



**Job application Pack**  
**Classroom Teacher and Lifeskills Lead**  
**(TLR2a)**



**ZENITH**  
MULTI ACADEMY  
TRUST

## The Vacancy



**Classroom Teacher and Lifeskills Lead - an additional TLR 2a (£3391)  
Required: September 2025  
Teachers' Main/Upper Pay Range  
(fringe school, circa £1300 on pay scales), SEN1 allowance £2679**

Join our vibrant school community, where our motto, "Unlocking Potential," drives everything we do. We are seeking a passionate and dynamic Lifeskills Curriculum Lead (TLR 2A) to champion hands-on, practical learning opportunities and help shape students' futures through meaningful vocational education.

### **What Makes You the Perfect Fit?**

Are you passionate about preparing young people for real life? We're seeking a creative **Life Skills Lead** to design and deliver a practical, hands-on curriculum that equips students with essential skills for independent living, employability, and well-being. **No death by worksheet – this is about preparing young people for adulthood and independence!**

You'll:

- Lead Life Skills across KS1-5, focusing on practical learning like cooking, budgeting, independent living and work readiness.
- Develop the curriculum for our **Life Skills Bungalow**, ensuring it provides practical, real-life learning experiences.
- Organise exciting trips to bring learning to life and ensure **residential have clear life skills links**.
- Collaborate with teams to deliver an inclusive, meaningful, and impactful curriculum.
- Build partnerships with families, businesses, and the community to enhance student experiences

If you're innovative, passionate, and ready to inspire through hands-on learning, we want to hear from you

### **We're Looking For:**

**Leaders and Innovators:** Ready for a mentally, emotionally, and physically rewarding journey, making a lasting impact on students through vocational education.

**Passionate Specialists:** Whether in outdoor learning, sustainability, digital skills, or employability, you will have the opportunity to lead and shape curriculum development in Lifeskills learning.

**Engaged Educators:** Committed to developing strong relationships with parents, carers, local businesses, and community organisations to create meaningful Lifeskills experiences.

## **Why Join Us?**

We are dedicated to offering an aspirational curriculum that goes beyond traditional education, preparing our pupils for future success. As Lifeskills Curriculum Lead, your contribution will be invaluable in this mission.

## **Be Part of Our Mission:**

If you're driven by the idea of unlocking potential and eager to contribute to a nurturing educational environment, we would love for you to apply. Become our next Lifeskills Curriculum Lead and help shape the future of our young learners through practical, hands-on education.

We look forward to welcoming you to our community and exploring the endless possibilities together. Join us in our journey of unlocking potential and inspiring futures.

## **Employee Benefits:**

- Special Education Needs (SEN) Allowance
- We are a fringe school
- Excellent opportunities for personal and career development
- Employee benefits such as reduced gym membership, cycle to work scheme, flu vaccination, Benenden healthcare, social functions, and CPD
- Supportive leadership structure
- An expanding and improving school with new and exciting classrooms and facilities

As a school, we are committed to ensuring the welfare and safeguarding of all pupils. All staff will be subject to an enhanced Disclosure Barring Service (DBS) check.

## **Information About the School:**

Castledon School is a Special School for pupils with Moderate Learning Difficulties and additional complex needs from Year 1 to Year 14.

Prospective candidates are encouraged to contact the School for a discussion on the work we do.

## Applications

To apply for the role please download the application form from the vacancy page on <https://www.zenithmultiacademytrust.co.uk/vacancies/>, completed applications should be submitted to [recruitment@zmat.co.uk](mailto:recruitment@zmat.co.uk). CVs will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application. Full job description and person specification can be found at the end of this pack.

Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour and suitability for employment in a school environment.

**Closing Date: Tuesday 25<sup>th</sup> March at midday**

**Interview: Thursday 3<sup>rd</sup> April 2025**

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email [recruitment@zmat.co.uk](mailto:recruitment@zmat.co.uk) or telephone 01702 426707.

**We look forward to receiving your application. You will be notified of your application status within two weeks of the vacancy closing date.**

## Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

## Welcome from the CEO



It gives me great pleasure to welcome you to our Trust, and I very much hope this job application pack you gives you a sense of what it is like working in our Trust, including our vision and values.

We are a small, locally-based Trust in South East Essex, currently comprising one primary school, three secondary schools, and one special school: Laindon Park Primary School and Nursery, The James Hornsby School in Basildon, Castle View School in Canvey Island, and The King John School in Benfleet, and Castledon School in Wickford.

