSHE), Careers Learning, ASDAN and an additional subject.
2. Work with small groups of students or individuals to deliver structured, engaging teaching at the appropriate level for each student, up to Level 2 in the above subjects.
3. Work and plan in partnership with Learning Mentors to deliver effective learning activities and practical aspects within the PSHE and ASDAN curriculum.
4. Coordinate visits from speakers and organisations to support the PSHE curriculum and trips off-site to support the ASDAN programme.
5. Regularly set appropriate targets for each student, assess students' work and report on student progress and attainment, with reference to IEPs and other support plans.
6. Prepare reports and participate in reviews, where necessary.
7. Ensure students have an accurate baseline assessment on entry and that they make good progress in relation to this assessment.
8. Manage the teaching space and equipment to create a positive learning environment for all students in line with health and safety requirements.

### 'Preparation for Adulthood' Coordination

1. Manage the individual post-16 pathway outcomes and plans for all students to ensure a supported transition to further education, training or employment.
2. Coordinate visiting speakers, visits to colleges and places of employment and any other aspirational activities for students.
3. Source and manage work experience placements for identified students.
4. Support students in all stages of the application process for further education, training or employment.
5. Keep accurate records of the Post-16 destinations of all students.
6. Contribute to the EHCP annual review process in order to support students with SEND to meet 'Preparation for Adulthood' and Post-16 transition outcomes.

### 'Science for Life' Coordination

1. Be responsible for the planning, delivery and assessment, either directly or in partnership with other staff, of the 'Science for Life' curriculum for all students.
2. Manage the organisational aspects of any *Tute* online GCSE Biology programmes for identified students, ensuring all students have the appropriate materials and technology for each lesson and are supported in their learning in the classroom.
3. Liaise with the *Tute* online Tutor via email or phone regarding any issues with learning or behaviour or any changes in the provision of support materials.
4. Liaise with the *Tute* online Tutor to ensure progress comments and levels are included in half termly reports to parents and progress data is recorded on individual student trackers.

### General Duties:

1. Attend any relevant planning meetings with the Principal and other staff.
2. Attend School Improvement Team meetings and contribute to whole school development initiatives.
3. Participate in appropriate meetings with colleagues and parents as required.
4. Participate in Performance Management and undertake appropriate training.
5. Contribute weekly to morning 'assembly-style' presentations on current affairs, cultural learning and wider knowledge, on a rota basis.
6. Contribute weekly to the supervision of 'learning through play' using board and card games, on a rota basis.
7. Carry out a share of lunchtime supervisory duties in accordance with rotas.
8. Work effectively in accordance with the organisation's approach, ethos and Relationships Policy to create a safe and encouraging learning experience for all students.
9. Understand, respect and work within the foundational Christian ethos of the school.
10. Ensure all work is in accordance with the policies and procedures of Open Box Education Centre, including the safeguarding policy and guidance.
11. Any other reasonable duties commensurate to the level of the post as directed by the Principal.

**Person Specification: Preparation for Adulthood Lead**

<b>SKILLS, KNOWLEDGE &amp; EXPERIENCE</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Proven experience of successful work with young people in an educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A relevant PSHE or Careers qualification to support teaching to Level 2</li> <li>Further relevant training or a qualification to support the role</li> </ul>
<b>Teaching and Learning skills</b>	<ul style="list-style-type: none"> <li>High quality teaching skills</li> <li>Ability to employ a range of skills and strategies to create an effective and engaging learning environment to motivate reluctant and disengaged students</li> <li>Ability to use teaching skills flexibly to deliver learning in a range of subject areas</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the impact of trauma and attachment on the developing brain and how this informs and shapes practice</li> <li>Ability to implement effective strategies to support young people with SEND or who have experienced trauma</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Relevant knowledge and a secure understanding of the requirements of the secondary PSHE curriculum, including RSHE</li> <li>Up to date knowledge of child protection procedures</li> <li>Knowledge of motivational teaching techniques that engage challenging or vulnerable learners</li> </ul>	<ul style="list-style-type: none"> <li>Excellent knowledge of KS4 PSHE curriculum</li> <li>A secure understanding of the statutory requirements from Sep 2020 relating to the PSHE curriculum, including RSHE</li> <li>Knowledge of local post-16 provision</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of teaching vulnerable young people with social, emotional and mental health difficulties or complex special educational needs in an educational setting</li> <li>Experience of teaching elements of Careers, Relationships &amp; Sex Education or the Healthy Living curriculum to children or young people</li> </ul>	<ul style="list-style-type: none"> <li>Successful experience of teaching in Alternative Provision</li> <li>Experience of teaching PSHE and/or Careers Education at KS4</li> <li>Significant experience of working with young people with social, emotional and mental health difficulties or complex special educational needs in an educational setting</li> <li>Experience of trauma-informed practices and a working knowledge of the impact of attachment in young people</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>Ability to relate appropriately, positively</li> </ul>	

