



APPLICATION PACK TEACHER - CONSTRUCTION

Salary – M1 – M6 (£32,916 - £45,351
FULL TIME/TERM TIME

Closing date – 5th May 2026

The Fermain Academy,
Beswick Street,
Macclesfield,
SK11 8JF
01625 611001



WHY THE FERMAIN ACADEMY IS A GREAT PLACE TO WORK

The Fermain Academy is a safe and stimulating place of learning for students who, for whatever reason, have become disengaged from mainstream education. With facilities to cater for up to 90 students aged 13-16, we offer a structured and positive learning experience, and an outstanding dedicated team able to provide emotional support in a safe and supportive environment. You will be supported to work with our students; all our teaching and learning groups are between 4 and 8.

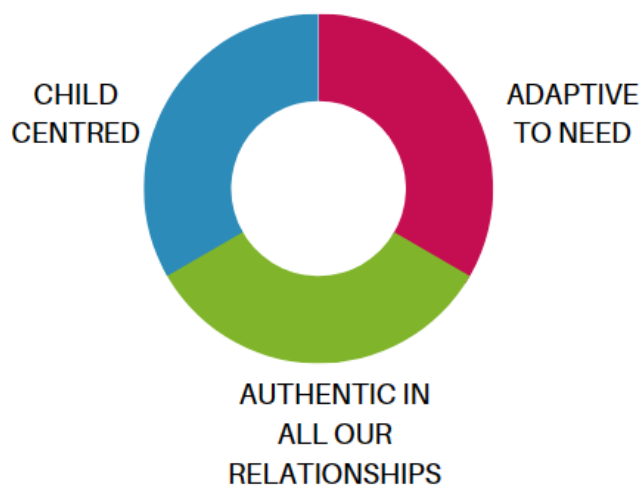
We are seeking a passionate, skilled, and adaptable Construction Teacher to join our dedicated team. This is an exciting opportunity for someone who believes in the power of practical, vocational learning to transform outcomes for young people and equip them with valuable life and employability skills.

This is an opportunity to make a real difference to the outcomes for young people.

Simon Cotterill
Executive Headteacher

OUR CORE VALUES

To be successful, you need to demonstrate our core values. We are:



HOW TO APPLY

We are proud of our school. We encourage all applicants to view our website, contact us informally or visit us. To arrange this please contact: admin@thefermainacademy.org

Please follow the link below to apply.

[Construction Teacher Vacancy](#)

CVs cannot be accepted, so please do not send in, or refer to one.

The deadline for applications is:

Timeline for Assessment and Selection Process	
Closing date for applications	5 th May 2026
Opportunity for informal discussions with Headteacher	To be arranged
Interviews	11 th May 2026



JOB DESCRIPTION

To deliver the vision, our subject teachers will work in collaboration with the Headteacher focusing on three key themes:

1) Re-connecting, raising aspirations and motivating

- A whole education, recognising that essential pre-cursors to academic success are personal and emotional development, independent living and decision-making skills and discovering meaningful interests and goals
- A personalised curriculum including specific engagement activities based on the interests of each individual learner
- Positive and trusted adult role models in the form of Learning Mentors and qualified teachers recruited for their enthusiasm for working with disconnected young people and their ability to understand and adapt, in order to meet the needs of the students
- Opportunities to support social and emotional needs through individualised programmes and a varied curriculum

2) Unlocking every child's potential

- The curriculum will determine the knowledge and skills students will learn at each stage. It will be planned efficiently to deliver exceptional lessons where students make outstanding progress, and are able to relate their learning to the wider world
- Individualised learning programmes, based on the interests and skills of the students and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities
- Small groups of students (max 1:10) with capability to offer 1 to 1 student support
- Practical application of knowledge to develop skills that prepare for accreditation and work towards independence and social integration

