

## Loughborough College Job Description

### 1. Job Details

Job Title: **Lecturer in A Level Biology**  
 Competency Level: **Teaching 2**  
 Reporting To: **Curriculum Area Lead**  
 Department: **Sixth Form**  
 Annual Salary (FTE): **£25,404 - £30,329 per annum**  
 Date: **July 2017**

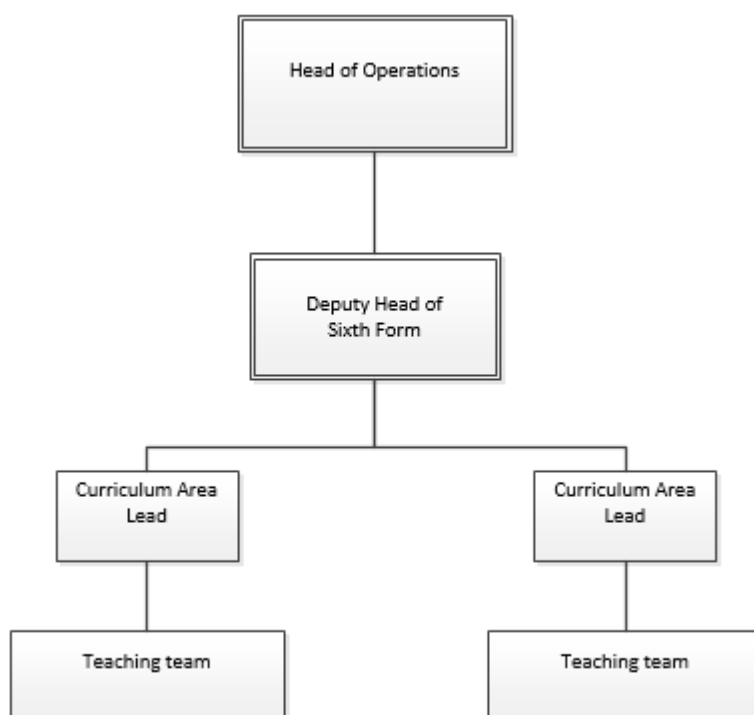
### 2. Job Purpose

To deliver inspiring teaching and learning where knowledge being transferred is predominantly know-why or conceptual knowledge.

### 3. Dimensions

*Not applicable.*

### 4. Organisation chart



## 5. Key Responsibilities

- To teach AS and A2 Biology, BTEC Applied Science and Cambridge Technical Lab Skills
- To act as a personal mentor to a tutorial group
- To prepare and plan innovative and effective lessons
- To assess learners progress and report on when required
- To provide effective intervention strategies to ensure the success of all students
- To support and coach students
- To contribute to the development of the curriculum
- To operate and comply with the College's administrative systems and quality assurance systems / standards
- To continuously develop and update own personal, professional, teaching and specialist skills and competences
- To attend and actively participate in team meetings and in planning, recruitment and consultation events.
- To actively support and promote the College's commitment to equality of opportunity and diversity
- To promote and safeguard the welfare of children, young people and vulnerable adults
- To promote British Values and adhere to the PREVENT strategy as necessary
- To modify duties and responsibilities as required by Curriculum Area Lead and other members of the sixth form management team.

## 6. Key Result Areas

### Action

Deliver inspiring teaching and learning.

Monitor the performance of students against target grades and implement intervention strategies as appropriate.

Fully engage with the personal tutorial programme, providing excellent support and guidance.

### Result

Ensure the success of all students

Ensure the success of all students

All students supported to achieve.

## 7. Key Working Relationships and Communications

**Internal:** Students, teaching and support team, Curriculum Area Leads, Deputy Head of Sixth Form, Head of Operations

**External:** Parents and other stakeholders

## 8. Scope for Impact

*Not applicable*

## 9. Competency profile

The following profile is a description of the required competencies of the role:

