

# **UTC Warrington**

## **Lead Practitioner for the Built Environment**

### **Information Pack**





## **Vacancy: Lead Practitioner for the Built Environment**

UTC Warrington is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Job start date:** April 2024

**Interviews:** Tuesday 6<sup>th</sup> February

**Closing date:** 9:00 am Friday 2<sup>nd</sup> February

**Salary:** £47,417 - £52,330 (LP1 – LP5)

**Location:** Warrington

**Contract type:** Permanent, full time (part time available by negotiation)

**Reporting to:** Built Environment Faculty Lead

UTC Warrington opened in September 2016 and was first inspected by Ofsted in May 2019 and secured a 'Good' judgement in all areas. UTC Warrington aims to become an Outstanding institution by our next Ofsted inspection.

Our key focus is to support young people in preparing for the world of work, develop technical skills, and to find meaningful careers – apprenticeships, university or employment. Manchester Metropolitan University collaborated with employers such as Sellafield Ltd to create the UTC, providing students with valuable relationships and experiences within the STEM industry in the North West and beyond.

We are a school and sixth form, with a strong focus and vision that prepares students for high-quality roles within science, technology and engineering. Our students study academic subjects, with a range of GCSEs and post-16 qualifications. We also offer the opportunity for students to focus on developing their technical knowledge and skills and to work directly with the region's employers. From September 2023 we began offering T-levels in Engineering and Manufacturing, Design Surveying and Planning for Construction, Laboratory Sciences and Digital Support Services. In preparation for the delivery of T-levels, the UTC is investing £1.7 Million to further enhance its technical facilities.

Our dedicated personal development programme encourages students to challenge themselves by using their skills in listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork in all aspects of their UTC career. Combined with opportunities to take part in high quality enrichment (cadets, NCS, student leadership, sport), our young people are ready for the world of work.

Our UTC has fantastic facilities and state-of-the-art equipment. Students have contact with industry professionals and teachers with strong industry experience, progressing onto world-class degree and apprenticeship opportunities. Employer engagement is a real strength of the UTC, particularly with Construction businesses. UTC students benefit hugely from the level of positive engagement with our partners and is currently ranked 11<sup>th</sup> nationally for students progressing onto higher and degree



apprenticeships. Employers regularly support learners with live projects, master classes and meaningful industry placements.

Last year the KS4 Built Environment results were in the top 10% of all UTCs nationally and the KS5 results were in the top 20% nationally. Achievement at this level has been sustained for the last 4 years. The Built Environment curriculum consists of the following qualifications:

- BTEC L3 National Diploma in Civil Engineering
- TQUK L3 Diploma in DEC! The Digital Built Environment
- BTEC First Award in Construction and the Built Environment
- T-level Design, Surveying and Planning for Construction (DSP) with a Specialist Occupation in Civil Engineering
- Eduqas Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)
- AQA GCSE Architecture

As a college we offer opportunities for a comprehensive programme of individualised evidence based CPD as well as encouraging colleagues to further their personal professional development through courses such as the National Professional Qualifications (NPQ) and Masters level degrees.

The successful candidate will join a large and successful teaching team:

#### **College Extended Leadership Team**

Nicola Graham Leader of Civil Engineering & Built Environment/T-level Co-ordinator

Jo Hall Director of Engineering & Technology

#### **Teachers**

Sophi Cullerton                      Chris Hatherall (Principal)                      Michael Howey

Peter Johnson                      Rebecca Harris                      Peter Ramsey

#### **Technical support**

Neil Harling

We are looking for an outstanding and enthusiastic Lead Practitioner in the Built Environment to join our team at UTC Warrington. A passion for teaching and the ability to motivate young people are among the qualities we seek. This is an excellent opportunity for an innovative and inspiring Teacher to provide learners with an outstanding learning experience. Most of the teaching timetable will involve the subject matter from our Post 16 qualifications.

In particular, we are seeking an aspirational teacher who is passionate about:

- Promoting outstanding achievement at all levels across the UTC;
- Working closely with university and employer partners to deliver a curriculum that addresses the disconnect between industry and education, specifically in the local context;
- Implementing a Built Environment curriculum that will provide students with a competitive edge in the employment market or university application process;



- Accelerating learning for students at KS4, particularly the most able students who haven't been stretched and challenged at KS3;
- Delivering a post 16 Built Environment curriculum that stretches both academic and technically minded students, as well as developing softer skills, ensuring that students are career ready;
- Outstanding teaching and learning being at the heart of driving successful outcomes for students.

