

Application Pack

Teacher of ESOL/ English and Basic Skills (Adult Learning) (Full-time and/or Part-time applications welcome)



Principal – Elly Tobin

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Dear Colleague,

I am delighted to provide an application pack for the role of Teacher of ESOL/English and Basic Skills (Adult Learning) at Joseph Chamberlain Sixth Form College. I hope you will find this information interesting and that it will help you in taking your application forward.

As the only Sixth Form College to have been awarded the Queen's Anniversary Prize for Further/Higher Education, we are a popular and oversubscribed college with a national reputation for excellence. Our 40 million pound state-of-the-art building and garden opened its doors in September 2008 and we are delighted that our new campus was awarded the Prime Minister's Prize for the best public building in the UK. In our ninth learning year in the new building, it still looks immaculate and staff and students are proud of our learning environment.

Our most recent Ofsted inspection was an enormous success and we were awarded a grade of 'good' overall with many 'outstanding' features noted. Inspectors' comments included:

- AS-level students make exceptional progress
- The proportion of students that successfully complete their qualifications is high
- Students benefit from excellent support and are well prepared for university life
- Staff set high standards and have ambitious targets for improving students' achievements
- Outstanding enrichment programme
- The effectiveness of leaders and managers is outstanding

We are persistent in our desire to deliver excellence for all of our students and this means that offering them outstanding learning experiences is the focus of everything we do. We want our students to be happy and successful in later life, achieving excellent examination results and enjoying a wide range of exciting opportunities that broaden their experience along the way. To this end, we place a strong emphasis on the quality of our teaching and learning. We aim to deliver inspiring lessons to our students and our teachers work collaboratively to ensure that learning is both rigorous and innovative. We are equally proud of the pastoral support we offer to our students to ensure that they succeed and proud of the enrichment opportunities we provide.

All current and future colleagues joining our excellent team of teaching and non-teaching staff should therefore have a strong drive and determination for the success of our students, providing positive role models for them and caring about their wellbeing. To work at JCC, we hope you will aspire to be an outstanding colleague and be willing to share ideas with and learn from your colleagues. In return, we will provide you with first-class facilities, outstanding resources and a wide variety of professional development opportunities.

Finally, I would like to wish you the very best of luck with your application for the post and genuinely appreciate the investment of your time in the process.

Best Wishes,



Elly Tobin
Principal



Background and Context

Our Purpose – What we are here to do

To provide an exceptional learning experience for all of our students, raising their aspirations and improving their achievements so that they can enjoy a level of success in later life that realises their highest ambitions.

Our Vision For 2019

In 2019, Joseph Chamberlain College will be the first choice for school leavers in Birmingham because it will be recognised for excellence in academic achievement, exceptionally high standards of teaching and its capacity to raise the aspirations and ambitions of all of its staff and students so that they can enjoy rewarding and successful futures. With a strong commitment to effective collaboration with a wide range of partners, Joseph Chamberlain College will be innovative and forward-thinking for the benefit of its current and future generations of students and staff, inspiring others as a model of exemplary practice.

Our Core Values

We believe in:

- **Excellence and Ambition**
 - Everything we do is focused on improving the student learning experience.
 - We have high ambitions, expectations and commit to excellent in everything we do.
 - We demonstrate a 'can do' attitude, embracing the need for continuous improvement and positive change.
- **Cooperation and Communication**
 - We work together positively as a team for the benefit of the college
 - We learn from our own and each other's mistakes and successes, taking responsibility for our actions.
 - We are professionally honest with each other and create trust through effective relationships and transparent communication.
- **Equality and Recognition**
 - We value diversity and inclusivity and let this underpin all we do, treating people with respect and fairness.
 - We value and recognise everyone's work and the individual contribution they make to the lives of students.
 - We display loyalty to and pride in our college and its students.

Our Current Strategic Objectives

1. The Academic Achievements and Success of Our Students

To be highly ambitious for all of our students and prioritise their success so that they achieve the highest standards academically, making significant progress throughout their time with us.

2. The Learning Experience of Our Students

To ensure that all of our students benefit from an exceptional learning experience that excites, inspires and broadens their minds both in the classroom and beyond.

3. The Support and Development of Our Students

To ensure that all of our students are supported to develop into confident and responsible citizens who believe in their own ability to do well in later life and who are respectful of the diverse societies of modern Britain and the wider world.

4. The Reputation and Recognition of the College

To position the College as a nationally recognised Sixth Form College that attracts an increasing number of students each year, is a highly desirable place to work and captures the interests of a wide range of partners with whom we will collaborate.

5. The Leadership of the College and its Resources

To manage our resources and finances expertly so that we can continue to grow and develop as a College to seek innovative opportunities for improvement amidst the challenges facing the sector now and in the future.