Competency	Descriptor	Competency	Descriptor
<b>Accountable</b> - <i>We have full ownership for our actions, thinking through our decisions and taking responsibility for the outcomes.</i>	Takes ownership for own development, supports that of others and develops beyond own role. Works efficiently; makes best use of the College's resources. Maintains a healthy and safe environment for College people and visitors. Swiftly implements changes to keep up with legislation and best practice. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge Understand the teaching and professional role and your responsibilities Maintain and update your knowledge of educational research to develop evidence-based practice Maintain and update knowledge of your subject and/or vocational area Evaluate and challenge your practice, values and beliefs	<b>Entrepreneurial</b> - <i>We think outside the box, exploiting technology and providing opportunities using our initiative and creativity.</i>	Looks for opportunities to do own job better; puts forward ideas. Always considers longer term impact of own tasks You try new approaches and are not tied down by the existing ways of doing things. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning Be creative and innovative in selecting and adapting strategies to help learners to learn
<b>Agile</b> - <i>We are flexible and responsive in all that we do and demonstrate adaptability towards new challenges and changing environments.</i>	Handles change with responsiveness and adaptability. Uses a structured and collaborative approach to solving problems in own and related work areas. Reaches clear, definite and timely decisions based on thorough understanding of the facts and an eye to their practical implications. Multi-tasks and consistently delivers own and team objectives on time and to standard. Anticipates customer needs; prevents poor service; delivers consistently high quality service. Knows how to handle, store, disseminate and share digital information and data in a responsible and ethical way. 0 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers Evaluate your practice with others and assess its impact on learning Reflect on what works best in your teaching and learning to meet the diverse needs of learners	<b>Inspiring</b> - <i>We are passionate and positive about what we do, creating challenging and motivational environments where everyone grows and succeeds.</i>	Inspires people to reach great heights of performance and success through leadership. Communicates with impact and sophistication; adapts style and uses varied media to meet different audience needs. Promotes and ensures diversity, equality and inclusion in own team; team works within relevant laws. Promote the benefits of technology and support learners in its use Motivate and inspire learners to promote achievement and develop their skills to enable progression Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge

**Engaging** - *We are focussed on building relationships, using clear communication to ensure everyone participates and feels part of the College.*

Supportive team member; forms positive working relationships in team. Effectively coordinates others in achieving a task. Contribute to organisational development and quality improvement through collaboration Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment Manage and promote positive learner behaviour Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence Build positive and collaborative relationships with colleagues and learners Value and promote social and cultural diversity, equality of opportunity and inclusion

**Integrity** - *We are open, honest and transparent in our work, behaving professionally and ethically at all times*

Credibly represents the College by demonstrating a superior knowledge of subject area - current and related topics. Own work consistently contributes to the strategic aims of the College. Improves diversity, equality and inclusion in own area; challenges inappropriate behaviours. Understands self and others; communicates with sensitivity; handles difficult people and events effectively. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

## 10. Knowledge, Skills and Experience (Person Specification)

QUALIFICATIONS		ESSENTIAL	DESIRABLE	HOW ASSESSED
1.	Possess a degree in a relevant subject area (or equivalent qualification)	•		Application
2.	Possess a full teaching qualification, e.g. PGCE, Cert. Ed, DTTLS or willingness to complete this	•		Application
3.	Possess excellent numeracy, literacy and IT skills (level 3 or above)	•		Application
EXPERIENCE				
4.	Significant relevant teaching experience in AS/A2 Biology	•		Application
5.	Experience of teaching other AS / A2 subjects		•	Application
6.	Experience of having been a personal tutor or mentor		•	Application
SKILLS & KNOWLEDGE				
7.	Understanding of the AS/A2 Biology specifications and assessment methods	•		Interview
8.	Be able to work effectively as a team leader/member	•		Interview
9.	Ability and interest to keep up to date with developments in subject areas and teaching pedagogy	•		Interview
10.	Solid experience of having delivered success for students at Level 5	•		Application/ Interview
11.	Be able to work flexibly and under pressure, and to deadlines	•		Interview
BEHAVIOURS				
12.	Demonstrate a commitment to self-development		•	Interview
13.	Demonstrate a commitment to equal opportunities, diversity and inclusion; The promotion of British values and an awareness of the requirements of the PREVENT strategy.	•		Interview

### Notes

1. A satisfactory Enhanced Disclosure & Barring Service check is required for this post. Loughborough College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
2. Loughborough College retains the right as a condition of your employment to require you to undertake such other duties as may be expected of you in the post mentioned above, or in a similar post within the College.
3. This job description and person specification was prepared July 2017 and may be amended in light of changing circumstances following discussion with the post holder.

## 11. Job Description Agreement

<b>Job Holder Signature</b>		<b>Date</b>	
<b>Manager Signature</b>		<b>Date</b>	

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**Job Description – Guidance Notes**

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These are guidance notes to assist job holders/managers in the completion of a job description.