We are intentionally a small Trust and very much see our role as central to the communities we serve.

As a member of staff within the Trust, you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You become a valued member of a small group of schools, able to shape the education of future generations. In doing so, we hope that you feel really well supported in your career, and that your well-being is always considered. As a member of our Trust, you engage in a professional learning journey which develops you as a practitioner, and allows you to use your talents to transform lives and make a genuine difference.

### Our Core Purpose

To enhance the life chances of every child and drive social mobility.

### Mission Statement

A quality education and experience for all.

### Values

**Dignity**

**Collaboration**

**Positivity**

**Aspiration**

### Vision

Zenith Trust will ensure excellence across the pillars of school improvement, governance, and business operations, harnessing the transformative power of collaboration so that all students attend truly outstanding schools.

Regardless of background or need, all students will achieve highly and have high levels of well-being, because they are taught and supported by the very best staff, who are well-trained and supported, buy into Zenith's vision, and are committed to providing a quality education for all. School leaders act ethically, inclusively, and always with the child's best interests at heart. Our students will be aspirational for themselves, enjoying their time at school, and flourishing as individuals within a safe, secure and nurturing environment.

All Zenith schools value students' social, moral, cultural, and spiritual development, building exceptional character so that students are kind, resilient, and inspired to be life-long learners. By working closely with the families and local communities we serve, and listening to students' voices, students will be well-prepared for life in a modern, tolerant Britain. They will secure outstanding academic outcomes and high quality destinations, always well-prepared for their next steps. As adults, they will lead happy, purposeful, and rewarding lives, and make a positive contribution to the world.

Andy Hodgkinson  
Chief Executive Officer

## Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement, and would like to be part of our vision to provide excellence in education, we would love to hear from you.

In return we can offer you:

- A friendly Trust which places staff wellbeing and development at the forefront of everything we do
- School settings with excellent facilities
- Access to high quality and bespoke CPD across the Trust, including a collaborative project with the Education Endowment Fund (EEF)
- A supportive and positive Early Careers program run in partnership with University College London and Chafford Hundred Teaching School Hub
- The opportunity to develop your career with and across the Trust Schools
- The Trust is an early adopter of the new NPQs

## Staff Wellbeing

The Trust is committed to providing a safe and healthy working environment for all staff and supports management practices that promote good health and wellbeing of all its employees. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and Trust performance, including better outcomes for students.

The Trust has adopted a number of policies to support our commitment to staff wellbeing, including:

- Mental Health and Wellbeing policy which focuses on the Trust's commitment to maintaining the health and wellbeing of staff
- The Health and Safety policy which provides a framework for, and measurement of, safe places to work; and
- The staff Recognition and Reward policy which ensures our staff feel valued for the work they do and recognised for the contribution they make.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that all our diverse and talented young people deserve.

## Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding, and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice. All staff who work in the Trust also have access to our innovative, online learning platform 'Zenith Institute', which provides staff with bespoke training and access to the latest research.

## Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
  - Access to a GP 24/7 hours a day seven days week for you and your immediate family
  - Access to a Mental Health Helpline 24 hours a day seven days a week
  - Access to a care adviser who can provide advice and information on adult care issues
  - Medical Diagnostics
  - Medical Treatment at one of the hospitals in our treatment network for certain procedures.
  - Physiotherapy
  - Mental Health Counselling Support
  - Financial Assurances to a care adviser who can provide advice and information on adult care issues
- Access to Benenden Healthcare rewards and discounts scheme
  - 46% off digital fitness subscriptions
  - 22% off activity trackers from Fitbit
  - Save up to 11% on the cost of gift cards of E-Gifts
  - Lifestyle shopping vouchers – save 6%
  - Home movies rentals – save up to 40%
- VIVUP Employee Assistance Programme and Lifestyle savings membership
- On site staff counselling programme
- Access to Bike2Work scheme
- Annual calendar of wellbeing events
- Eye sight tests
- On-site free medical health checks
- On-site flu jab clinics
- Free access to on-site gym facilities
- Generous Teachers' Pension and Local Government Pensions schemes
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum





## The Schools of Zenith Multi Academy Trust



Simon Holliday is the Headteacher of Castledon School. This school is a community special school based in Wickford, Essex that aims to unlock the potential of learners aged 5 to 19 with moderate learning difficulties and complex needs. Our motto is "Unlocking Potential".

We work closely with parents, staff and students to create a safe and inclusive community that is based on mutual respect and understanding. Staff, parents and students helped devise the Castledon Code which encourages all within our community to be safe, kind and responsible.

