FULLHURST
COMMUNITY COLLEGE
EST. 1991

Teacher of Maths

Information Pack



Fullhurst Community College | Imperial Avenue, Leicester LE3 1AH
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Dear Applicant,

It is a privilege to introduce myself as Principal and to thank you for expressing an interest in working with us here at Fullhurst Community College.

To be part of Fullhurst Community College is to transform lives. We are proud to serve a diverse community of over 1000 students, aged 11-16 years, on our large site in south west Leicester and are oversubscribed each year. As the first school in Leicester to be rebuilt under the 'Building Schools for the Future' programme, Fullhurst provides an exceptional environment in which to learn and work.

This role has come about due to the expansion of Fullhurst, something which reflects both the success and popularity of the college. Over the next four years we will continue to expand from 1035 students to 1500 students. To facilitate this, a new build is being developed in conjunction with Leicester City Council on Ellesmere Road, the site of the old Ellesmere College. As such, we need to increase our staffing capacity and therefore this role is being advertised.

In 2016, our Progress 8 measure was +0.48, the highest in Leicester and in 2017 it is +0.67, placing Fullhurst in the top 200 schools in England. This score is exceptional; demonstrating the strength of our curriculum and that all groups of Fullhurst students achieve beyond national targets. We are extremely proud of our students' progress and achievement which continues to increase year on year. In 2012, Ofsted graded Fullhurst 'good' in all categories and in 2013 a HMI subject inspection of mathematics graded all areas 'good' again. Challenge Partner reviews, most recently in 2017, suggest the school has many outstanding features. In June 2017, Fullhurst was recognised by the Department for Education as Secondary Regional Champion at the Pupil Premium Awards and in December 2017, we were extremely proud to be announced as the Leicester Mercury School of the Year 2017.

Your involvement in our journey to outstanding cannot be underestimated. You will have ample opportunity to share in and enhance our current good practice. The potential for your own professional development is outstanding and we provide excellent support for new staff.

If you have any questions please do not hesitate to contact the college on 0116 282 4326 or via email recruitment@fullhurst.leicester.sch.uk

I look forward to receiving your application and accompanying letter, explaining why you are a suitable applicant for the position.

Yours faithfully

S Piggot
Principal

CAREER MARK
The Mark of Quality for Careers Education and Guidance

Healthy Schools

LeTS

Pupil Premium Awards 2017
Secondary
Regional Champion
tes

nace member 2018
National Association for Able Children in Education

Transforming lives at Fullhurst Community College

Fullhurst Community College's priority is to provide the highest quality education for every student in a supportive and inspiring environment. Behind the iconic 1930s façade on Fosse Road South, the modern, well-equipped and recently refurbished facilities at Fullhurst are second to none.

It is our aim that students leave the college as successful, confident and responsible young people equipped with academic qualifications as well as the personal and social skills to enable them to succeed and make a positive contribution to society. We take great pride in seeing our students flourish and move on as confident young adults.

At Fullhurst Community College, we offer a broad and balanced curriculum designed to ensure that every student has the opportunity to fulfil their potential. Students follow personalised pathways for learning which meet their individual needs. All students learn more about the world around them in Citizenship and RE lessons and through our tutor programme. Careers education, information, advice and guidance is offered to students in each year at Fullhurst Community College including trips and workshops, work experience and mock interviews.

At Fullhurst we strive to ensure that work is closely matched to students' abilities and rigorous enough to provide the challenge necessary for students to achieve their very best. We know that some of our students have individual learning needs which may affect their progress across the curriculum and we have a committed team of teachers and teaching assistants trained to support students with a variety of needs, able to facilitate in class support, small group work and individual one-to-one support. Students showing aptitude in specific areas will join our more-able groups which run in all curriculum areas.

The positive benefits of the Pupil Premium can be seen across the college and particularly in the increasing percentage of students making better than average progress. We were extremely proud to be announced as Secondary Regional Champion at the Pupil Premium Awards 2017. The award recognises the college's success in raising aspirations and ensuring disadvantaged students can fulfil their full potential. We're continually looking to improve the outcomes for our students.

Our 2017 results:

- Fullhurst Community College's Progress 8 score for 2017 was +0.67.
- Fullhurst Community College's Attainment 8 score for 2017 was 45.12.
- 23% of all grades were A* or A or grade 7,8 or 9.



Fullhurst Community College
Reasons to join our team

Fullhurst Community College first opened its doors in 1991 and we have never been more excited about our future. There are currently 1036 students and over 150 teaching and support staff, housed in an attractive traditional building with a modern extension which opened in 2008. We also have a large, well equipped sports complex and grounds.

