

We are committed to ensuring all individuals are valued and work in a safe environment, promoting the ethos of Safeguarding and Equality and Diversity in all of our practices. We expect all staff to share this commitment.

Job Title:	Lecturer in Computing – HE
Grade / Salary:	£22,623.25 - £37,569.64 per annum
Hours:	37 hours per week
Department:	Computing
Work Location:	Forest of Dean/Gloucester/Cheltenham
Responsible To:	Head of Computing

1. Job Profile

Gloucestershire College (GC) is recruiting a Lecturer in Computing to join the Computing team here at Gloucestershire College.

The purpose of this role is to deliver BTEC qualifications HNC/D and degree level.

A career with us means much more than just a salary- we know that our people are our greatest asset.

We provide an empowering, values-based environment where we all play a part in inspiring a future generation, working towards an inspirational vision. We are passionate about learning and pride ourselves in developing our staff; we will support you both professionally and personally to develop all the skills necessary to make this your next success.

We value mutual respect and believe that trust, respect and civility bring out the best in people. We also work collaboratively utilising the different knowledge, skills and experiences we each have; we strive to create an environment where everyone can give of their best. Working with committed colleagues, we also offer an attractive benefits package, please click on the benefits link to find out more about the range offered

2. Main Duties and Responsibilities

Learning and teaching

- Provide learning and assessment activities which meet curriculum requirements and the aims and needs of all the learners.
- Plan and use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence and learner autonomy.
- Select and develop a range of effective resources, including appropriate use of new and emerging technologies ensuring they are inclusive, promote equality and engage with diversity.
- Establish a purposeful and motivating learning environment where learners feel safe, secure, confident and valued.
- Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
- Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
- Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
- Work with learners to address particular individual learning needs and overcome identified barriers to learning.
- Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
- Use mentoring and/or coaching to support own and others' professional development, as appropriate.
- Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
- Collaborate and communicate appropriately with colleagues and external agencies to encourage learner progress.
- Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.

Assessment

- Devise, select, use and appraise assessment tools, including where appropriate, those which use new and emerging technologies.
- Develop, establish and promote peer and self-assessment as a tool for learning and progression.
- Design and apply appropriate methods of assessment fairly and effectively.
- Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
- Collaborate with others, as appropriate, to promote equality and consistency in assessment processes, participating fully in internal and external verification.
- Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
- Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress.

Professional values and practice

- Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship identifying the transferable skills they are developing, and how these might relate to employment opportunities.
- Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
- Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of resources.
- Conform to statutory requirements and apply codes of practice including appropriate consideration of the needs of children, young people and vulnerable adults and equality of opportunity.
- Keep accurate records which contribute to organisational procedures.
- Evaluate own contribution to the organisation's quality cycle.

Access and progression

- Refer learners to information on potential current and future learning and career opportunities and appropriate specialist support services.
- Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.
- Provide effective learning support, within the boundaries of the teaching role.

3. Values

We have **six core values** that reflect what we are, how we do things and where we want to be. We want to support all staff to be:

- **Ambitious** in wanting the very best
- Committed to **continuously improving**
- Open to feedback; actively invites feedback from peers and customers to **identify opportunities to improve**.
- Receptive to new ideas and learns from failures as well as successes
- Approaches difficulties with a **positive attitude**
- **Openly communicates** and resolves issues through helping not blaming others.
- Treats others with **respect and civility**, building trust to bring out the best in people.
- Takes **responsibility** for their own actions and work; committing to doing their best every time.
- **Committed to delivering the highest possible standards** of customer service and undertaking the role to the highest possible standard

4. Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Experience	<p>Experience of teaching BTEC relevant subject at different levels.</p> <p>Knowledge of own specialist area is current and appropriate to the teaching context.</p> <p>Experience of teaching HNC/ HND and degree level in relevant subject</p>	<p>Experience of teaching GCSE and A level in relevant subject.</p> <p>Experience of a teaching second subject.</p>
Qualifications and Training	<p>Degree or equivalent qualification in relevant subject</p> <p>PGCE, DTTLS or Certificate in Education (or willingness to complete).</p> <p>Minimum GCSE grade C or equivalent Level 2 in English and mathematics (or willingness to complete).</p> <p>Willingness to undertake Equality, Diversity and Safeguarding training.</p>	<p>First Aid</p> <p>Relevant industry experience</p>
Abilities	<p>Motivate and inspire young people to want to achieve their individual learning aims and qualifications.</p> <p>Manage and handle conflict and challenging behaviour as it arises both inside and outside the classroom.</p> <p>Excellent team player with good communication skills, including written, oral and non-verbal communication.</p> <p>Communicate effectively and appropriately using different forms of language and media, including new and emerging technologies.</p> <p>To manage own time effectively by planning and prioritising own work load and reacting positively to changes as they occur.</p>	

	Provide constructive feedback to learners and colleagues where appropriate.	
Job Circumstances	<p>Able to travel between College sites (if required).</p> <p>Enhanced with barred status DBS criminal record disclosure. (or willingness to undertake)</p> <p>Saturday hours may be required.</p> <p>The ability to deliver content remotely and online if required</p>	

5. General

- Take an active part in the performance review process.
- Comply with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy.
- Comply with and actively promote the College's Equality and Diversity Policy.
- Comply with and actively promote the College's Safeguarding Policy and Practices.
- Support the College's sustainability policies and recognise the shared responsibility of carrying out duties in a resource efficient way.
- Participate in enrolment.
- Undertake a first-aid qualification and participate in the first aid rota, as required.
- Undertake any other relevant duties as specified by your line manager commensurate with the level of this post.

Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.

This job description will be reviewed annually during the performance review process, and will be varied in the light of the business needs of the College.

The job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

As users of the disability confident scheme, we guarantee to interview all disabled applicants who meet the minimum criteria for all advertised vacancies.

Where an employee or candidate indicates a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all of the duties of the post. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