Our school has a range of facilities and resources to support our students' learning and development, including specialist classrooms and equipment, therapy rooms, a sensory room, a soft play area, a music studio, a swimming pool, animal care shelters and an art room. Our students have access to a range of pathways, including life skills, vocational, and academic. We work with our learners and families to identify their goals and aspirations and offer bespoke pathways that are tailored to each individual student.

Our school has won several awards, including the 2022 Essex SEND Teacher of the Year award. We also recently won the Educational Business Award for Environmental Practice in 2022, and the Community Award in 2021, Academy Partnership Award, and SEN Provision Award in 2019.

We invite you to follow us on Instagram to keep up to date with our school community.



Steve Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring and confident individual who plays a part in their community, and has the skills and mind-set to contribute positively to our wider society.





**THE  
KING JOHN  
SCHOOL**

A QUALITY EDUCATION FOR ALL

Daniel Steel, is the Headteacher at The King John School, as a parent of two young children himself, he leads the school through the eyes of a parent, with very high expectations and aspirations for his students. The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. There is a strong focus on developing students' character by instilling the King John PRIDE values of positivity, resilience, integrity, dignity and equality. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 68% A\*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships and employment.



Laindon Park is a small school located in a rural unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Cristina Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

“Pupils enjoy learning and playing together at this small, friendly school. They are confident that everyone is welcome here. From the early years, children learn to share ideas and equipment. Older pupils proudly take on roles in the school to help each other and to care for the school environment.” (Ofsted February 2023)

The James Hornsby School is an oversubscribed 'Good' school; as rated by Ofsted, where students are at the heart of all we do. We have a strong family ethos where we believe "Together we excel".

The Headteacher, Tammy Nicholls firmly believes that investing in staff is a priority to ensuring every student receives a high quality education, enabling them to achieve their best. Family, Pride, Ambition and Excellence are their key drivers for success not only for their students, but for their staff as well. As such staff retention and well-being is high.

The James Hornsby School are extremely proud of the strong family ethos that has been built, which focuses on developing personal character, resilience, independence and removing barriers to success. They have a vertical tutoring system and every student and staff member are placed into a college structure, this strengthens the sense of belonging.

Our ethos ensures a safe and happy environment where students are at the centre of all we do. They have highly effective safeguarding structures in place and work in collaboration with parents and carers to ensure high levels of attendance, welfare and outcomes.

They have created an environment where all students can make great progress, this is underpinned by a well-structured curriculum that is rigorous and aspirational and is supported by quality first teaching.

The ultimate purpose is to ignite hope, drive ambition and advance the life chances of everyone who is part of their family. We will help students gain qualifications that will open the door of opportunity and develop the character to get them through.

We welcome the chance to meet with you and discuss your development opportunities as part of the James Hornsby and Zenith family!



The King John School



Laindon Park Primary School



The James Hornsby School



Castle View School



Castledon School

## Testimonials

Having worked at a mainstream comprehensive, I was excited to move roles into a smaller Special Needs school in 2020. As the Exams Officer, I am responsible for ensuring all of our learners are fully supported for their exams, whether that being in exam conditions or through coursework.

Castledon is a very supportive employer, which values each of its staff members both inside and outside of the workplace.

- **Exams Officer, Castledon School**

Having moved from mainstream education to SEND six years ago, I certainly feel I have significantly upskilled during my time at Castledon. I have gained significant knowledge of SEND education and its many teaching and learning strategies whilst thoroughly enjoying the contact with our young people. Students are mostly grateful, receptive and willing to try (even if this means overcoming hurdles and challenges along the way). It is rewarding to know that I am making a difference to the outcomes of so many students and enabling them to achieve their many potentials both academically and socially.

- **English Teacher, Castledon School**

Since beginning my role as a TA at Castledon school I have had the incredible opportunity to work with amazing young people with special educational needs. The ethos of the school is all about creating a safe, kind, and responsible environment, which is evident as soon as you walk through the door of any classroom! The young people constantly inspire me with their incredible minds and can-do attitude. Even when faced with more challenging situations, it's the concrete relationships established between students and staff that turn it all around. I have been given a plethora of opportunities for training to expand and develop my knowledge and skills around working with SEND students, which is invaluable to my career development within the school. You will always be greeted with a smile and warmth from any member of staff you interact with, and the modelling of this behaviour is reflected in the students alike.