In order to meet the essential need for additional school places locally and to enable us to transform the lives of even more young people, Leicester City Council are planning to expand Fullhurst Community College into the nearby vacant site, formerly occupied by Ellesmere College. This is a tremendously exciting opportunity. Getting these state of the art new facilities will not only allow us to welcome more new students to our college, it will also help us to continue to raise standards.

We listen to our staff

Following a recent annual staff survey, 96% rated the performance of the college as good or very good. 97% said they would recommend the college to prospective parents.

We value our staff

We have signed up to work towards achieving the Wellbeing Award for Schools (WAS).This award focuses on ensuring effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils.

What we can offer you:

- A comprehensive induction process, with all new teaching staff offered a mentor.
- Commitment to providing a supportive and developmental culture for all staff, through an extensive CPD programme.
- Collaborative planning sessions, where dedicated time is set aside for the department to plan collectively and therefore reduce workload.
- A comprehensive support structure.
- Developmental lesson observations which are not graded.
- Free access to our fully equipped on-site gym.
- Preferable rates for sports and college facilities hire.
- Cycle to work scheme - designed to promote healthy travel to work and reduce carbon footprint.
- Childcare scheme - allows money to be taken out of your salary before Tax and National Insurance.
- Eye care vouchers - help with your eye care if your work involves significant periods of time looking at a computer screen.
- Vectis discount card - an easy way to save in store on shopping, eating out and much more.
- Annual flu jab - to protect against those winter germs.
- Staff can always approach their line manager for assistance but they also benefit from a dedicated team who provide a confidential counselling service offering telephone or face-to-face appointments, 365 days a year.
- We're committed to equality and diversity. We have our very own Stonewall Champion and are committed to equal opportunities for everyone.
- We provide a wide range of activities and events for staff to relax and enjoy across the year including staff BBQs and sporting activities.
- We are part of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme for support staff.

What staff have to say about Fullhurst Community College

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“I started at Fullhurst in 2010 as an unqualified teacher, through the TeachFirst programme. I was greatly supported by colleagues in the maths faculty and across the college in those first couple of years in particular, and from day one enjoyed working with the incredible students we have here at the college. I have had the privilege of performing different roles here over the past few years, and have seen the college go from strength to strength in that time. Fullhurst is underpinned by its moral purpose. The culture of the college is driven by the want to give our students the very best experiences possible, enabling them to flourish academically and grow as young people. My favourite aspect of Fullhurst has always been the sense of community shown by the students, who in my opinion are incredibly accepting and supportive of one another.”

Mr T Hague
Deputy Principal

“I joined Fullhurst Community College in 2013 as a Cover Instructor. Having graduated from university at a later stage of my life, I wanted to make a contribution to society by working with teenagers from a similar background to my own. I initially started at Fullhurst Community College on a temporary contract because my intention was to apply to join a teacher training course after a few months. However, I quickly realised that working as a Cover Instructor was very stimulating and enjoyable and could be more than a ‘filler’ before a teacher training course. This, coupled with the fact that Fullhurst was keen to enable staff to develop their skills, persuaded me to accept a permanent position when it was offered. At Fullhurst, cover instructors are highly valued. We work closely with staff and students on a daily basis and assimilate ourselves in the workings of the school. This has enabled me to develop relationships of mutual respect and trust with colleagues and at the same time build positive relationships with my students. In my role I am fortunate to work with students from both an academic and a pastoral perspective. I enjoy the challenges which arise in my role whether they relate to behaviour or achievement and I take pride in the outcomes achieved during my lessons despite the fact that the regular teacher is not present. I joined Fullhurst because I wanted to make a difference to young peoples’ lives. If you are genuinely interested in improving the lives of young people and you want to work with children from challenging backgrounds who have heaps of potential and great character then this could be the school for you.”

Ms F Bhattay
Cover Instructor

“I started working in education in 1992 as a teaching assistant in a primary school. In 1994, I began working as a TA at a secondary school mainly with two students with SEN, this was a very unusual role at the time. When the students left I became a science technician at the school. I joined Fullhurst Community College as a science technician in 2005. I have seen lots of changes over the years, for the better. I have been through several Ofsted visits with the college attaining higher outcomes each time. Working here is very rewarding, the staff are a great team, working together for the benefit of our students both academically and in their own personal development. Expectations of students are high and staff work together to help them achieve their best. Fullhurst is also a fun place to be!”

