**THE TRAFFORD COLLEGE GROUP**

**JOB DESCRIPTION**

**JOB TITLE:** Lecturer in Electrical Installation

**REPORTS TO:** Head of Studies

**RESPONSIBLE FOR:** N/A

**AREA:** Building Services

**GRADE/SALARY:** Competitive Salary

**Our Vision**

“Unlocking potential, fostering success”

Through its innovative approach to learning and exceptional engagement with business, The Trafford College Group prepares learners for success in work and life.

**OUR VALUES**

Bold -Be bold in all that we do, pushing the boundaries to ensure that our staff and learners reach their full potential.

Ambitious - Be ambitious for ourselves and our learners. Set high expectations and standards and strive to achieve excellence in all that we do.

Respect - Appreciate your own strengths whilst demonstrating respect for others, treating people with thoughtfulness, dignity and an open mind.

Collaborate and Teamwork - Share ideas, encourage each other to succeed and work together in a supportive environment to achieve our goals.

Professional - Be honest, reliable and polite to create a positive image of the College while demonstrating the highest standards of work.

**JOB PURPOSE:**

* To maximise learner recruitment, retention and success through the provision of an outstanding educational experience which enable learners to maximise their potential.
* To deliver outstanding courses which meet learner needs, use a range of diverse teaching and learning strategies, allow learners to access a comprehensive range of resources and provide comprehensive assessment opportunities.
* To complete and maintain effective data in relation to learners including, attendance, individual learner targets, progression, achievement and destination.
* To be responsible for a course (s) of study and learner outcomes.

**KEY RESPONSIBILITIES:**

**Teaching, Learning and Assessment Responsibilities**

1. To effectively plan, prepare in a timely manner and teach on a range of courses, to mark and assess students work including examinations.
2. As part of effective planning develop schemes of work, lesson and assessment plans where appropriate ensuring schemes of work incorporate Equality & Diversity, English & Maths, Differentiation (support, stretch & challenge), Safeguarding, World of Work/Employability and Information & Learning Technologies Opportunities.
3. Provide effective teaching, learning and assessment, real working environments, workshops and external venues as appropriate ensuring resource material and teaching is of a high quality and reflects best practice as measured by retention, attendance, success rates, grades and value added.
4. Participate in the interviewing, enrolment and induction of learners.
5. Promote the importance of embedding maths and English through on-going marking and assessment of maths and English during the programme of study. Ensure maths and English is assessed in the context of the curriculum.
6. To be responsible for a course (s) of study and be the key contact for specified courses for the Awarding body.
7. Provide on-going assessment and feedback to learners by setting and marking work which is both relevant and appropriate to the programme of study ensuring learners are prepared for exams and assessments.
8. To ensure the local environment classrooms and corridors is maintained to a satisfactory level, ensuring that notice boards and displays are kept up-to-date and any defaults with equipment or furniture are reported promptly to estates.
9. To act as a mentor to new teachers.
10. Maintain accurate and detailed student records including registers, target grades, destination data, monitoring and reviewing progress and producing reports and references.
11. To carry out the Internal Verification/Moderation duties as required, overseeing IV procedures and facilitating external verifier visits.
12. To regularly monitor MIS data to ensure all transfers and withdrawals are up to date and that students are entered for appropriate examinations.
13. To ensure that the verification processes meet the requirements of external moderation.
14. Contribute to the wider enrichment of learners.
15. Contribute to the maintenance of an effective, efficient and professional learning environment.
16. Participate in parents’ evenings, open evenings/days, learner recruitment, learner events, award events, conferences and other marketing events.
17. Undertake work in connection with enquiries, admissions and educational advice/guidance and provide appropriate academic and/or vocational support to individual learners referring to other staff or agencies where appropriate.
18. To supervise student visits and work placement programmes where appropriate.
19. Participate in course teams and other staff meetings and contribute to the management and development of learning/curriculum programmes ensuring the delivery of cost effective and efficient programmes.
20. To take an active part in and contribute to the programme review and development procedure and the Group’s self-assessment programme.
21. To act as a course leader and have the personal wellbeing of students at heart and signpost students to relevant support services or external services.
22. To develop and build effective relationships with students on a course of study.

**Equality and Diversity:**

1. It is the responsibility of the post holder to promote equality and diversity throughout the Group.
2. The post holder will undertake their duties in full accordance with the Group’s policies and procedures relating to equal opportunity and diversity.

**Health and Safety:**

1. To promote health, safety and welfare throughout the Trafford College Group
2. To undertake their duties and responsibilities in full accordance with Trafford College Group’s Health and Safety Policy and Procedures.

**Safeguarding Children and Vulnerable Adults:**

1. It is the responsibility of the post holder to commit to safeguarding and promoting the welfare of children and vulnerable adults within the Group.
2. The post holder will undertake their duties in full accordance with the Group’s policies and procedures relating to safeguarding and promoting the welfare of children and vulnerable adults, e.g. dealing with learner issues i.e. safeguarding and referring on to specialist staff.
3. This position is subject to an enhanced criminal records check from the Disclosure & Barring Service (DBS) and will be subject to satisfactory clearance of this check.
4. If this position is classed as Regulated Activity, it is subject to an Adult & Child barring check.