- **Teaching Assistant, Castledon School**

I completed the last term of my SCITT at Castledon and am now in my second year of being an ECT. The collegiality and expertise of the staff at Castledon has enabled me to develop as a teacher and exposed me to effective strategies when transitioning to SEN. Specialists within the school, as well as dedicated and experienced staff, provide CPD and support for individuals and new staff members so that they can offer the best opportunities and care for the students. As a result, I have grown in confidence in managing the range of needs and adapting to different students accordingly. The positive relationship between staff and pupils is such an important part of the job and being a part of the amazing students' progress at this school is truly rewarding.

- **Classroom Teacher**



## Job Description

Job Title	Teacher and Lifeskills Lead
Grade	Main Pay Range / Upper Pay Range (fringe school – circa £1300 on pay scales) SEN 1 allowance TLR 2a
Responsible to	Headteacher, Deputy Headteacher, Assistant Headteacher
Responsible for	The teacher is required to carry out the general professional duties of a school teacher as outlined in the Teachers' Standards and as directed by senior staff.  Teachers on the Upper Pay Range (UPR) will be expected to make broader contribution to the School as a normal part of their work.
Principal Accountabilities	To be met in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers
Job Purpose	<ul style="list-style-type: none"> <li>• to support and promote the School's general purposes, ethos and Learner profile;</li> <li>• to be familiar with, respect and follow the School's Policies and Procedures;</li> <li>• to act as a role model to pupils through always being punctual, and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning;</li> <li>• to set high expectations which inspire, motivate and challenge pupils promoting good and outstanding progress and outcomes by pupils;</li> <li>• to carry out a share of supervision duties in accordance with published rotas;</li> <li>• to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the Behaviour Policy;</li> <li>• to maintain good order and discipline among the pupils ensuring to safeguard their welfare both on School premises and when involved with authorised School activities off site;</li> <li>• to attend and participate in staff and other meetings in line with the School Calendar;</li> <li>• to work with the classroom routines and systems in place in school to track, monitor and report on pupil attendance and progress;</li> <li>• to communicate and cooperate on educational issues with stakeholders as appropriate;</li> <li>• to contribute to the extra-curricular life of the School as appropriate and attend and support School events whenever possible;</li> <li>• Prepare and oversee the Annual Review</li> </ul>

<p>Specific duties/ responsibilities</p>	<p>Teaching and learning</p> <ul style="list-style-type: none"> <li>• to ensure that lessons are planned in appropriate detail (accounting for the pupils’ needs and prior attainment) and are prepared and delivered in accordance with schemes of work and Teacher Standards which reinforce the need for high expectations which inspire, motivate and challenge pupils;</li> <li>• to take into account of pupils’ educational strengths and needs (adapting where appropriate) to enable access to learning for all, including the setting and marking of work (in accordance with the School Marking Policy) ;</li> <li>• to assess, record and report on the progress and attainment of pupils in accordance with the School’s policy and in line with the School calendar, and regularly use this data to inform teaching;</li> <li>• to regularly mark pupils’ work, giving appropriate feedback in accordance with the School’s Marking Policy, keeping records of attainment;</li> <li>• to provide progress information relating to individual pupils as required and in line with the School Calendar;</li> <li>• to manage behaviour effectively to ensure a good, safe and purposeful learning environment;</li> <li>• to assist with activities including trips and events. Teachers on UPR will be expected to make a greater contribution to the department / faculty and whole school T&amp;L development as part of their normal working arrangements as outlined in the Performance Management process;</li> <li>• Maintain good relationships with support staff, leading an effective class team;</li> <li>• Plan, co-ordinate and monitor the work of support staff;</li> <li>• Organise the classroom to promote a safe, stimulating and supportive learning environment which includes catering for the needs of individual learners.</li> </ul> <p>Pastoral Care</p> <p>KS 1,2 and 3 teachers will have the role of a class teacher under the direction of a Phase Lead. KS 4 and 5 teachers will act as Form Tutors under the direction of a Phase Lead and they will:</p> <ul style="list-style-type: none"> <li>• be ‘in loco parentis’, responsible for the welfare of pupils in the class and the first point of contact for those in school and outside seeking help, or guidance or wishing to express concern;</li> <li>• maintaining updated and accurate records relating to members of their class by recording information on academic performance, behaviour, attendance, punctuality and other relevant issues;</li> <li>• ensure that the register is completed accurately and on time, communicating effectively with the Attendance Office and Family Inclusion Team as necessary regarding attendance and handle home communication efficiently;</li> <li>• promote the academic progress and wellbeing of individual pupils in designated form group or class, ensuring consistent feedback is given , which guides pupils;</li> <li>• promote high standards of dress and behaviour through maintenance of the Schools dress code and behavior policy;</li> <li>• Keeping the relevant colleagues updated and liaising with colleagues regarding student progress. When necessary to call meetings to discuss issues and to support and advise colleagues;</li> </ul>
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	<ul style="list-style-type: none"><li>• writing reports and collating reports for the class;</li><li>• be prepared to undertake learning in the community, in all weathers;</li><li>• be prepared to use your own car for school purposes (have a valid licence with no more than 3 points – business insurance provided)</li><li>• be prepared to undertake a minibus assessment course</li><li>• liaise with external agencies contributing to educational welfare, social transition progression and medical needs of pupils.</li></ul> <p><b>Personal and Professional Continuing Professional Development</b></p> <ul style="list-style-type: none"><li>• to attend and actively participate in Staff Inset and training events as requested;</li><li>• to support the professional development of staff as required Teachers on UPR will be expected to make a greater contribution to the School’s Performance Management and CPD processes as part of their normal working arrangements</li></ul>
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Lifeskills Lead