	<p>and respectfully to young people who present with a range of challenging needs and behaviour</p> <ul style="list-style-type: none"> <li>• Ability to remain calm, respectful and patient in the face of potentially angry, uncooperative or verbally abusive young people</li> <li>• Excellent communication skills and the ability to communicate effectively orally and in writing to a range of audiences</li> <li>• Ability to present topics to the school community with competence and confidence</li> </ul>	
<b>Effective Relationships</b>	<ul style="list-style-type: none"> <li>• Ability to implement effective strategies to build relationships with students and provide consistent responses, boundaries and expectations for safe and effective learning</li> <li>• Ability to maintain a secure, supportive and positive learning environment</li> <li>• An awareness that lifestyle, language, attitudes and behaviour have an impact on how young people see staff as role models</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of implementing effective strategies in line with the theories of trauma, attachment and the neuroscience of learning and relationship</li> <li>• Experience of the restorative process in changing behaviour and repairing relationships</li> </ul>
<b>Working as part of a team</b>	<ul style="list-style-type: none"> <li>• Ability to work with other staff effectively and positively</li> <li>• Ability to adapt and work flexibly in response to student needs</li> <li>• A commitment to the vision, values and aims of Open Box Education Centre and an understanding of, and willingness to work within, its foundational Christian ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of contributing at a strategic level to school improvement</li> <li>• Experience of developing a curriculum to meet changing needs</li> </ul>
<b>Effective working</b>	<ul style="list-style-type: none"> <li>• Excellent personal organisation and time management skills</li> <li>• Ability to use a range of ICT software competently</li> <li>• Ability to reflect on practice and implement change where necessary</li> <li>• Ability to analyse data, set targets and monitor and evaluate progress</li> <li>• Ability to research topics, resources and exam board documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of what constitutes quality in education provision and strategies for raising achievement for all students</li> <li>• An understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> </ul>
<b>Safe Working</b>	<ul style="list-style-type: none"> <li>• Ability to manage equipment and safe practices in the teaching area in an organised way</li> <li>• Ability to work within the organisation's policies and procedures</li> <li>• An understanding of and commitment to promoting and safeguarding the welfare of students</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Empathy, care and a real desire to see</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to a church</li> </ul>

	<p>our students succeed</p> <ul style="list-style-type: none"> <li>• A passion for learning, change and enablement</li> <li>• Infinite patience, flexibility and understanding</li> <li>• Resilience, confidence and personal strength</li> <li>• The confidence and sensitivity to teach difficult subjects within PSHE and RSHE with clarity and openness</li> </ul>	<p>and a personal Christian faith</p>
<p>Please show in your letter of application how you meet each of these requirements.</p>		

### **SAFEGUARDING**

Open Box Education Centre is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all employees and volunteers to share this commitment. Open Box Education Centre is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation. The information below provides pre-employment screening guidance for candidates applying for this job at Open Box Education Centre. Pre-Employment Checks appropriate to this Job Profile:

- **Identity**
- **Medical Screening**
- **References**
- **Qualifications**
- **Prohibition from Teaching**
- **Self-disclosure**
- **Enhanced DBS Check**
- **DBS Barred List Check**
- **Right to Work in the UK**
- **Childcare Disqualification Check**