JOB DESCRIPTION

JOB TITLE: Lecturer (Home to Onsite)

ROLE OVERVIEW

Job Title: Lecturer (H2O)
Grade: Lecturer
Faculty: Foundation Learning & Inclusion
Location: Exeter
Responsible to: Head of Foundation Learning & Inclusion

KEY ROLE OBJECTIVES

Home to Onsite (H2O) is a personalised re-engagement and transition programme for young people who are experiencing barriers to accessing education within a traditional college environment. The programme combines individualised teaching, mentoring and pastoral support, initially delivered within the learner's home or an appropriate community setting, with a structured and progressive transition into onsite college learning.

The H2O Lecturer will play a key role in building learners' confidence, resilience and independence while maintaining high expectations for engagement and progression. The ultimate aim is to support learners to successfully access onsite education and progress towards further study, training or employment.

The postholder will undertake assigned duties and responsibilities effectively and efficiently, ensuring that all actions are discharged within the regulatory and legislative requirements to which the college is subject, and with full regard for the college's equality, diversity, and health and safety requirements.

Main Duties

1. Plan and prepare the scheme of work in your subject, so that it meets College and team standards. You should be able to:
    - produce a comprehensive scheme of work/lesson plan
    - prepare coherent and engaging lesson plans with clear aims and objectives
    - prepare appropriate resources, including materials on the College digital platform aligned to current college strategy
    - maintain registers, learner records and other data records as required for key performance indicators and statistics for internal and external use.

2. Deliver learning through efficient and effective classroom and online management so that:
    - curriculum is continuously updated, ensuring it is current and relevant
    - continuously reflect on all aspects of teaching and professional practice, to help ensure the highest quality of delivery, assessment and learner experience on your programmes
    - all learning activities are conducted in a safe manner with appropriate use of equipment/clothing, whilst displaying their student lanyard accordingly
    - you can implement strategies for managing lateness or anti-social behaviour
    - you can demonstrate the importance of English, Maths, ICT, British Values and Employability themes in your teaching
    - supervise on learner visit programmes/activities
    - you ensure that all learners have engaged with learning and have achieved the session aims and objectives.

3. Monitor and assess learners' progress and maintain up-to-date and accurate records in line with College policies and examining body standards. You will be expected to:
    - set assessments and homework, as appropriate
    - follow curriculum service standards to ensure that all assessments are marked and recorded on the College systems within the college deadlines
    - participate in team activities.

4. Be the Academic Progress Tutor/Educator for your group/s of learners. This will include:
    - challenging non-attendance responsible for the retention, achievement and value added of learners on your programmes
    - tutor and mentor learners as appropriate
    - setting aspirational goals
    - assisting with UCAS applications, where necessary
    - actively encouraging and supporting learner progression activities within Petroc
    - contribute to the enrichment programme for learners
    - ensure that the PR tab is appropriately maintained with timely and accurate information
    - liaise with parents/guardians as appropriate
    - ensure that learners are wearing their lanyards, as required.
    - Monitor progress against EHCP targets and review in a timely manner

5. To contribute to the overall quality processes for your programme area. This will include:
    - positive contribution to the College's self-assessment process
    - engagement in the lesson observation scheme
    - engagement in the performance appraisal system
    - undertake CPD to address any development needs, which arise

6. Undertake administrative duties associated with study programmes or learners, for example parental meetings, report writing, or other duties that might become necessary. These will include:
    - conduct guidance interviews for prospective learners
    - ensuring that all learner enrolments are accurate
    - maintaining accurate, timely and up to date registers
    - identifying to the Tutor Support team any patterns of regular non-attendance
    - making appropriate referrals to College services
    - to participate in parents/guardians' events
    - registering learners for external awards as required
    - participate in staff meetings as required
    - participate in marketing and promotional events and contribute to the preparation of marketing materials.
    - provide a high standard of academic, pastoral and personal support for learners, including acting as Programme Manager, if required, to ensure the best possible satisfaction, attendance, retention and achievement levels.
    - carry out moderation and/or act as an assessor and/or Internal Verifier and achieve the appropriate accreditation, as required.
    - carry out duties and responsibilities at all times with due regard to the College promotion of Equal Opportunities, Health and Safety, and other Policies
    - undertake training relevant to the efficient promotion of any of the above duties and tasks and take responsibility for your own professional development.
    - undertake any other related tasks as your Line Manager may from time to time determine, or the demands of the College may require.

Mandatory Duties

1. Responsibility for safeguarding and promoting the welfare of children and vulnerable adults.
2. Commitment to Equal Opportunities.