3) Recognising and celebrating achievement

- Positive learning environments with praise for success and recognition of achievement
- Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls
- Celebration of success through weekly celebrations with students and staff rewards for targeted elements and high-profile annual celebration events
- Relevant vocational learning that broadens the curriculum we offer to students, providing the opportunity to support their classroom learning by gaining practical skills in the workplace and ultimately allowing them to achieve recognised qualifications

Core Purpose of the Role

- To plan and deliver an engaging, practical Construction & DT curriculum, including AIMS Level 2 Construction qualifications;
- To re-engage learners through hands-on, purposeful learning;
- To support students to achieve recognised accreditation and develop employability skills

Key Priorities

- Support the vision and direction of the school;
- Deliver a high-quality vocational curriculum in Construction & DT;
- Deliver and maintain effective learning and teaching throughout school;
- Ensure strong outcomes in both accreditation and personal development;
- Undertake Performance Management & Line Management responsibilities for a learning mentor;
- Ensure effective pastoral care and behaviour support throughout the school;
- To be responsible for the day-to-day impact of own subject across the curriculum;
- Contribute to the ongoing development of the school's vocational offer;
- Willingness to demonstrate a flexible approach to the curriculum to meet school requirements;

Teaching and Learning

Teachers at the academy will help secure and sustain effective teaching and learning throughout the Academy, monitor and evaluate progress and present students' achievements, effectively using benchmarks to track set targets for improvements. They will:

- Deliver high-quality teaching in Construction & DT, with flexibility to contribute across the wider curriculum where required;
- Deliver a practical, project-based curriculum that engages students who have previously disengaged from education
- Use real-world construction contexts to raise aspirations and highlight future pathways (apprenticeships, trades, FE)
- Plan and sequence learning to support progression towards AIMS Level 2 Construction (or equivalent) outcomes, ensuring students:
 - Develop practical competencies;
 - Build a portfolio of evidence;
 - Achieve meaningful accreditation;
- Assess, track and monitor progress, including:
 - Portfolio development
 - Practical competency
 - Personal development
- Support students to develop:
 - Work-readiness
 - Problem-solving
 - Teamwork and resilience

- Celebrate success through:
 - Completion of practical projects
 - Accreditation milestones
 - Improvements in behaviour, attendance, and engagement
- Contribute to the internal moderation and verification processes in line with AIM Qualifications and assessment requirements;
- Adapt teaching to meet a wide range of needs, including SEND and SEMH;
- Support and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- Support and maintain the mental health and wellbeing of the students which promotes and secures good teaching, effective learning and high standards of achievement
- Help organise the curriculum and its assessment and work with the SLT to monitor and evaluate it in order to identify areas for improvement
- Ensure that the curriculum and assessments meet National Curriculum requirements
- Ensure that improvements in literacy and numeracy are priority targets for all students across school
- To liaise with the Academy's SENCO in order to identify students who require further support or intervention
- Support PSHRE/RHSE and enrichment, particularly where linked to employability and life skills
- Support students to develop:
 - Work-readiness
 - Problem-solving
 - Teamwork and resilience

Partnership Working

- Support in establishing a culture and curriculum which fulfils the aims and requirements of the whole school community as set out in the vision
- Maintain regular communication with parents/carers regarding progress and achievements
- Contribute to whole-school celebration events and recognition systems
- Seek opportunities to invite parents and carers into The academy to enrich student experience and to promote The academy's value to the wider community
- Collaborate with staff, to actively promote British values, as well as the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Represent The academy at relevant meetings, as and when required

Health and Safety / Child Protection

- Maintain a safe and organised workshop environment, ensuring compliance with health and safety standards taking responsibility for health and safety within the workshop, including safe use of tools and equipment;

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff – promoting a culture of safety, respect and responsibility;
- To ensure good order and discipline of students and staff

PERSON SPECIFICATION

Candidates are asked to address as many of the person specifications as possible in their application