<p>Responsible For:</p>	<p>Oversight of the Life Skills curriculum across all key stages (KS1-5), including the development of a curriculum for the Life Skills Bungalow and Life Skills residentials to support independent living, employability, and well-being.</p>
<p>Main Purpose</p>	<p>The Life Skills Lead will provide whole-school leadership and management for Life Skills education, ensuring high standards in teaching, assessment, and learning. This role will focus on developing practical skills for independent living, employability, and personal well-being, utilising facilities such as the Life Skills Bungalow and community resources. The role includes organising Life Skills residentials and fostering partnerships with families, businesses, and community organisations to enhance learners’ experiences.</p> <p>The Life Skills Lead will collaborate with the Employability and RSHE Leads to create a cohesive curriculum, integrating health, relationships, and work-based skills to promote independence and lifelong learning across Key Stages 1-5.</p>
<p>Duties and Responsibilities</p> <p>Strategic Direction</p>	<p><b>Curriculum Development:</b></p> <ul style="list-style-type: none"> <li>○ Develop, implement, and monitor a robust Life Skills (inc home cooking) curriculum aligned with national and school strategies, emphasising independence, employability, and well-being.</li> <li>○ Incorporate Life Skills residentials as part of the curriculum, focusing on the practical application of skills such as cooking, budgeting, teamwork, and navigating unfamiliar environments.</li> </ul> <p><b>Vision and goals:</b></p> <ul style="list-style-type: none"> <li>○ Establish short, medium, and long-term goals for Life Skills education, encompassing curriculum intent, resource allocation, and community engagement.</li> <li>○ Develop a clear vision for Life Skills residentials as a transformative experience for students.</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>○ Work closely with the Employability, Vocational and RSHE Leads to ensure seamless integration of Life Skills with personal development and health education.</li> <li>○ Foster interdisciplinary collaboration to link Life Skills with other curriculum areas.</li> </ul>

	<p><b>Inclusivity:</b></p> <ul style="list-style-type: none"><li>○ Ensure the Life Skills curriculum is inclusive and culturally sensitive, meeting the diverse needs of all students.</li></ul> <p><b>Safeguarding:</b></p> <ul style="list-style-type: none"><li>○ Embed safeguarding practices within Life Skills, particularly for community activities and residential trips.</li></ul>
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<p>Teaching and Learning</p>	<p><b>Curriculum Delivery:</b></p> <ul style="list-style-type: none"> <li>○ Ensure comprehensive coverage and progression across Life Skills topics (inc home cooking) for KS1-5.</li> <li>○ Design engaging, hands-on learning experiences in the Life Skills Bungalow and residential settings.</li> </ul> <p><b>Residential:</b></p> <ul style="list-style-type: none"> <li>○ Plan and lead Life Skills residentials, ensuring they provide opportunities for students to practice independent living, teamwork, and problem-solving.</li> <li>○ Manage logistics, risk assessments, and evaluation of residential trips to ensure safety and maximum impact.</li> </ul> <p><b>Community and Technology:</b></p> <ul style="list-style-type: none"> <li>○ Integrate technology into Life Skills teaching, such as budgeting apps or online career resources.</li> <li>○ Develop partnerships with local businesses and organizations to support work-based learning and community engagement.</li> </ul> <p><b>Student Voice:</b></p> <ul style="list-style-type: none"> <li>○ Incorporate feedback from students to shape and improve the Life Skills curriculum and residential experiences.</li> </ul>
<p>Leading and Managing Staff</p>	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>○ Provide tailored training for Life Skills staff, including effective methods for teaching practical skills and managing residentials.</li> <li>○ Encourage reflective practice and innovation within the Life Skills team.</li> </ul> <p><b>Team Leadership:</b></p> <ul style="list-style-type: none"> <li>○ Build a supportive and collaborative culture among Life Skills staff, fostering teamwork and shared responsibility.</li> </ul> <p><b>Recognition and Celebration:</b></p> <ul style="list-style-type: none"> <li>○ Create systems to celebrate student achievements in Life Skills, including residential outcomes.</li> </ul> <p><b>Appraisal:</b></p> <ul style="list-style-type: none"> <li>○ Conduct regular appraisals, using them to enhance professional development and maintain high standards.</li> </ul>