In addition, the post holder will be:

- A consistently outstanding teacher;
- Have a passion for the Built Environment with the ability to motivate and inspire students of all abilities;
- Aid the faculty Lead in providing a clear commitment to helping students reach their full potential regardless of any academic or social and emotional barriers;
- Have a desire to develop excellence and be an outstanding teacher;
- Be a committed team player with excellent interpersonal skills;
- Have high expectations of students in relation to standards of achievement and behaviour,
- Innovative in the development, implementation and improvement of schemes of work which encapsulate key college learning strategies;
- Monitor the progress of students including those requiring additional support and challenge them to ensure students are engaged in their learning and achieve success;
- Use a range of teaching styles effectively to support the achievement of excellent outcomes for students;
- A willingness to contribute to the co-curricular programme in order to enhance the student experiences;
- A motivational and resilient teacher capable of helping deliver whole college improvement initiatives.

### How to Apply

For an informal discussion or to arrange a visit to look around the UTC please contact Lindsey Devine Office Manager on 01925 737067 or by email – [ldevine@utcw.co.uk](mailto:ldevine@utcw.co.uk) .

### Closing date

Please complete an application form and submit a covering letter to [ldevine@utcw.co.uk](mailto:ldevine@utcw.co.uk) .  
CVs will not be accepted. **The closing date for applications is 9:00 am Friday 2<sup>nd</sup> February.**

Interviews will be held on **Tuesday 6<sup>th</sup> February.**

We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

UTCW is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service Certificate will be required for all posts.



Please take the opportunity to find out more about life at the UTC through our website and social media channels:

Website: [www.utcw.co.uk](http://www.utcw.co.uk)

Facebook: [www.facebook.com/UTCWarrington](https://www.facebook.com/UTCWarrington)

Twitter: [www.twitter.com/UTCWarrington](https://www.twitter.com/UTCWarrington)

Instagram: [www.instagram.com/utc\\_warrington](https://www.instagram.com/utc_warrington)

LinkedIn: [www.linkedin.com/school/utc-warrington](https://www.linkedin.com/school/utc-warrington)



## UTC Warrington – Job Description & Person Specification

### 1. Job Description

<b>Job Title:</b>	Lead Practitioner for the Built Environment
<b>Accountable to:</b>	Built Environment Faculty Lead
<b>Accountable for:</b>	The delivery of the Built Environment Curriculum
<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>To help develop and deliver the curriculum area;</li> <li>To support the Faculty Lead in the raising of standards of student attainment and in monitoring progress and supporting them;</li> <li>To ensure students' progress is achieved within the curriculum area/key stage;</li> <li>To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area/key stage in accordance with the aims of the college;</li> <li>Accelerate learning for students at KS4, particularly the most able students;</li> <li>To advise on teaching and learning strategies to raise attainment;</li> <li>To demonstrate model lessons;</li> <li>To monitor and support the overall progress and development of students within the curriculum area;</li> <li>Help lead on the recruitment of students onto Built Environment programmes;</li> <li>Ensure all students have access to the UTCs facilities through an engaging Built Environment curriculum and co-curricular programme.</li> <li>To support teachers experiencing difficulties by setting targets for improvement, advising on lesson preparation, and coaching to improve confidence and expertise;</li> <li>To work with ECTS, Initial Teacher Training students (PGCEs) and Graduate Teachers as appropriate;</li> <li>To lead on an aspect of our whole-school teaching and learning initiatives;</li> <li>To provide CPD sessions on aspects of teaching and learning, according to the school calendar;</li> <li>Support with the QA processes that feed into the College improvement plan;</li> <li>Use systems to analyse data from monitoring and evaluation and use insights to inform strategies and plans for teacher development.</li> </ul>
<b>Part One: Teaching</b>	<p><b>A Teacher is expected to:</b></p> <p><b>1 Set high expectations which inspire, motivate and challenge students</b></p> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for students, rooted in mutual respect;</li> <li>set goals that stretch and challenge students of all backgrounds, abilities and dispositions;</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> </ul>



	<p><b>2 Promote good progress and outcomes by students</b></p> <ul style="list-style-type: none"> <li>• be accountable for students' attainment, progress and outcomes</li> <li>• analyse students' data and exam performance to inform planning and intervention;</li> <li>• plan teaching to build on students' capabilities and prior knowledge;</li> <li>• guide students to reflect on the progress they have made and their emerging needs;</li> <li>• demonstrate knowledge and understanding of how students learn and how this impacts on teaching;</li> <li>• encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul> <p><b>3 Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas;</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</li> </ul> <p><b>4 Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time;</li> <li>• promote a love of learning and students' intellectual curiosity;</li> <li>• set homework according to the college timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching;</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul> <p><b>5 Adapt teaching to respond to the strengths and needs of all students</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;</li> <li>• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;</li> <li>• demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development;</li> <li>• have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul> <p><b>6 Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li> </ul>
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	<ul style="list-style-type: none"> <li>• make use of formative and summative assessment to secure students' progress;</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons;</li> <li>• give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback;</li> <li>• follow the college's assessments reporting policies.</li> </ul> <p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the college, in accordance with the college's behaviour policy;</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;</li> <li>• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;</li> <li>• maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b>8 Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the college through the UTC co-curricular offer and employer engagement opportunities;</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively;</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;</li> <li>• communicate effectively with parents with regard to students' achievements and well-being;</li> <li>• develop the UTC brand and the opportunities it presents to achieve outstanding learning outcomes and develop the whole student.</li> </ul>
<b>Part Two: Personal &amp; Professional Conduct</b>	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standards for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:</p> <ul style="list-style-type: none"> <li>- treating students with dignity, building relationships rooted in mutual respect, and, at all times, observing proper boundaries appropriate to a teacher's professional position;</li> </ul>



