



### **Job Description: Skills Teacher**

Job Title:	Skills Teacher
Salary:	£24,800 - £28,800
Location:	Greater Manchester
Hours of Work:	8:15am-16:00pm Monday - Friday – Term Time
Line Manager:	Head of Quality of Education
How to apply:	<a href="http://www.firststepseducation.uk/apply">www.firststepseducation.uk/apply</a>
Contact Details:	0330 118 0974

#### **Job Purpose**

The Skills Teacher plays a crucial role in delivering highquality practical and vocational learning to young people with Social, Emotional and Mental Health (SEMH) needs. This position is responsible for creating engaging, hands on learning experiences that build students’ confidence, independence, and future employability. The postholder will design and deliver personalised skills-based programmes that reflect each learner’s needs, interests, and aspirations, while maintaining a supportive, structured environment that promotes emotional wellbeing and positive behaviour. Through consistent encouragement, high expectations, and tailored support, the Skills Teacher will help students develop essential practical competencies alongside the resilience and problem solving skills needed for future success.

#### **Safeguarding**

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why – as part of the selection process – we will conduct all the necessary checks to ensure you do not pose any risk of harm in your role here. Join us and you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school’s Child Protection Policy.

If ever there is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

#### **Key Responsibilities**

##### 1) Skills-Based Curriculum Delivery

- Plan, prepare, and deliver high-quality practical and vocational programmes that promote students’ physical, emotional, social, cultural, and moral development.
- Provide engaging, hands-on teaching using a range of instructional methods tailored to individual learning styles, interests, and levels of ability.
- Teach both individual students and small groups, adapting approaches in line with school policy and learner progress.
- Prepare pupils for functional assessments, practical accreditations, and vocational qualifications.
- Ensure all learning environments, workshops, and activities meet the highest health and safety standards.
- Act as the faculty lead for practical skills and vocational content within the learning centre.

##### 2) Learner Support & Progress

- Maintain high expectations for participation, behaviour, and progress in practical learning activities.
- Provide targeted interventions and differentiated support to meet individual needs.
- Assess pupils’ skills, abilities, and barriers to learning to help them achieve their full potential.
- Offer clear, constructive feedback to help students understand strengths, areas for improvement, and next steps.
- Support pupils in developing core practical competences along with broader skills such as

problem-solving, self-management, teamwork, and independence.

- Record, track, and analyse progress data to inform planning and intervention.

### 3) Professional Contribution

- Work collaboratively with senior leaders and colleagues to support whole-school improvement priorities.
- Contribute to curriculum development, policy reviews, school events, and improvement planning.
- Engage fully in performance management processes and continuous professional development.
- Participate in staff meetings, INSET days, moderation activities, and cross-team collaboration.
- Provide cover teaching and supervision for absent colleagues when required.
- Work with the Deputy Head Teacher to regularly review the delivery and development of skills-based programmes.

### 4) Safeguarding & Pastoral Duties

- Adhere to all safeguarding and child protection procedures, promoting the safety and wellbeing of all pupils at all times.
- Support students in understanding and managing their emotions, behaviour, and social interactions.
- Contribute to multi-agency reviews and support the implementation of Education, Health and Care Plans (EHCPs).
- Supervise pupils during unstructured times, modelling and promoting positive behaviour.
- Create and update pupil profiles that clearly outline individual educational, personal, and social needs.
- Build trusting, respectful relationships with pupils to support engagement, confidence, and personal growth.

### 5) Assessment, Recording & Reporting

- Use a range of assessment tools to evaluate pupils' emotional wellbeing, learning progress, and behaviour.
- Maintain accurate and detailed records of assessments, achievements, and development.
- Prepare high-quality written reports for Statutory Annual Reviews and other key meetings.
- Support arrangements for pupil presentations, practical assessments, and formal supervised tasks.
- Resource Management
- Use school resources effectively to enhance learning opportunities and support student outcomes.
- Ensure workshop areas, tools, and equipment are maintained safely, appropriately, and in line with organisational procedures.
- Keep up to date with relevant industry standards, vocational best practice, and emerging sector developments.

## Person Specification

### Qualifications

#### Essential

- GCSE English and Maths at grade C / 4 or above.
- Strong subject knowledge and vocational expertise relevant to practical skills teaching.

#### Desirable

- Specialist qualification in vocational teaching, special education, or a related field.
- Industry-specific qualifications relevant to the vocational subjects taught.

### Teaching & Experience

#### Essential

- Experience working with pupils within the secondary age range.
- Ability to deliver a differentiated, skills-based curriculum to learners with varying needs and abilities.

#### Desirable

- Experience working with children and young people with Social, Emotional and Mental Health (SEMH) needs.
- Experience in alternative provision, residential settings, or specialist SEN environments.
- Knowledge of SEN processes including EBD, ADHD, EHCP frameworks, and the needs of looked-after children.
- Relevant industry experience aligned with the vocational curriculum delivered.

## **Skills & Competencies**

### **Essential**

- Ability to adapt instructional methods to suit diverse learning styles and motivations.
- Excellent communication skills, with the ability to work collaboratively as part of a multidisciplinary team.
- Strong organisational and record-keeping skills to support assessment, planning, and progress tracking.

### **Desirable**

- Ability to design engaging vocational learning resources and workshop activities.
- Confidence using tools, equipment, and practical teaching environments safely and effectively.

## **Personal Qualities**

### **Essential**

- High levels of professionalism and integrity.
- Emotional resilience and the ability to remain calm, consistent, and supportive when working with challenging behaviours.
- Physical fitness appropriate for a practical, hands-on teaching role.
- Commitment to ongoing learning, including undertaking training outside normal working hours when required.

### **Desirable**

- A proactive approach to problem-solving and creativity in adapting activities for individual learners.
- A genuine passion for vocational learning and supporting young people to develop independence and employability skills.

## **What We Offer**

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

## **Review**

- The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you.
- It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.