Miss T Marlow
Technician, Science

“I joined Fullhurst Community College straight after a successful School Direct programme and completed my NQT year here. Fullhurst have a fantastic NQT programme where you gain outstanding support to help you develop to become the best teacher you can. Two years later I was fortunate to be offered the position of Head of Physical Education. The reason I applied to work at Fullhurst is their ethos of transforming lives. I believe that as a teacher, you can provide every student with equal opportunities so that they can reach their full potential and that is exactly what Fullhurst offer. Working with a variety of students from completely different backgrounds, I find to be very rewarding and enjoyable. Every day something new can happen which keeps you on your toes! I love working here because you feel like you make a real difference to our students’ lives in both their academic and personal development.”
Miss M Bird
Head of PE

“I started working at Fullhurst Community College as receptionist back in 2008. I chose to work here because I had heard positive things and wanted to be part of a school that was evolving. After a time, I found myself really enjoying the engagement with the students, at this stage I knew I wanted to be in a role that offered more and found myself interested in the pastoral route. I became the Assistant Head of Year 8 and enjoyed this experience very much. Later I progressed to Head of Year, rolling with our year groups and every year group brought its own challenges and rewards. Four years on and I am now the static Head of Year 11 and loving it. I really enjoy this role as I get to see the students through their most crucial year and help support them through college applications and exams. It is also amazing to come and be a part of results day and makes it all worthwhile! I enjoy working here because I like being part of a team and we have a fantastic pastoral team that is dedicated and committed to helping our students achieve their best. I enjoy the daily challenges and I look forward to even more future successes.”
Mrs R Buckle
Head of Year 11

“I joined Fullhurst as an NQT in 2002 and I am now Curriculum Leader for Science. The college has provided me with so many opportunities to grow as a leader and as a person that I feel it is only right that I give back to the college, the students and the community. Every day we work tirelessly with young people to transform their lives. To work in such a diverse college, with so many talented people, is humbling as well as being a privilege. For many of our students, the college provides the only advantage they will have in their lives. It is therefore very clear to me that the students, the college and the community deserve the very best teachers and the very best leaders”
Miss S Thompson
Curriculum Leader, Science

“I started working at Fullhurst Community College as the Standards and Progress Leader for Maths and ICT in September 2016. Having worked previously as a second in department at a different school in the city, I was ready to influence students’ lives on a wider scale and this seemed the best opportunity to do so. When I stepped into Fullhurst Community College, I knew that this was where I wanted to work. The college’s goals falls in line with my personal goal as a facilitator of learning, which is that ‘every child irrespective of their background have the right to achieve and do well to the best of their capability’. The belief that teachers have in their students is the driving force behind our success. Students know that you genuinely want them to do well, and this dedication from both parties brings about the brilliant results the college continues to achieve. Staff development is also at the forefront of the leadership team and at Fullhurst, I have been given opportunities to embark on courses to improve my leadership skills. Students at Fullhurst genuinely want to do well and the college provides them with the environment to do so. It is amazing to be part of the success story of a college which improves the lives of students in their community, giving them a chance to stand tall as equals with students from all over the country.”
Mrs V Adeniyan
Standards and Progress Leader, Maths and ICT

Fullhurst Community College
Recruitment advertisement

Post title: Teacher of Maths
Salary: MPS / UPS
Contract type: Full time and permanent

Due to the continued expansion of Fullhurst Community College, we are seeking a full-time, enthusiastic Teacher of Maths. This is an opportunity for a newly qualified or experienced teacher to join a strong and successful Maths and ICT faculty.

Fullhurst is in the top 200 schools nationally, the Department for Education 2017 Pupil Premium Secondary Regional Champion and 2017 Leicester Mercury School of the Year. We passionately believe in transforming the lives of young people from one of the most deprived communities in the UK. With over 50% of our students from disadvantaged backgrounds, we know that our success is genuinely doing this.

If you want to be part of our continued success, if you believe in improving the life chances of young people from disadvantaged background and if you are committed to success for yourself and your subject we look forward to receiving your application.

Further details, including the application form, are available from our website www.fullhurst.leicester.sch.uk or by emailing recruitment@fullhurst.leicester.sch.uk

A letter detailing why you are a suitable candidate for the position should accompany your completed application.

Completed applications should be returned to Mrs Ruth Sharp, Assistant Business Manager, Fullhurst Community College, Imperial Avenue, Leicester, LE3 1AH
or via email at recruitment@fullhurst.leicester.sch.uk

Closing date: Monday 22 January at 9am

Fullhurst Community College is committed to safeguarding and promoting the welfare of all children and young people. Please note that an Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.



Fullhurst Community College
Job Description

Post title: Main Scale Teacher
Salary: MPS / UPS
Contract type: Full time and permanent
Responsible to: Principal
Line managed by: Curriculum Leader

Core purpose of the post:

- To provide a high quality educational experience for all students by demonstrating the standards of knowledge, understanding and skills required for QTS.
- To carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document and the Teaching Standards.
- To deliver high quality care and guidance to each student in tutor group.

Key responsibilities:

Knowledge and understanding

- Have a secure up to date knowledge and understanding of subject specialism and understand progression in it.
- Have up to date knowledge of teaching techniques and learning styles.
- Understand how students' learning is affected by their physical, intellectual, emotional and social development.
- Select and make good use of ICT and new technologies.
- Be familiar with and implement the college's policies and procedures.
- Select and make good use of appropriate strategies for literacy and numeracy development.

