

Job Description -

Lecturer of Human Behaviour (Psychology)

Reporting to Human Behaviour Head of Faculty



The key purposes of this role are to:

- Market, plan and deliver high quality teaching, learning and assessment on all the courses you teach.
- Ensure a high level of positive student outcomes on your courses
- Enhance the overall experience of students through your involvement in wider College life
- Ensure that an equitable share of team preparatory, marketing and administrative work is completed to a high standard

	This post is accountable for:
Planning and delivering high quality teaching, learning and assessment	Ensuring learning outcomes for lessons are planned with reference what we know about student needs and abilities in order to provide stretch and challenge for all
	Managing lessons to ensure that students are clear about expectations and make good progress
	The regular use of formative assessment to check learning
	Meeting College and team assessment/marking standards
	Providing clear guidance for LSWs supporting learning in your classes
	Identifying and reporting your training needs. Undertaking continuing professional development in order to respond successfully to the challenge of teaching new student groups.
	Taking some opportunities to develop literacy or numeracy and develop 'wider world' understanding (inc E&D) across each course
	Ensuring high quality resources and (where relevant) vocational experiences are available to students.
	Provide effective feedback to students and to mark work in accordance with the awarding body requirements.
Ensure a high level of positive student outcomes	Insisting on high ambitions for all students.
	Ensuring academic performance targets are met for your classes.
	Completing registers, tracking documentation, reviews and references to deadline
	Timely and accurate recording of student performance, behavioural, risk and skills information using College systems.

	Liaising effectively with Parents, Pastoral Leads, tutors and Student Journey Team to address attendance and performance concerns
Enhance the overall experience of students	Actively contributing to developing the curriculum based on national best practice in order to establish and maintain a reputation for excellence.
	Actively supporting students to engage with and contribute to the life of the College & beyond
	Actively contributing to the wider life of the College.
	Working collectively with other staff to ensure student safety and good student behaviour around College
	Ensuring compliance within your area to College policies and procedures. Particularly Health and Safety, Safeguarding, Trips and E&D policies.
Ensure that an equitable share of team preparatory, marketing and administrative work is completed to a high standard	Taking responsibility for elements of provision, activities and care of particular resources where required. This includes taking responsibility for curriculum leadership within your teaching teams on an equitable and/or rotation basis.
	Administering courses or delegated projects in accordance with College, Exam board and Faculty policies ensuring agreed deadlines are met and record keeping is of a high standard. Taking an equitable share of IV or moderation responsibilities within your subject teams including lead role on rotation.
	Effectively promoting and marketing your courses in line with College and Faculty initiatives including liaison with outside agencies where appropriate.
	Undertaking an equitable share of course and Faculty administrative, developmental and routine work, ensuring that these tasks are carried out to a high standard.
	Playing an active and positive role in the development of the Faculty and its courses
	Analysing available data in order to inform line managers, action planning and decision making.
	Actively participating in appropriate reviews, meetings, monitoring and evaluation within your Faculty and course teams.
	Ensuring with your co-lecturers that all classes as registered and have work set when team members are absent
	Taking an equitable share of mentoring new staff in the Faculty
	Undertake such duties related to the work of the College as may be assigned, consistent with your level of responsibility.

PERSON SPECIFICATION

We are seeking someone who closely matches the following criteria:

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Full teacher training qualification OR be willing to work towards one within two years	Documented evidence of continuing personal development
	A degree in a relevant subject	
SKILLS/ PERSONAL QUALITIES	Good organisational and interpersonal/team skills	Skills or experience in time management, prioritising
	The ability to relate to our students quickly and effectively	Familiarity with the OCR Psychology course or Edexcel Applied Psychology BTEC
	A focus on maximising student success	Evidence of innovation in designing or delivering lessons
	Understanding of how to raise performance	Interest in and enthusiasm for Psychology or other related subjects
	The attitude to continue to develop as a practitioner	
	IT literate	
	Punctual and reliable	
	The readiness to teach on different subjects related to the study of human behaviour (e.g., Criminology, Sociology, Law, Childcare)	
	Enthusiasm, drive and the ability to work with limited direction	
	Able to cope effectively when things go wrong or practical difficulties emerge	
	The imagination and ability to organise enrichment activities within the curriculum	
EXPERIENCE		Evidence of success in previous/current teaching roles
		Experience of teaching a A-Level Criminology
		Experience of teaching related subjects such as Criminology, Law, Childcare, or Sociology

This 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 do not justify a reconsideration of the grading of the post.

If you are a tutor, the Tutorial Job Spec will also apply. See below.

Annual targets for each element in this job description may be agreed annually with your Line Manager.

