

Job Description - Lecturer - Supported and Inclusive Learning

Job Title	Lecturer – SEND
Department	Supported and Inclusive Learning
Reports to	Senior Head of School - Supported and Inclusive Learning
Location	One of the College centres, as appropriate to areas of responsibility of the post

Our Vision & Values

***“To develop the skills, confidence, and qualifications for local people to lead rich lives and build great careers. “***

**College Values**

- A** **Ambitious** – We are highly ambitious for our students and staff with a relentless drive for excellence in everything we do.
- S** **Successful** – We build resilience and determination to achieve great results, celebrating individual and collective success.
- P** **Professional** – We foster high levels of professional standards, with an emphasis on integrity and accountability.
- I** **Innovative** – We strive to be at the forefront of innovation for education, skills and employment.
- R** **Respectful** – We celebrate our inclusive and diverse culture, valuing our students, staff and stakeholders.
- E** **Engaging** – We are committed to developing partnerships, listening to students, staff and employers to inform our decision making.

**Equality of Opportunity**

Newham College is committed to safeguarding and promoting the welfare of our learners and young people. We expect all staff to share this commitment. As this role involves regulated activity, the successful applicant will be required to undertake an enhanced DBS check and additional pre-employment checks.

**Safeguarding of Children and Vulnerable Adults**

The College has a strong commitment to working toward the implementation of equality of opportunity in both service delivery and employment. The College’s mission and strategic objectives directly support this aim. All employees are required to actively support the development, dissemination implementation of this aim and related policies and programmes.

We encourage and welcome applications from all individuals, regardless of age, disability, sex, sexual orientation, gender reassignment or identity, race, religion or belief and marriage and civil partnership.

### Job Purpose

To teach and assess on a range of courses within the Supported and Inclusive Learning department and to act as a course tutor to groups of students. To carry out all associated duties in line with the School Quality Improvement; Key Performance Indicators and College strategic priorities and the College Teaching, Learning and Assessment standards.

### Key Duties and Responsibilities of a Lecturer

#### ***Teaching, Learning & Assessment***

1. To plan and deliver high quality teaching, learning and assessment on a range of courses in an appropriate area of the curriculum in line with college standards and meet awarding body expectations.
2. To implement curriculum and course development and curriculum delivery within the area of work.
3. To develop schemes of learning and work (SOLW) /materials in line with course aims, objectives, mode of assessment and accreditation.
4. To contribute effectively to teamwork in course delivery across programmes as necessary, including group tutorials for those on study programmes.
5. To work within the course team to review the course and participate in the College quality assurance cycle and to complete course reviews and action plans.
6. To attend regular course team meetings and to offer and provide support to team members.
7. To be involved with course moderation/verification of assessed work.

#### ***Supporting Students***

8. To interview students and to take part in enrolment, open days, marketing events, parents' evenings and induction onto programmes in year.
9. To act as a Course Tutor for at least one group of students. To meet students regularly on an individual basis to discuss academic progress and to support students in their choice of progression routes.

10. To work with those students who are not performing to required standards in line with College procedures for at risk and intervention including formal meetings.
11. To identify students requiring extra support and refer them to Additional Learner Support and plan for inclusive approaches in class delivery as appropriately against EHCP and support plans.
12. To maintain high standards of student conduct by monitoring and supporting positive behaviours
13. To liaise with parents/carers and external agencies as appropriate to provide pastoral care.
14. To assist where appropriate, with the establishment and monitoring of student work placements.

#### ***Course Management and administration***

15. To keep accurate and updated course and student records, including registers, reports, including student assessment and achievement, learner intended and actual destination information.
16. To provide accurate course and student information as required by the College including contribution to local self-assessment and quality improvement action plans.
17. To monitor student attendance and timekeeping by ensuring that registers are completed daily.
18. To complete termly reports on students' progress and to write references as required to support positive onward progression.

#### ***General***

19. To be aware of the principles of safeguarding children and young people as they apply to the role with the College. Actively promote and implement the College's Safeguarding Policy.
20. To be involved in college staff development and training schemes and participate in PDR procedures within the school
21. To adhere to the College's Single Equality Scheme with respect to staff and students and champion inclusion in all practices
22. To comply with and implement the College's Health and Safety policy
23. To undertake any other reasonable duties and responsibilities as may be required

**This job description and person specification is current at the date of issue. Changing organisational needs may require the job description to change, within reason, after prior consultation with the post holder.**

**Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The salary structure includes progression within the published grades, subject to service, funding and performance.**

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LONDON**

**The work may be carried out in the post described in any of the College's centres.**

**Person Specification: Lectuer -SEND Bands 1-3**

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
To hold a full level 5 teaching qualification (PGCE, Cert Ed or DET)	ü	
1st Degree or equivalent	ü	
Minimum of Level 2 literacy and numeracy (GCSE Grade C/4)	ü	
To hold an approved Internal Quality Assurance qualification or willingness to obtain one		ü
To hold a subject specialism in SEND		ü

<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Successful recent experience of teaching learners with special educational needs and disabilities including complex needs at pre-entry to L1	ü	
Successful experience of delivering teaching learning and assessment in a SEND setting, using creative, learner centred, contextualised and activity-based strategies and resources.	ü	
Experience of managing complex behaviour and of supporting, young people and families with behaviours that challenge, and behaviour related to diagnosis.	ü	
Experience of developing and planning curriculum in discrete SEND provision to incorporate equality and diversity and British values, alongside employability skills.	ü	
Experience of being a course tutor and working with students, parents and other agencies to work collaboratively to support learner’s engagement and success and in supporting young people in difficulties	ü	
Demonstrate an understanding of Child and Vulnerable Adult protection (Safeguarding Agenda) and the willingness to increase knowledge.	ü	
Experience of working with and contributing to EHCP documents and leading the annual review process	ü	
An understanding of health and safety requirements of a working environment.	ü	

<b>Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>
The ability to deliver excellence in teaching, learning and assessment	ü	
Ability to embed English, Mathematics, and “soft” employability skills, careers education into vocational classes and subjects	ü	
Ability to relate to and motivate students from a variety of backgrounds and ages, and to employ effective and engaging teaching and learning strategies	ü	

Ability to contextualise learning to wider citizenship aspects, including the preparation for adulthood agenda	ü	
Good standard of written/verbal communication skills	ü	
Good interpersonal skills and the ability to communicate effectively with colleagues, students, parents/carers, and external agencies	ü	
Very effective record keeping, IT and organisational skills	ü	
Ability to increase recruitment, retention and achievement whilst maintaining quality standards.	ü	
Self-starter, well-motivated and enthusiastic with a successful track record in continuous personal development in issues related to SEND and general pedagogy	ü	

Other qualities	Essential	Desirable
A satisfactory DBS disclosure at Enhanced level.	ü	
Demonstrable commitment to the College's vision and values.	ü	

**Candidates who do not hold a full teaching qualification will, as a condition of employment, be required to obtain a qualification, at least at Level 5, within 2 years of commencing employment. They will remain on band 1 of the academic pay scale until they have completed the qualification and show evidence.**

The above list of responsibilities is not exhaustive, and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager. This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.

Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at different sites within Newham College. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.