	<ul style="list-style-type: none"> <li>- having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others;</li> <li>- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;</li> <li>- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.</li> </ul> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the college in which they teach and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>
<b>Responsibilities common to all staff:</b>	<p>All staff are expected to:</p> <ul style="list-style-type: none"> <li>• Foster UTCW's vision and objectives;</li> <li>• Ensure equality and diversity is celebrated and promoted through all practice, and that success is achieved through widening participation and encouraging access to a diverse range of students;</li> <li>• Effectively discharge UTCW's responsibility for safeguarding students.</li> <li>• Work within the UTCW Health and Safety policy to ensure a safe working environment for staff, students and visitors;</li> <li>• Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues;</li> <li>• Engage actively in the performance review process;</li> <li>• Adhere to policies and procedures as set out in the staff handbook or other documentation available to all staff;</li> <li>• Attend appropriate professional development/training sessions, courses or meetings to ensure that skills are maintained and developed to meet the changing needs of the college;</li> <li>• Comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents, pupils and members of the general public;</li> <li>• Be responsible and accountable for carrying out the post with regard to the college's Safeguarding Policy, Equal Opportunity Policy. Health and Safety at Work Act and any other relevant policies and procedures.;</li> <li>• Carry out any other duties associated with the work of the UTC as may be directed by the Principal, commensurate with the grade of the post.</li> </ul>

## 2. Personal Specification

	Essential	Desirable
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>Degree in relevant discipline;</li> <li>PGCE/Qualified Teacher Status or commitment to work towards</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree;</li> <li>NPQ;</li> <li>Industry experience</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>Excellent knowledge of the Built Environment;</li> <li>The ability to establish and maintain relationships with staff and work as a member of a team;</li> <li>The ability to handle potentially difficult situations sensitively;</li> <li>The ability to communicate effectively, both orally and in written form;</li> <li>The ability to meet deadlines;</li> <li>The ability to teach the subject effectively across all age and ability ranges;</li> <li>A willingness to contribute to subject, faculty and whole school developments;</li> <li>A commitment to put into effect the school's policies and priorities;</li> <li>Ability to use ICT to support planning, delivery and administration through use of standard ICT packages;</li> <li>A willingness to see beyond the subject specific boundary and flexibility to teach beyond the subject specialism.</li> </ul>	
<b>Experience, knowledge and understanding:</b>	<ul style="list-style-type: none"> <li>Successful experience of teaching in the subject area;</li> <li>Experience of teaching a wide range of abilities;</li> <li>Proven record as a teacher whose pupils reach high standards of learning and achievement;</li> <li>Knowledge of assessment, recording and reporting of students' progress and achievements in the subject and of the role of assessment for learning in ensuring student progress;</li> <li>Knowledge of how students learn and are motivated in order to provide for the individual needs of all students, including</li> </ul>	<ul style="list-style-type: none"> <li>Familiar with 14-19 education models;</li> <li>Evidence of involving employers in curriculum development;</li> <li>Current/recent responsibility post within a department;</li> <li>Delivery experience of BTEC level 3 Construction and the Built Environment and /or the DSP T Level;</li> <li>Experience as an internal Verifier or Standards Verifier for BTEC;</li> </ul>

	<p>those with special educational needs as well as the more able;</p> <ul style="list-style-type: none"> <li>• An understanding of the importance of the teacher as a role model for young people;</li> <li>• Knowledge of equal opportunities and anti-discriminatory practice in the context of the school community and of relevant strategies required to remove barriers to learning;</li> <li>• Knowledge of subject specific health and safety requirements;</li> <li>• An understanding of the importance of wider key skills / functional skills delivery within the subject area and also of the importance of learning competences in supporting subject attainment;</li> <li>• A commitment to continuous learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to plan multiple schemes of work;</li> <li>• Experience of pastoral/tutor role.</li> </ul>
<b>Characteristics:</b>	<ul style="list-style-type: none"> <li>• Demonstrates a passion for the UTC model and delivering education that is student centred and cutting edge;</li> <li>• Is a dynamic self-starter, excited by the prospect of shaping and delivering the strategy for this innovative educational concept;</li> <li>• Highly personally credible and able to represent UTCW with external agencies, particularly employers.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced DBS.</li> </ul>

This job description may be amended at anytime in consultation with the postholder.