

Programme Leader - Electrical

JOB DESCRIPTION

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| Title: | Programme Leader |
| Grade: | PL |
| Activity: | Regulated |
| Contact Hours: | Annual maximum: 864 hours, weekly maximum; 26 |
| Responsible to: | Head of Faculty |

Job Purpose

Provide an outstanding student experience through teaching, learning and assessment, enabling students to maximise their potential. Lead aspects of learning and proactively engage in quality assurance as well as provide pastoral support.

Main Responsibilities

1. Provide teaching, learning and assessment.
 2. Act as Tutor to groups of students.
 3. Lead/co-ordinate learning
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1. **Teaching, Learning and Assessment:**
 - 1.1 Participate in the interviewing, enrolment and induction of students.
 - 1.2 Provide teaching and learning whether in the classroom or a workshop.
 - 1.3 Prepare schemes of work, lesson and assessment plans.

- 1.4 Provide ongoing assessment and feedback to students by setting and marking work both relevant and appropriate with the course.
- 1.5 Provide appropriate academic and/or vocational support to individual students, referring them, where appropriate, to other agencies.
- 1.6 Contribute to the wider enrichment of students.
- 1.7 Contribute to the maintenance of an effective, efficient and professional learning environment.
- 1.8 Ensure resource material and teaching reflect best practice, contributing to the quality of provision as measured by retention, attendance, success rates, grades and value added.
- 1.9 Participate in appropriate quality assurance procedures.
- 1.10 Prepare learners for a range of accreditation and assessments.
- 1.11 Maintain accurate and detailed student records, including setting targets, grades, monitoring and reviewing progress and contributing to reports and references.
- 1.12 Set and monitor Personal Targets and eILPs according to Faculty and College Policy.
- 1.13 Participate in parents' evenings, open evenings, recruitment, trade events, conferences and other marketing events.

2. Tutor

- 2.1 Provide time-tabled and funded, academic, vocational and pastoral support to students.
- 2.2 Provide teaching, learning and tutoring on both a group and one to one basis.
- 2.3 Maintain links with employers, parents, examination boards and take responsibility for the day-to-day needs of the students, including parents' evenings and guidance evenings.

3. Programme leadership

- 3.1 Provide inspirational leadership of learning within a subject/programme area.
- 3.2 Contribute in part to the leadership of a programme area within the curriculum offer.
- 3.3 Contribute to the formation and monitoring of programmes of study and to write elements of the curriculum rationale.
- 3.4 Link with, inform and support Associate Lecturers within the programme area.
- 3.5 Contribute proactively to the quality assurance and the quality improvement of the programme, area and faculty self assessment.

3.6 Contribute to the development of the subject/programme area, faculty and the College's strategic direction.

4. **Additional Duties**

4.1 Promote a teaching, learning and working environment that is free from discrimination and where all students and staff are encouraged to express their individuality.

4.2 Be responsible for safeguarding and promoting the welfare of students.

4.3 Undertake such additional duties as may be reasonably required commensurate with the level of responsibility within the College at any of the College's sites or place of work.

4.4 Promote and conduct your professional duties and responsibilities within the parameters of the colleges agreed values and aims.

Person Specification

Programme Leader – Electrical



| Criteria | | How Evaluated | |
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| | | Application | Interview |
| Experience | Essential: <ul style="list-style-type: none"> - Teaching and or training experience within the relevant industry - Experience of achieving targets | <ul style="list-style-type: none"> ✓ ✓ | |
| | Desirable: <ul style="list-style-type: none"> - Experience of developing training solutions - Experience of delivering high-quality product and service to employers and organisations - Experience of tutoring full-time students | <ul style="list-style-type: none"> ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ |
| Skills & Abilities | Essential: <ul style="list-style-type: none"> - IT skills (good level of skill with various packages including Word, excel, power point and email) - Ability to teach across a range of different levels and programmes - Ability to motivate students - Excellent administrative skills | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ |
| | Desirable: <ul style="list-style-type: none"> - Ability to deliver related programmes | | <ul style="list-style-type: none"> ✓ |
| Qualifications | Essential: <ul style="list-style-type: none"> - NVQ Level 3 Electrical Installations or equivalent - Commitment to achieving a teaching | <ul style="list-style-type: none"> ✓ | |

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| | qualification (DTLLS/ Cert Ed/ PGCE) within 3 academic years of joining the college | ✓ | |
| | Desirable: <ul style="list-style-type: none"> - V1 Assessors Award - A1 Assessors Award - Teaching qualification (DTLLS/ Cert Ed/ PGCE) | ✓ | |
| Personal Qualities | Essential: <ul style="list-style-type: none"> - Ability to organise work and meet deadlines - Ability to work effectively in a team to meet shared objectives - Confident, enthusiastic and self-motivated - Flexible approach to work - Excellent interpersonal skills - Enthusiasm for teaching and learning and subject area | | ✓ |
| Mandatory requirements | Essential: <ul style="list-style-type: none"> - Commitment to safeguarding and promoting the welfare of children and vulnerable adults in College - Commitment to equal opportunities | | ✓ |

Exeter College Values



At Exeter College we are committed to being an exceptional College. Therefore all employees will be expected to demonstrate our Exeter College Values.

VISION

To be an exceptional college.

MISSION

To shape the future of education by delivering excellence in all aspects of our work, in order to realise the ambitions of our learners, city and region.