**Section 1: - Job Details**

Job Title: The title by which the job is known  
Reports to: The job title of the immediate superior

**Section 2: - Job Purpose**

This should provide an accurate, concise statement in probably not more than 20 words of why the job exists. It should allow readers to immediately focus on the position's overall role in the organisation.

The Purpose Statement should not be a detailed list of duties or a lengthy review of the operation and its problems. The Purpose Statement should give a clear response to the question "Why does the job exist in the organisation?"

It is often helpful to complete the remainder of the job description to develop an overall view of it, and then come back to this question to complete it, using the insights gained from the rest of the form to crystallise your thoughts on your job's overall purpose.

**Section 3: - Dimensions**

Do not produce a long list of statistics which relate to the job, but include essential information about:

- a) *Capital and Revenue Budgets* - when quoting figures, it is important to show only figures on which the activities have some impact.
- b) *Staff Numbers* - show the total number of subordinates who report to the role whether direct or through intermediate supervisors/managers. It is helpful to have a breakdown of salary level and/or function for those jobs where large numbers of staff are involved.
- c) *Other Statistics* - relevant information or statistics for example membership of committees or publications issued each year. Do, however, restrict it to statistics which are strictly relevant to the job.

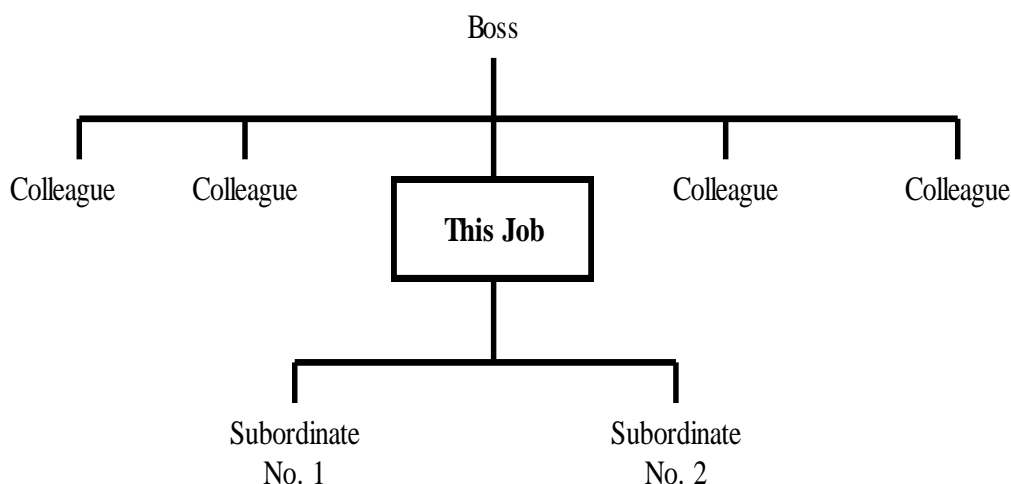
**Section 4: - Organisation Chart**

The purpose of this Section is to establish how the job fits into the rest of the organisation. It should make the following points clear:

- a) The boss' job.
- b) Job titles of colleagues reporting to the same boss.
- c) Jobs reporting directly to the role.

It is usually best to draw the chart with the boss in the centre at the top, the job in question immediately below with peers on either side. Subordinate jobs should then be shown below.

The example below gives a useful style:



If a printed organisation chart already exists, attach a copy and highlight the role.

### Section 5: - Key Responsibilities

Within this section list the key responsibilities of the job, namely the key functions and activities that will contribute to satisfactory performance of the job.

### Section 6: - Key Result Areas

This is the most important part of the job description. Getting it right is in many ways the hardest part of the exercise.

Key Result Areas are statements of the end results required of a job.

The characteristics of Key Result Areas are:

- In total they represent all the key outputs of the job.
- They describe end results not duties or activities. They tell the **what** not the how of the job.
- They are worded to emphasise action that leads to an end result.
- Each statement describes a distinct end result, arising from an identifiable element or "set" of activities in your job.
- They are not broad and vague statements - **they must be specific.**

Key Result Area statements ideally should be worded so that they will lead to thoughts of measurement. For example, it is better to state something like "achieve maintenance standards" than "undertake maintenance". The former leads to a measure against the maintenance standards.