Additional Duties

1. To undertake such additional duties as may be reasonably required, commensurate with the level of responsibility within the College at the initial place of work or any other of the College's sites.
2. Promote a teaching, learning and working environment that observes British Values, is free from discrimination and where all students and staff can express their individuality in a professional educational setting.
3. Promote and conduct your professional duties and responsibilities within the parameters of the college's agreed values and aims.

Reviewed: November 2026

Person Specification

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Assessment Criteria

- Evaluated on application form (A) and/or interview (I)
- Applicants are expected to demonstrate the essential criteria using **specific examples drawn from their own experience**. Generic, hypothetical or overly broad statements may not meet the shortlisting criteria.

Experience

Essential Criteria:

- Experience of teaching, training, mentoring or supporting young people within an education, training or similar setting (A)(I)
- Experience of supporting young people who have experienced barriers to engaging with education (A)(I)
- Experience of planning and delivering learning that is adapted to individual needs and starting points (A)(I)
- Experience of working collaboratively with colleagues, parents/carers and/or other professionals to support young people (A)(I)

Desirable Criteria:

- Experience of supporting learners with SEND, SEMH, anxiety or other additional needs (A)(I)
- Experience of assessment practice and working with external verifiers/examiners (A)
- Experience of delivering education or mentoring within home, community or outreach settings (A)(I)
- Experience of supporting learners through transition or reintegration into education (A)(I)

Skills and Abilities

Essential Criteria:

- Ability to build positive, professional and purposeful relationships with young people (A)(I)
- Ability to engage and motivate learners who may initially be reluctant or anxious about participating in education (A)(I)
- Ability to plan and deliver engaging, inclusive and appropriately challenging teaching and learning (A)(I)
- Ability to adapt teaching and communication approaches in response to individual learner needs (A)(I)
- Ability to promote high expectations for attendance, engagement, behaviour and progression (A)(I)
- Ability to work independently, organise workload effectively and work flexibly across different learning environments (A)(I)

Desirable Criteria:

- Knowledge of relational, trauma-informed or restorative approaches to supporting young people (A)(I)

- Ability to use strategies that develop learners' resilience, confidence and independence rather than dependency on support (A)(I)

Personal Qualities

Essential Criteria:

- A positive and aspirational approach, with high expectations for all learners (A)(I)
- Patient, calm and able to remain consistent when working with learners who may present with challenging or avoidant behaviours (A)(I)
- Approachable and able to establish trust while maintaining professional boundaries (A)(I)
- Resilient and able to respond constructively to setbacks or fluctuations in learner engagement (A)(I)
- Flexible and adaptable in response to changing learner needs and circumstances (A)(I)
- Commitment to promoting learner independence and avoiding unnecessary reliance on adult support (A)(I)

Qualifications

Essential Criteria:

- Appropriate teacher qualification. (A)
- Level 2 Qualifications in Maths and English. (A)

Desirable Criteria:

- Relevant SEND, autism, SEMH, trauma-informed practice, mentoring or mental health training/qualification (A) (I)
- Assessor and/or Internal Quality Assurance qualification (A)

Mandatory Requirement

Essential Criteria:

- Demonstrates a clear commitment to safeguarding (including Prevent) and promoting the welfare of children and vulnerable adults, understanding practical responsibilities such as recognising concerns, recording information and escalating appropriately (I)
- Demonstrates a commitment to equal opportunities, inclusion and treating all individuals with dignity and respect (I)
- Being able to drive and have access to a car for work purposes if necessary (A)
- A flexible approach to working hours including occasional evening work (I)

Reviewed: November 2026

OUR VALUES ARE WHAT MAKE US, US!

VISION: To be an exceptional College

MISSION: To shape futures by delivering world-class education and training for our city and region

AMBITION

- We are challenged and encouraged to push boundaries to enable us to realise our ambitions
- We are brave and take decisions that transform lives and foster achievement for all
- We are agile, future-focused and embrace digital technology and learning
- We believe in impact; we are passionate about our community and environment and continue to make big changes in order to play our part in creating a sustainable city and College

COLLABORATION

- We collaborate with others to ensure we grow, thrive and initiate brilliance
- We are bold and innovative; we listen to and learn from others in pursuit of the exceptional
- We care about place; we collaborate with others to ensure success for our community that has national impact
- We believe that we are stronger together and actively seek out partnerships that make a difference and help us enrich our College

ENERGY

- Our expertise, passion and actions energise and enthuse those around us
- We care and support our people and our community. We believe that we excel when we are empowered, engaged and enjoy our time at College
- We are curious; we focus on solutions, not problems
- We are proud of our achievements and actively seek out opportunities to celebrate these and set ourselves our next challenge.