Indicators/ sources for reaching performance judgements (not exhaustive):
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Performance will partly be judged using some or all of the indicators /sources but with line management judgement overall being the key criteria. This is not a comprehensive list and does not prevent or exclude any other source or indicator also being used, and needs to be read in conjunction with our College staff review policy
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| <ul style="list-style-type: none">• Student Feedback (inc student survey)• Parent feedback• SOW• Success Rate Data• Observation• Corero Notes,• Inspection reports• student retention and attendance data• Recruitment and retention• MIS• Team (inc assessment) records• Marking• UCAS Reference quality• Line manager, peer and cross-college feedback• Value Added• External Quality Reports (eg. E and Professional Studies) |
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Job Description: Personal Tutor (Lecturer)

Reporting to: Pastoral Lead for this element of your role



The key purposes of this role are to:

- induct and integrate your students into the College and the transition to student life and **ensure that they survive and thrive** here
- **create tutor group identity** around student ambitions and interest and provide tutorial activities which build upon this
- **provide students with a clear line of sight** to employment, self-employment or HE; developing their confidence and relevant skills in order to get there. To manage their individual 'tutoring pathway' to ensure that it is fit for purpose
- **performance manage your group of students** to ensure that they maximise their full potential
- **safeguard** and promote the welfare, equality and diversity of all students at Cirencester College

	This post is accountable for:
Ensuring students survive, thrive and progress	Successfully inducting students into the College and developing both a sense of belonging and the resilience to succeed here
	Ensure that key College information is communicated effectively & in a timely manner
	Insisting on high ambitions for all students.
	Clearly and actively signposting support services, including learning support
	Contribute actively to College Induction Day and other student induction activities
	Liaising effectively with parents/carers and attend meetings/consultation evenings as appropriate
	Actively supporting students to engage with and contribute to the life of the College & beyond
	safeguarding and promote the welfare, equality and diversity of all students
	Actively contributing to pastoral meetings to ensure best practice is shared and issues resolved.
	Providing pastoral care, guidance and support for your tutees
create a tutor group identity	Providing clear frameworks for students in terms of expectations, policies and rights.
	Innovate and develop tutorial activities around student ambitions in order to equip them with the motivation, skills, experience and knowledge to

	successfully pursue their chosen path
	Developing an expertise in understanding routes into the career or HE path linked to your particular tutorial group(s)
	Ensuring that all tutees can identify with the tutorial group identity
	Helping deliver the 'Education for Life' tutorial programme
provide students with a clear line of sight to employment, self-employment or HE;	Proactively and robustly monitor attendance
	Referring students to appropriate guidance staff for more in-depth guidance and support
	Providing first-level progression guidance and support to students completing UCAS and employment applications.
	Writing UCAS and employment references for tutees
	Using student voice and feedback to constantly refine and improve provision
performance manage your group of students	Closely monitor the progress of individual students against targets (for example attendance, CPGs and assignment completion), intervening and promptly following up risk indicators or concerns.
	Liaising effectively with pastoral staff, lecturers, Student Journey team or counselling service to address attendance and performance concerns
	Checking and signing off any course change application in the first six weeks
	Initiate parent contact, meetings, warning letters and other key processes
	Complete annual Individual Learning Reviews to deadline.

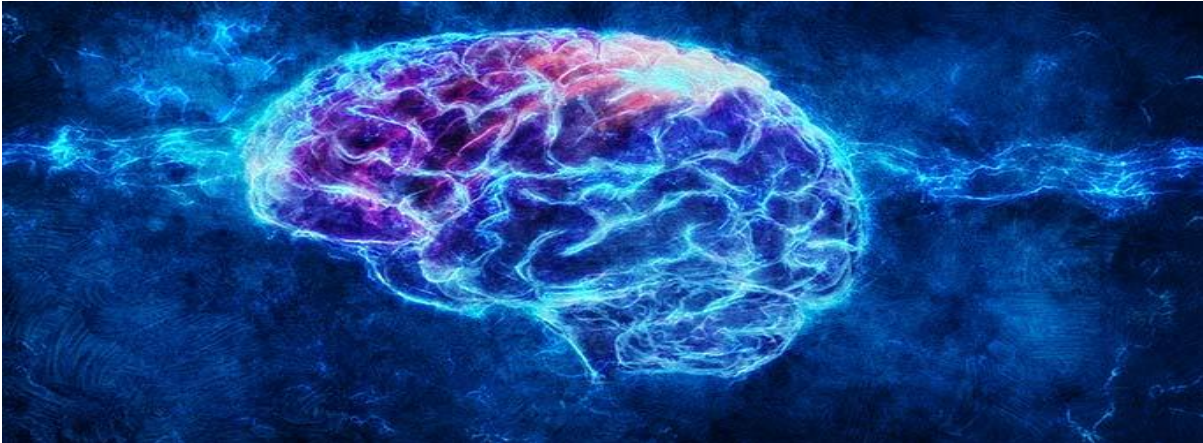
Annual targets for each element in this job description may be agreed annually with your Line Manager.

Indicators/ sources for reaching performance judgements (not exhaustive):

Performance will partly be judged using some or all of the indicators /sources but with line management judgement overall being the key criteria. This is not a comprehensive list and does not prevent or exclude any other source or indicator also being used, and needs to be read in conjunction with our College staff review policy

- Student Feedback (inc. student survey)
- Parent feedback
- Individual Learning Plans,
- Success Rate Data
- Observation
- Corero Notes,
- Referrals to Pastoral Leads
- student retention and attendance data
- Destinations Data
- UCAS Reference quality
- Feedback from staff

This 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 do not justify a reconsideration of the grading of the post.