Planning, teaching and classroom management

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and students being taught.
- Plan effectively for clearly defined and accountable learning outcomes.
- Plan in light of agreed Schemes of Work (SoW) and according to the college's agreed lesson plan format.
- Plan homework activities according to agreed policies.
- Plan for the active use of Teaching Assistants (TA's) (where available).
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met and momentum and challenge are maintained.
- Ensure the health and safety of all students.
- Facilitate the development of a range of key skills.
- Establish high expectations of behaviour and attainment.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe positive learning environment in which students feel confident.

- Be familiar with the SEN Code of Practice and the identification, assessment and support of students with special educational needs.
- Be familiar with the individual needs of all learners and manage these appropriately.
- Evaluate your teaching to improve effectiveness.

Monitoring, assessment, recording, reporting, accountability

- Assess and record each student's progress systematically with reference to the college's current practice.
- Make effective use of assessment information on students' attainment to guide their next steps and to inform planning and lesson delivery.
- Mark and monitor classwork and homework in line with agreed policies ensuring marking is informative and helps students to progress.
- Continually monitor the progress of all students in each class against their target levels / grades.
- Participate in standardisation activities as required.
- Set targets as per college policy and use these to illustrate 'value added'.
- Evaluate the progress of all students and complete reports for Curriculum Leader, students, parents and Principal as required.
- Monitor homework for tutor group.
- Keep data on attendance, punctuality, behaviour, rewards and sanctions for students in tutor group.
- Implement college policies so students have positive attitudes to school, consideration for others and good behaviour.
- Ensure each student has a progress file to record successes and achievements.
- Provide positive communication with parents concerning students' progress, including holding progress review meetings with parents and the writing of annual reports.
- Provide appropriate references or information as requested by others by using standard formats.

Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
- Take responsibility for own professional development identifying and pursuing opportunities for Continuing Professional Development (CPD) to improve teaching and learning.
- Evaluate the impact of all CPD on teaching and learning and share outcomes as appropriate.
- Contribute to writing sections of improvement plan and SoW as directed by Curriculum Leader.
- Ensure health and safety guidelines are adhered to, be involved in health and safety audits / reviews.

Additional requirements for teachers on U2 and U3

- Mentor and coach other teachers in aspect of CPD.
- Observe others and be observed to share good practice and teaching techniques to impact on other classrooms.
- Be involved in mentoring of Initial Teacher Training (ITT) and Newly Qualified Teacher (NQT) students with the Curriculum Leader in terms of monitoring progress and improving techniques.

Fullhurst Community College
Person Specification

Post title: Main Scale Teacher
Salary: MPS / UPS
Contract type: Full time and permanent
Responsible to: Principal
Line managed by: Curriculum Leader

Qualifications

Essential	Desirable	Notes
Qualified teacher status.	Commitment to continuing professional development activities.	Application form
Degree or equivalent in a relevant subject.		Application form

Professional Attributes

Essential	Desirable	Notes
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews
Hold positive values and attitudes and adopt high standards of behaviour in their professional role.		
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.		
Communicate effectively with young people and colleagues.		
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.		
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.		
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment		
Have a commitment to collaboration and co-operative working where appropriate.		

Evaluate their performance and be committed to improving their practice through appropriate professional development.		
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.		
Act upon advice and feedback and be open to coaching and mentoring.		

Professional knowledge and understanding

Essential	Desirable	Notes
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Application form Letter of application Demonstration of teaching ability References Interviews
Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.	
Know a range of approaches to assessment, including the importance of formative assessment.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them.	
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	
Have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy including: the contribution that their subjects / curriculum areas can make to cross-curricular learning; and recent relevant developments.		

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.		
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.		
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.		
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.		
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.		
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.		
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.		
Know the local arrangements concerning the safeguarding of children and young people.		
Know how to identify potential child abuse or neglect and follow safeguarding procedures.		
Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.		

Professional skills

Essential	Desirable	Notes
Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives	Application form Letter of application References

	and the needs of learners and which integrate recent developments, including those relating to subject / curriculum knowledge.	Interviews
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context.	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	Promote collaboration and work effectively as a team member.	
Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range.	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.		
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.		
Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.		
Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.		
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.		
Teach engaging and motivating lessons informed by a well-grounded expectation of learners and designed to raise levels of attainment.		
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.		
Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.		
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.		

Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.		
Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.		
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.		
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the college.		
Make use of the local arrangements concerning the safeguarding of children and young people.		
Identify and use opportunities to personalise and extend learning through out-of-college contexts where possible making links between in-college learning and learning in out-of-college contexts.		
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the college's behaviour policy		
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.		
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.		
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.		
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.		