Information about the College

Joseph Chamberlain Sixth Form College was established in 1983 and now offers a wide range of academic and vocational courses from Entry Level to Level 3. Our curriculum offer and entry criteria are highly inclusive, offering clear progression routes to success for all students, regardless of their starting points and backgrounds. Approximately 80% of our work is with 16-18 year olds at Level 3, who study AS/A2 Levels or Level 3 BTEC Extended Diplomas. At Level 2, we offer BTECs and a comprehensive GCSE programme to 16-18 year olds; at Entry Level and Level One, we have an extensive ESOL provision for both 16-18 year olds and 19+ learners.

In addition, our Adult Learning Directorate offers both daytime classes in English, Maths, IT, Childcare, Health and Social care and access to Higher Education. Our classes are delivered in community venues across the city. Our 'College for International Citizenship' offers a leading international programme in global citizenship for students locally, nationally and internationally. We work in partnership with a number of providers and franchise a small part of our provision to Birmingham Theatre School. We also host weekend provision for the Birmingham Chinese and Arabic Schools on Saturdays. Our wider curriculum is also rich and varied and students benefit from a great deal of choice in sports, additional languages, performing arts, fundraising activities, an annual Model United Nations Conference and various other student-led clubs/societies.

In 2017, Joseph Chamberlain College achieved A level pass rates of 99% for the fourth year running and the best results in the history of the College. In our recent inspection in 2017 we were graded as 'outstanding' in all categories and we continue to provide a broad, inclusive and high quality education to all of our learners that results in some of the highest levels of progression to Higher Education in the sector. We support all newly qualified teachers to achieve QTS or QTLS, and are part of a local teaching alliance. We have also been short listed for the 2017 TES Sixth Form College of the Year Awards

The College is situated within easy reach of Birmingham city centre with community provision delivered within a 5 mile radius of the main college.

Information about the Directorate of Adult Learning

The Adult Learning Directorate offers courses in a variety of venues within a 5 mile radius of the main Joseph Chamberlain College site. The main emphasis is on the delivery of Basic Skills, English and Maths with the vast majority of learners having English as a second language. There is a small, but increasing Vocational offer at Level 1 and Level 2 which encompass Teaching, Childcare, Health and Social care, Works Skills, Business and IT Skills. There is also a Higher education offer currently limited to childcare, but with plans to extend into Health and Social care in the near future. To support our students into HE we have recently introduced an Access to HE for Education professionals as well as a full level 2 Pre Access course.

There are currently 18 teachers in the Directorate, with 3 Course Leaders, a Curriculum Leader and one Director. Staff are based at a dedicated Adult Learner venue and are supported by an administration team and a personal tutor.

In recent years the Directorate has been graded as outstanding, with exceedingly high levels of student satisfaction and success.

Sessional teachers will be expected to deliver and teach high quality adult learning within the College and out in our community. Currently we are recruiting Tutors with experience of delivering courses in the following subjects:

- ESOL
- IT
- Mathematics
- English

Terms and Conditions

Contract Type

Full-time and/or part-time, permanent. Please specify your preference on your application form.

Salary

Salary will be on the pay structure of the Colleges Teachers' pay scale. Teacher's salary ranges from £23,396 - £38,748 per annum (pro-rata if part-time), dependent on experience.

Hours of Work

Contact hours for full time teaching staff are up to 23 per week and may include some support, enrichment or workshop time. Other time for meetings, open days, parents' evenings, staff training, etc, is as directed by the Principal.

Please be aware that our term dates fall in line with Birmingham City Council term dates, with the exception of the summer term, which ends during the second week of July. The autumn term begins on GCSE examination results day.

Superannuation

The successful candidate will be eligible to join the Teachers' Pension Scheme and you will automatically become a member unless you opt not to join.

Accountability

The post is accountable to the Director of Adult Learning.

Start Date

To be discussed at interview.

Making Your Application

1. Complete the JCC Staff Application Form. **Please state clearly on your application the position you are applying for.**
2. Provide a supporting statement (in section 8 of the application form) of no more than two sides of A4, in which you demonstrate how your skills, abilities and experience make you a suitable candidate for the role. Please give specific details and examples of how you meet all aspects of the person specification.
3. If you are applying for a teaching or curriculum based role, please complete the examination results form provided (applicants who are still completing their PGCE course need not complete this).
4. The completed form should be returned by email to personnel@jcc.ac.uk or by post to:

The Director of HR
Joseph Chamberlain Sixth Form College
1 Belgrave Road
Highgate
Birmingham
B12 9FF
Telephone: 0121-446 2200

Deadline

The deadline for the post(s) is **Monday 7th January 2019** (to arrive no later than 12 noon).