Essential

- Qualified Teacher Status
- A degree or equivalent (ideally in DT, Construction or a related field)
- Experience of teaching Design Technology, construction or a vocational subject;
- Strong practical skills and knowledge (tools, materials, workshop practice)
- Evidence of further professional development
- Experience working with students with SEND; SEMH or disengaged from education;
- Ability to assess and track progress, including portfolio-based evidence;
- Understating of vocational qualifications and accreditation pathways;
- Proven ability to:
 - Set high expectations which inspire, motivate and challenge students
 - Promote good student progress and outcomes
 - Demonstrate full subject and curriculum knowledge
 - Plan and deliver engaging, practical lessons
 - Adapt teaching to respond to the strengths and needs of all students
 - Use assessment effectively to inform student's progress and to analyse data to help the target setting process.
- Strong behaviour and relational practice;
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies
- Commitment to school-wide focus on student attainment
- Ability to motivate and inspire hard to reach learners
- Good organisational skills
- Generate enthusiasm for new ideas in both students and staff
- Communicate effectively to groups and individuals, orally and in writing
- Resolve conflict through active listening and negotiation
- Demonstrate a flexible approach and a willingness to listen to others
- Provide advice and guidance to parents and carers in a positive and clear manner
- Remain calm when working under pressure
- Ability to show patience and empathy
- Ability to analyse situations, prioritise and help to implement realistic solutions

- Ability to establish and develop good relationships with all involved in the school
- Willingness to deliver and support extra-curricular activities
- Ability to inspire all in a love of learning for your subject Evidence of understanding and commitment to equality of opportunity
- Respect for students' individual difference
- Demonstrate a good level and understanding of ICT
- Knowledge of how to deal with safeguarding issues in school
- Awareness of current developments in education and the implications of these.
- Understand how to plan appropriate interventions
- Behaviour management techniques for groups and individuals
- Know how to develop effective rapport with students, this being based on high expectations and establishing a purposeful learning environment
- Able to delegate responsibility with accountability for area of responsibility
- Communicate with staff teams effectively
- An ability to establish and maintain positive partnerships with parents, students and communities
- Commitment to the school's wider community
- Awareness of the need to develop a school culture responsive to the nature of the school's communities
- Positive recommendation from present employer
- Adherence to standards established in Safer Recruitment guidance.

Desirable

- Experience delivering AIM Qualifications and Assessment Group Construction Qualifications;
- Industry experience in construction or a trade
- Experience in an alternative provision or specialist setting;
- Knowledge of internal verification and moderation processes
- Training in SEMH, trauma-informed practice or behaviour support;
- Knowledge of effective strategies for re-engaging disengaged learners;
- Knowledge and experience of current good practice and development in special education provision
- Knowledge of successful practice in teaching hard to reach students
- Knowledge of how to promote independence for young people with complex needs
- Knowledge of OFSTED Framework
- Work in the wider community

We are an employer of choice for teaching and support staff



Anna (teacher)

I love working at The Axis Academy. Staff and pupils are a family, supporting each other, and celebrating successes. Lives are without doubt, transformed because of the Yes Trust.

Rhiannon (teacher)

Coming from a mainstream background I was nervous but excited for the opportunity to truly support students and families. I can truly say that applying was one of the best things I have done. Not only are the children at the forefront of the school, but I feel staff are really listened to and supported.

- A teaching day that ends at 14.30/14.40
- Small class sizes
- Fantastic classroom support
- Access and support with training and CPD including further professional qualifications.
- Specialist training where required
- Cycle to work scheme
- Flexible and supportive approach to work
- Free lunch at school
- Free parking
- Nursery benefits
- Tusker car salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox

Our Trust

Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative and SEN multi-academy trusts in the country.

Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We unashamedly use words like “kindness” and “compassion” in our values.

We want to continue this further, and to become the employer of choice for teaching and support staff across the region.



Nic Brindle, CEO

Mission statement: Transforming lives

We are:

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships

We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation
- Continual improvement
- A culture of collaboration

Our minimum expectations of our staff are:

- Belief in our core values
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

The Youth Engagement Schools Trust (YES TRUST)

Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.