**Review**

The details contained in this job description, particularly the principal accountabilities, reflect the content of the job at the date the job description was prepared. It should be remembered, however, that over time, the nature of individual jobs will inevitably change; existing duties may be lost and other duties may be gained without changing the general character of the duties of the level of responsibility entailed. Consequently, the Corporation will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

**Person Specification – Lecturer**

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| **Attributes** | **Essential** | **Desirable** |
| **Values and Behaviours** |
| Bold -Be bold in all that we do, pushing the boundaries to ensure that our staff and learners reach their full potential. | ✓ |  |
| Ambitious - Be ambitious for ourselves and our learners. Set high expectations and standards and strive to achieve excellence in all that we do. | ✓ |  |
| Respect - Appreciate your own strengths whilst demonstrating respect for others, treating people with thoughtfulness, dignity and an open mind. | ✓ |  |
| Collaborate and Teamwork - Share ideas, encourage each other to succeed and work together in a supportive environment to achieve our goals.  | ✓ |  |
| Professional - Be honest, reliable and polite to create a positive image of the College while demonstrating the highest standards of work. | ✓ |  |
| **Qualifications** |
| An HNC or Degree in a related curriculum area  |  | ✓ |
| A full NVQ L3 in the Electro-technical Apprenticeship completion with relevant vocational experience. | ✓ |  |
| A relevant ‘A’ (assessor) units and experience of assessing learners work. | ✓ |  |
| A relevant ‘V’ (verifier) units and experience of participating in the internal verification process or a willingness to work towards the qualification |  | ✓ |
| The IET Requirements for Electrical Installations BS7671:2018 (18th Edition Wiring Regulations) qualification or a willingness to work towards attaining this. |  | ✓ |
| The City and Guilds 2394, 2395 or 2391 (or suitable EAL or other equivalent) |  | ✓ |
| Experience of using One File. |  | ✓ |
| A relevant teaching qualification will also be required along with a minimum 5 year teaching experience. Suitable candidates will also be considered with a willingness and commitment to achieve teacher qualified status within 2 years. | ✓ |  |
| Numeracy and literacy skills at Level 2 or a willingness to work towards | ✓ |  |
| **Experience, Knowledge and Skills** |
| Experience of teaching within the curriculum area  | ✓ |  |
| Experience of delivering curriculum subject and area of qualifications within the curriculum area including;C&G 2365 Level 2 and 3 or EAL equivalent study programmesC&G or EAL apprenticeship study frameworks / trailblazer qualificationsC&G 18th Edition or EAL equivalentC&G 2391 or EAL equivalent |  ✓✓ |   ✓ ✓ |
| Experience of using ILT to enhance the learner experience | ✓ |  |
| Experience of delivering good or outstanding teaching, learning and assessment | ✓ |  |
| Experience of industrial experience of working within the field (In a vocational area.) | ✓ |  |
| Comprehensive knowledge of the subject area. | ✓ |  |
| The ability to plan and deliver teaching, learning and assessment to meet each learner’s needs | ✓ |  |
| The ability to assess learners’ starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners | ✓ |  |
| The ability to deliver detailed and timely feedback following assessment of learning | ✓ |  |
| The ability to develop English and maths as part of a learners’ programme | ✓ |  |
| A knowledge of how to embed diversity into a learning programme | ✓ |  |
| Comprehensive knowledge of ILT and the ability to use ILT to enhance the learning experience.  | ✓ |  |
| Empathy and the ability to recognise the different needs of others and commitment to want to meet those needs. | ✓ |  |
| An interest in the learners and a commitment to support them to achieve their best. | ✓ |  |
| The ability to inspire, motivate and develop the capabilities of learners resulting in the delivery of outcomes | ✓ |  |
| Leadership skills including an imaginative approach to problem solving and conflict resolution. | ✓ |  |
| The ability to respond positively to change whilst maintaining performance levels.  | ✓ |  |
| Self-confidence and an ability to tenaciously challenge under performance of learners.  | ✓ |  |
| The ability to prioritise and deliver a set of objectives. | ✓ |  |
| Excellent communication skills and the ability to give and receive feedback to improve performance. | ✓ |  |
| The ability to develop positive, supportive and coaching relationships with learners.  | ✓ |  |
| The ability to work as a member of a cohesive team and build productive relationship with colleagues, customers and key stakeholders.  | ✓ |  |
| Evidence of working effectively across internal or organisational boundaries to deliver the best result for learners.  | ✓ |  |
| The ability to build networks and relationships and understand stakeholder perspectives for the benefit of the organisation. | ✓ |  |
| Experience and evidence to supporting learners to achieve their maximum potential.  | ✓ |  |
| Evidence of responding to feedback to personally develop. | ✓ |  |
| Evidence of continued professional development within the subject area/curriculum field the post relates to. | ✓ |  |
| The post holder is expected to undertake the relevant CPD to achieve all necessary qualifications and maintain relevant and up to date expertise. | ✓ |  |
| Be sensitive to the needs of all learners, have an understanding of the principles of equal opportunities and appreciate the need to adopt a positive approach to managing diversity | ✓ |  |
| A commitment to safeguarding and promoting the welfare of children and young people. | ✓ |  |