Shortlisting

Unfortunately, we will be unable to notify candidates who are not on the shortlist. Therefore, if you have not heard from us by **7th February 2019** please assume your application has been unsuccessful on this occasion.

Equal Opportunities Policy

Joseph Chamberlain College is committed to equality of opportunity in recruitment and selection. Every care has been taken in the drawing up of this job description and person specification to ensure that the requirements of the post are not discriminatory on account of race, gender or age. Similar care will be taken during the short-listing and interviewing stages. If candidates are dissatisfied about any part of the process they should write in the first instance to the Principal of the College setting out the nature of their complaint.

Guide to the General Data Protection Regulation (GDPR) (2018)

Under the General Data Protection Regulation (2018), the College needs to have your consent to collect and process information about you for the proper administration of the selection process and the employment relationship should you be appointed. Please accordingly make sure you sign the declarations at the end of the application form. After an appointment has been made, all the papers of unsuccessful candidates are kept for a period of nine months and are then destroyed.

Candidates with a Disability

The College is a Disability Symbol User. If candidates with a disability need any special arrangements for interview, they should enclose a letter giving details of these, marked for the attention of the Director of HR.

Police checks and Rehabilitation of Offenders Act 1974

The successful candidate will be required to apply for a Disclosure from the Disclosure and Barring Service. The College follows the Code of Practice laid down by the DBS, and this is available from the Human Resources Office upon request. In accordance with the above Act employees with access to children and young people under the age of 18 are not allowed to withhold information regarding criminal convictions no matter when they occurred.

Selection Process

Short-listing of candidates for interview will be undertaken by the line manager and a member of the senior management team. All candidates invited to interview will be asked, on the day, to complete a practical task. These tasks will vary according to the post. You will be given relevant information, where appropriate, in advance. The results of these assessments will be used to decide whether to shortlist you further for interview.

The interview panel usually consists of three or four members of senior and middle managers. The interview panel will be chaired by a senior leader.

During the interview we ask the same main questions to all candidates, as well as any supplementary questions either arising from initial responses or specific to individual applications. Members of the panel will take notes during the interview.

At the end of the interview you will be given the opportunity to add anything further in support of your application or ask any questions. The panel will make its decision based on the evidence presented throughout the process and will contact all candidates with an outcome as soon as possible.

Staff Benefits

We offer the following benefits to our staff:

- Comprehensive staff development programme
- Occupational pension scheme (either TPS or LGPS)
- BHSF – private healthcare insurance plan
- Cycle scheme
- Interest free annual travel card loans
- Discounted college gym membership

Job Description – Teacher of ESOL/English and Basic Skills (Adult Learning)

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and students' intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.

- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.
- 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.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- 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.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the College.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Teachers must have proper and professional regard for the ethos, policies and practices of the College and maintain high standards in their own attendance and punctuality.

Person Specification – Teacher of ESOL/English and Basic Skills (Adult Learning)

Applications will be short-listed, and short-listed candidates assessed against the following criteria. Please show evidence of these competencies in your application.

A = Application form, L= supporting information or letter, T= test, I = Interview, R = Results Form

Essential Criteria	
Education, Qualifications and Training	Method of Assessment
1. Hold a relevant degree.	A
2. Hold a PGCE qualification (or equivalent), with QTS/ QTLS status.	A
Experience	Method of Assessment
3. Have experience of teaching relevant subject up to Level 1, such as ESOL or Literacy.	A
4. Have a passion for teaching the subject and strong subject knowledge	A,L,I,R,T
5. Have either a successful teaching placement (<i>applicants currently in training</i>)OR successful record of teaching, including very good exam results.	A,R
Skills and Abilities	Method of Assessment
6. Have an ability to engage with students, inspiring learning & promoting success.	R,I
7. Be a very good classroom practitioner.	A,R,T,I
8. Have knowledge of active learning and teaching styles and be able to demonstrate evidence of innovative practice.	R,T,I
9. Be competent in the use of ICT.	R,I
10. Have the ability to contribute positively to teams, share ideas and develop resources co-operatively.	L,R
11. Have excellent communication and interpersonal skills.	A,L,I,T,R
12. Be committed to high standards of professionalism & expectations of students.	A,L,I,R
13. Be committed to professional learning & institutional improvement.	A,L,I,R
14. Be positive about working in a multi-cultural, multi-ethnic environment.	A, I, T
15. Be committed to promoting equality of opportunity.	I
16. Be able to offer enrichment and contribute to wider college life.	A,L,I,R
17. Have a positive and enthusiastic approach to work.	I
Desirable Criteria	Method of Assessment
18. Have the flexibility to teach more than one course if necessary.	A, I