FIRST STEPS TOGETHER
FOR EVERY JOURNEY

## Job Description and Person Specification

# SKILLS INSTRUCTOR

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| **Location:** | School-Based |
| **Hours of Work:** | Monday to Friday, 08:15 to 16:00<br>Term Time plus Staff Directive Days |
| **Salary:** | £24,800 (Actual) |
| **Line Manager:** | Senior Leadership Team |

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, inclusive practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We are committed to identifying and removing barriers to learning so that every pupil receives the personalised support they need to participate, progress and achieve.

We are seeking a practical, engaging and committed Skills Instructor to deliver personalised skills-based and vocational learning to secondary-aged pupils with Social, Emotional and Mental Health (SEMH) needs.

This role offers the opportunity to build pupils' confidence, independence, practical competence and future employability through hands-on learning and supportive, structured teaching.

## Role Overview

The Skills Instructor plans, prepares and delivers high-quality practical and vocational learning for individual pupils and small groups, adapting programmes to learners' abilities, interests and aspirations.

The postholder develops practical competencies alongside problem-solving, teamwork, resilience and self-management, preparing pupils for functional assessments, practical accreditation and vocational qualifications.

The postholder acts as faculty lead for practical skills and vocational content within the learning centre and works with the School Leadership Team to review and develop provision.

## Core Purpose of the Role

To deliver engaging, safe and personalised practical and vocational education that enables pupils with SEMH needs to make progress, develop independence and prepare for future learning, employment and adult life.

The role combines curriculum planning and delivery, assessment, learner support, safe workshop management and collaborative school improvement.

## Key Responsibilities

**Skills-Based Curriculum Delivery**

- Plan, prepare and deliver practical and vocational programmes that support pupils' physical, emotional, social, cultural and moral development.
- Use engaging hands-on teaching methods, adapting activities and instruction to individual interests, learning needs and abilities.
- Teach individual pupils and small groups, differentiating provision and responding to progress.
- Prepare pupils for functional assessments, practical accreditation and relevant vocational qualifications.
- Act as faculty lead for practical skills and vocational content within the learning centre.
- Maintain safe, structured and purposeful workshops and practical learning environments.

**Learner Support and Progress**

- Maintain high expectations for participation, positive behaviour and progress in practical learning.
- Assess pupils' skills, strengths and barriers to learning and provide targeted, differentiated support.

- Give clear, constructive feedback and help pupils identify next steps.
- Develop practical competence, problem-solving, teamwork, self-management and independence.
- Record, track and analyse pupil progress to inform teaching, interventions and programme development.
- Build trusting relationships that promote confidence, engagement and emotional wellbeing.

**Assessment, Recording and Reporting**

- Use appropriate assessment approaches to evaluate practical skills, learning progress, wellbeing and behaviour.
- Maintain accurate records of assessments, achievements and pupil development.
- Prepare high-quality written contributions to statutory annual reviews and other key meetings.
- Support practical assessments, pupil presentations and supervised tasks.
- Create and update pupil profiles reflecting educational, personal and social needs.

**Professional Contribution and Pastoral Support**

- Work collaboratively with senior leaders and colleagues on curriculum development, policy reviews and school improvement.
- Work with the Senior Leadership Team to review skills-based programme delivery and development.
- Contribute to EHCP implementation, multi-agency reviews and individualised pupil support.
- Support pupils to understand and regulate emotions, behaviour and social interactions, and supervise unstructured times.
- Participate in staff meetings, INSET, moderation, performance management and professional development.
- Provide cover teaching and supervision when required and undertake duties appropriate to the role.

**General Responsibilities**

- Uphold First Steps Together's values and expected professional standards.
- Safeguard and promote pupil welfare, reporting concerns promptly to the Designated Safeguarding Lead or Deputy.
- Comply with policies, procedures and statutory requirements, including health and safety, confidentiality and data protection.
- Promote equality, inclusion and respectful professional relationships.
- Complete required training and keep vocational and sector knowledge up to date.
- Use resources effectively and maintain workshops, tools and equipment safely.
- Undertake other reasonable duties commensurate with the role.

## Success Criteria

A successful Skills Instructor will contribute to the following outcomes:

- Pupils engage in practical and vocational learning and make demonstrable progress towards individual goals.
- Programmes are personalised, purposeful and responsive to pupils' needs, interests and aspirations.
- Pupils develop practical skills, independence, confidence, teamwork and employability-related competencies.
- Assessment and progress records are accurate and inform planning, feedback and accreditation.
- Practical learning areas, tools and equipment are maintained and used safely.
- Pupils receive consistent pastoral support and appropriate EHCP-informed provision.
- Vocational curriculum content is reviewed and developed collaboratively with school leaders.
- Safeguarding concerns are promptly reported, recorded and escalated in line with school procedures.

## Person Specification

| Criteria | Essential | Desirable |
|---|---|---|
| GCSE English and Maths at grade C/4 or above (or equivalent) | ✓ | |
| Strong subject knowledge and vocational expertise relevant to practical skills teaching | ✓ | |
| Experience working with secondary-aged pupils | ✓ | |
| Ability to deliver a differentiated skills-based curriculum | ✓ | |
| Ability to adapt instructional approaches to diverse needs and motivations | ✓ | |
| Strong communication and multidisciplinary teamwork skills | ✓ | |
| Organisational and record-keeping skills for planning, assessment and tracking | ✓ | |
| Professional integrity and emotional resilience | ✓ | |
| Ability to work safely in a practical, hands-on teaching environment | ✓ | |
| Commitment to continuous learning and development | ✓ | |
| Degree in relevant subject | | ✓ |
| Specialist qualification in vocational teaching, special education or related field | | ✓ |
| Relevant industry-specific vocational qualifications | | ✓ |
| Experience supporting pupils with SEMH needs | | ✓ |
| Experience in alternative provision, residential or specialist SEN settings | | ✓ |

| Criteria | Essential | Desirable |
|---|---|---|
| Knowledge of SEN processes, EBD, ADHD, EHCPs and looked-after children | | ✓ |
| Relevant industry experience aligned to the vocational curriculum | | ✓ |
| Ability to design engaging practical learning resources and workshops | | ✓ |
| Confidence using tools and practical equipment safely | | ✓ |
| Creative problem-solving and adaptation of activities for individual pupils | | ✓ |
| Passion for vocational learning, independence and employability | | ✓ |

## Personal Attributes

The successful candidate will demonstrate:

- Professionalism, integrity and appropriate professional boundaries.
- Emotional resilience and a calm, consistent and supportive approach to behaviour.
- A strong commitment to inclusion, safeguarding and positive pupil outcomes.
- Creativity, initiative and adaptability when planning practical activities.
- A collaborative, reflective and solution-focused approach.
- Commitment to ongoing learning and required training, including outside normal hours where necessary.
- Enthusiasm for vocational education and developing pupils' independence and employability.

## What We Offer

- Competitive salary and holiday pay.
- Term-time working, with potential additional hours supporting school trips.
- Comprehensive induction and ongoing training in SEN awareness, first aid and safeguarding.
- A supportive team culture focused on shared purpose and continuous improvement.
- Opportunities to develop practical and vocational curriculum provision.
- Professional development and career progression opportunities across the Group.
- The opportunity to improve outcomes for young people with SEMH needs.

## Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.