<p>Efficient and Effective Deployment of Resources</p>	<p><b>Life Skills Bungalow:</b></p> <ul style="list-style-type: none"> <li>○ Oversee resources for the Life Skills Bungalow, ensuring it is well-equipped for practical learning.</li> </ul> <p><b>Residential Planning:</b></p> <ul style="list-style-type: none"> <li>○ Budget for and manage resources for Life Skills residentials, ensuring cost-effectiveness while delivering enriching experiences.</li> </ul> <p><b>Spaces and Environments:</b></p> <ul style="list-style-type: none"> <li>○ Use school and community spaces creatively to support Life Skills learning, incorporating engaging displays and safe environments.</li> </ul> <p><b>Safety Management:</b></p> <ul style="list-style-type: none"> <li>○ Assess and manage risks associated with all Life Skills activities, including residential and community trips.</li> </ul>
<p><b>Impact Measurement</b></p>	<p><b>Data and Evaluation:</b></p> <ul style="list-style-type: none"> <li>○ Develop metrics to assess the impact of Life Skills education, including post-school outcomes and student feedback.</li> <li>○ Evaluate residentials to inform future planning and ensure continual improvement.</li> </ul> <p><b>Parental Engagement:</b></p> <ul style="list-style-type: none"> <li>○ Strengthen communication with parents, providing guidance on reinforcing Life Skills at home.</li> <li>○ Gather parental feedback on residentials and curriculum effectiveness.</li> </ul>
	<p>Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Life skills leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.</p>

## Person Specification

Qualifications	Teaching qualification recognized by the DfE
Essential Skills	<ul style="list-style-type: none"> <li>• Strong background in vocational education and outdoor learning.</li> <li>• Proven experience in leading successful programmes in a school or community setting.</li> <li>• Excellent organisational and communication skills.</li> <li>• Knowledge of sustainable and modern vocational practices.</li> <li>• Ability to build and sustain professional partnerships</li> <li>• Excellent classroom practitioner skills</li> <li>• An ability to form productive working relationships with students, parents and colleagues</li> <li>• To employ a range of appropriate teaching styles and the ability to present subject content in clear language and in a stimulating manner in order to ensure students' interest and motivation and encourage independent learning</li> <li>• Selection and use of appropriate resources including ICT</li> <li>• An ability to create and maintain a purposeful, orderly, attractive and effective learning environment</li> <li>• Good communicative, organisational, administrative and interpersonal skills</li> <li>• An ability to promote Castledon School within the wider community</li> <li>• An ability to work independently and as a member of a team</li> <li>• An ability to produce coherent lesson plans and contribute to the production of schemes of work</li> </ul>
Essential knowledge and understanding	<ul style="list-style-type: none"> <li>• An understanding of the subject taught, including a range of assessment methods and the National Curriculum</li> <li>• An understanding of the variety of the students' needs and their individuality</li> <li>• Experience in leading residential trips.</li> <li>• Strong understanding of independent living and employability skills.</li> <li>• Demonstrated ability to build community partnerships.</li> <li>• Commitment to creating an inclusive and culturally sensitive curriculum.</li> <li>•</li> </ul>
Essential personal qualities	<ul style="list-style-type: none"> <li>• Energy, sensitivity, resilience, commitment and enthusiasm</li> <li>• High expectations of students</li> <li>• A sense of humour</li> <li>• A willingness to participate in professional development</li> </ul>
Desirable qualifications, skills, knowledge, experience and personal qualities	<ul style="list-style-type: none"> <li>• A willingness to contribute to the extra curriculum of the school</li> <li>• An understanding of stages of assessment and teaching students with a range of needs</li> </ul>