These principles can be illustrated by taking the simplest form of organisation, the one person business, such as a green grocer. If they were able to specify the purpose of their business it might be something like:

*"To make a comfortable living by the sale of fresh fruit and vegetables at good profit margins".*



To achieve this overall purpose the green grocer will have to achieve results in a number of areas. The Key Results are:

- Buying* - buy the fruit and vegetables at a price that will enable them to earn a suitable profit.
- Pricing* - ensure the prices are right so that people will buy.
- Siting* - locate their stall in the most suitable place to achieve trade.

Note that the Key Result Areas spell out **why** and the **what** of the job, not the detailed **how** of the job. The kind of stall required, the exact location of the stall, the cost of the fruit etc., are not described in detail. They are obviously important in the operation of the business and will help determine its relative success or failure. But we do not detail this because if we do we only serve to **constrain** the green grocer. If we tell them that they must site their stall in a certain location or that they must pay a certain price for their fruit then we narrow considerably their area of freedom and their accountability for the results of the business. Duties and details constrain people: the definition of the Key Result Areas free people to do their best.

The following is an example of a Key Result Area statement:

Action	Result
Negotiate and monitor the performance of the catering contract.	To ensure the hospital is receiving value for money.

## General Comments

Most jobs contain between five and ten Key Result Areas. If you can identify only two or three, think again. There are probably more. On the other hand, if you find you come up with a dozen or more statements, re-examine them and see if some of them are not different facets of the same end result or due to your activity statements.

To help in developing Key Result Areas, the last page of these notes contains a list of action words which often feature in managerial Key Result Areas statements.

## Section 7: - Communications and Working Relationships

This Section specifies the various types of people either inside or outside the organisation that the job needs to have contact with, and why. This also specifies the type of communication and its purpose and explains why there is a need to maintain such contacts.

## Section 8: - Scope For Impact

Describe examples of the role together with the complexities and any other significant aspects of the job.

## Section 10: - Competency Profile

HR team will insert the competency profile based on the agreed competency level for the role.

## **Section 10: - Knowledge, Skills and Experience**

We are concerned here with any kind of skill, knowledge or experience required for satisfactory performance of the job. This section should describe the typical skills requirement rather than the particular attributes of any current job holder.

In many cases, the preceding sections of the description will have given a broad indication of the skills or knowledge needed. What is needed is to provide a more precise understanding of the knowledge and skill demanded by the job than may be immediately obvious from the proceeding sections. What is the type, breadth and depth of knowledge and experience needed. Is there a specific skill, competence or qualification required to perform the job?

## **Section 11: - Job Description Agreement**

This Section should simply be signed and dated by you and authorised by the manager, and indicates that the countersigning person agrees that the completed job description gives an accurate outline and picture of the job.

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## Annex

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### Action Verbs

<b>A</b>	<b>E</b>	<b>M</b>	Service
Accumulate	Ensure	Manage	Set
Achieve	Establish	Maintain	Specify
Advise	Evaluate	Meet	Standardise
Analyse	Examine	Monitor	Store
Appraise		Motivate	Structure
Approve	<b>F</b>		Study
Ascertain	Facilitate	<b>O</b>	Submit
Assess	Follow-up	Operate	Supply
Assign	Forecast	Organise	Support
Assist	Formulate	Oversee	Survey
Assure	Fulfil		
Authorise	Furnish	<b>P</b>	<b>T</b>
		Participate	Take
<b>B</b>	<b>G</b>	Perform	Train
Budget	Gather	Persuade	
Build	Give	Plan	<b>U</b>
		Prepare	Update
<b>C</b>	<b>H</b>	Present	Uphold
Check	Help	Process	
Collate	Hire	Produce	<b>V</b>
Collect		Propose	Verify
Compile	<b>I</b>	Provide	
Complete	Identify		<b>W</b>
Communicate	Implement	<b>R</b>	Write
Conduct	Improve	Receive	
Consolidate	Influence	Recommend	
Consult	Inform	Recruit	
Contact	Interview	Reject	
Contribute	Inspect	Report	
Control	Issue	Represent	
Co-ordinate	Interpret	Review	
Counsel			
Create	<b>K</b>	<b>S</b>	
	Keep	Safeguard	
<b>D</b>		Search	
Design	<b>L</b>	Secure	
Determine	Liaise	See	
Develop	Limit	Seek	
Dictate		Select	
Direct		Sell	
Distribute		Serve	
Draft			