Lecturer of Human Behaviour (Psychology) | Faculty of Human Behaviour

Dear applicant,

Thank you for taking an interest in the position of Human Behaviour (Psychology) lecturer at Cirencester College. The position is for a lecturing role within the faculty of Human Behaviour, with a core focus on teaching on our Psychology courses. As part of this role, there is a great opportunity to teach on related subjects within the faculty, such as Criminology, Law, Sociology, and Childcare.

We are a top performing 6th form college, which was previously a tertiary college. Amongst the tertiary work we retain is some 16-19 vocational provision at levels 1 and 2, apprenticeships, a small amount of adult work including professional courses and HE. However, the vast majority of our c2200 students are doing level 3 programmes, mainly A Levels. Excitingly, the College is one of the first across the country which has been selected to deliver the new innovative T level qualifications. In November 2018 the college was graded as good with some outstanding elements.

We are located in a rural area with all the additional challenges that brings. Approximately two thirds of our students come in by coach each morning. In doing so they are choosing to come to us rather than our many competitors. We have survived and grown by listening to students (and parents) and delivering a great student experience and value added. Students come to us for the choice, the atmosphere and the freedom to develop in a safe and supportive environment.

In terms of a work setting, both the college & the Cotswolds in general, are impressive. The campus itself has seen considerable investment in new buildings. It is situated on the edge of town, adjacent to the Bathurst Estate. The grounds of the Estate stretch for miles, with many staff using these to unwind, whether this be for a spot of lunch, a lunchtime stroll or a pre/post-work run.



A teaching or lecturing qualification is clearly an advantage but we are equally open to applications from graduates possessing a relevant degree with energy and ideas but who have yet to achieve a teaching qualification; relevant employment and/or practical experience would be an important factor in this case. In either case, we are keen that the successful applicant have industry experience. We are certainly keen to appoint a motivated individual who is committed to continued professional development. Qualified lecturers should be able to demonstrate a track record of outstanding results, as you will be joining a highly ambitious team(s).

The College is undergoing major building renovation and expansion in this area of our provision, and all engineering, construction and digital related provision will have brand new accommodation in the next academic year. This includes a contemporary new 'digital building' which is a major upgrade in technological teaching spaces for the College.

Unlike schools, the college has its own pay scale which currently runs from 1-14: £23,960-£40,400. We have approximately 310 staff including managers, lecturers and a wide array of support staff.

Faculty staff work closely and effectively in subject and department teams. There are five faculties comprised of related subjects, each line-managed by a Head of Faculty and Senior Professional with a course leader for each subject. The faculty in which psychology sit is the Faculty of Human Behaviour. Other subjects in the faculty include criminology, sociology, childcare, public services, the extended project qualification (EPQ), and law. Within this role, you may be asked to teach in different subject areas (e.g., criminology, law), and so willingness to do so would be advantageous. We encourage our staff to be innovative and proactive, seeking improvements in teaching and learning and sharing good practice throughout the year. Our staff vary in tenure from 16 years to a couple who we appointed in January 2021. Over two thirds of the faculty have been in post for 4 years or more, which is testament to the teamwork and positive working environment.

Our core priority lies in raising achievement and retention rates and all staff are encouraged to contribute ideas, share resources and collaborate in the research and planning of new initiatives and materials.

Flexibility is an essential quality and this role will involve cross-team and possibly cross-college liaison and responsibility. We encourage collaboration among staff in delivering professional development activity and colleagues are unfailingly helpful and supportive of one another. It is important that you are a good team player who is prepared to work closely with colleagues and you will be expected to share the student-centred approach that imbues everything we do.

Staff development takes a very high priority across college, underpinned by a robust performance management system. This encompasses externally and internally delivered courses, internal skill sharing, peer and management observations and visits to benchmark colleges.



Enrichment activities are a valued aspect of the student experience and can be a successful means of putting classroom learning into context; you will have the opportunity to become involved in their development and delivery.

Examination results are largely above national benchmarks across the faculty and our sixth form status means that we continue to aspire to raise achievement. The college operates a rigorous self-assessment regime and we are relentless in our commitment to improve.

In summary, as a college we are passionate about helping students become the best they can be in whatever they choose to pursue.

The job-specification (including the tutor role) provides a list of the skills and experience we are looking for, but above all we need someone absolutely committed to achieving the best possible outcomes for students and with the energy, drive and clarity of mind to help us achieve them. If you think this matches your aspirations, we look forward to receiving your application, which you should address to Human Resources.

If you decide to apply, do give some thought to the 'further information' section of your application. We always ask that you include a letter in support of the application and find this particularly helpful at the short-listing stage.

If you have any questions about the post, please contact me on dan.wixey@cirencester.ac.uk

Dan Wixey

Head of Faculty
Faculty of Human Behaviour