

## **JOB DESCRIPTION**

<b>Post Title:</b>	<b>Teacher – Key Stage (KS) 4</b>
<b>Spine Point:</b>	<b>SP 20-36 (based on qualifications and experience)</b>
<b>Terms and Conditions:</b>	The College uses National Model Contracts in conjunction with AOC guidelines

The information given below is intended to provide an understanding and appreciation of the workload of the job and its role within Redbridge College.

The job description outlines the main purposes in general terms only and is not intended to be prescriptive.

As a member of a College Team, the post holder will be expected to participate in the formulation and implementation of College strategy and operational activity within the scope of the post.

Actions of the post holder will have significant impact on the future direction of the College.

The post holder is required to respect the confidentiality of matters relating to students and other members of staff. The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA)

Under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omissions at work and co-operate in meeting the requirements of the law.

### **1. Main Purposes of the Post**

- To teach a range of subjects at KS4 which may include PSD, Enterprise, English/Maths, ICT
- To support the further development of the KS4 provision at Tower Hamlets College
- To be a personal tutor and course co-ordinator for a designated group of students or course/s;
- To be involved in all processes and College procedures related to the selection, interviewing, admissions, enrolment, induction and tracking of students;
- To develop the curriculum in line with national requirements, local community needs, and the needs of employment;
- To develop student-centred teaching and learning strategies, which contribute to increased retention, achievement and progression;
- To prepare and monitor appropriate syllabuses, schemes of work and learning outcomes;
- To act as a leader/member of appropriate teams and to liaise with colleagues in the design, delivery and evaluation of all aspects of the course;
- To provide regular feedback to students as identified in the College Charter, and to give group and individual tutorial support to enable them to achieve maximum benefit from their course or programme;

- To observe procedures for student monitoring, discipline and complaints in accordance with the College Charter;
- To liaise with employers and other agencies with respect of student placement supervision, course and assignment design, career and higher education opportunities;
- To attend external courses and conferences as relevant to the work of the School;
- To compile and maintain course records;
- To contribute to the College's annual assessment and review process, including comprehensive review and evaluation of the area of work for which s/he is responsible;
- To follow all processes relating to qualifications and examinations, including registration and submissions to validating bodies, and liaison with the College Exams Officer, moderators and external verifiers in accordance with College policy.

(See Attachment A)

You will be required to carry out other duties as maybe commensurate with the post which do not change the character or purpose of the post which are necessary to maintain high standards of business practice. The postholder will be expected to participate in the promotion of quality standards.

Redbridge College is committed to ensuring equal rights and opportunities for all. Recruitment for positions in the College will be carried out in a manner which accords with best equal opportunities practice. The selection of candidates for interview will be based on the personal specification and applicants should bear this in mind when preparing their applications and completing the application form.

This job description, through business reasons, may be altered from time to time to meet the changing needs of the College.

## PERSON SPECIFICATION – LECTURER

A - Application Form I - Interview R - Reference LO – Lesson Observation

Personal Skills Characteristics	Essential	Desirable	Method of Assessment	Short listing Column
<b>1. Experience</b>				
• Supporting students with learning difficulties (for ESOL and Basic Skills Lecturers only)		✓	A	
• Teaching experience within a learning environment	✓		A/LO	
• Experience of ILT learning		✓	A	
• Experience of being a Personal Tutor		✓	A/I	
<b>2. a) Qualifications (non Skills for Life/ ESOL Post)</b>				
• Teaching qualification i.e. Bachelor of Education, Certificate of Education or DTTLS, PGCE	✓		A	
• GCSE A* - C Grade or Level 2 equivalent in Maths and English	✓		A	
• D32/D33/D34, A1 Awards (or willingness to work towards as appropriate)		✓	A	
<b>b) Skills for Life/ESOL Post</b>	✓		A/I	
• Level 4 subject specialist qualification in Literacy/Numeracy/ESOL or willingness to work towards within first year of employment				
<b>3. Practical and Intellectual Skills</b>				
• Ability to embed Basic and Key skills in vocational areas	✓		A/LO	
• High level of computer literacy, including the use of Word, Excel, Databases, Outlook		✓	A	
• Able to work under pressure and to strict deadlines	✓		I	
• Able to use initiative, organise and prioritise	✓		I	
• Able to identify improvements within existing systems	✓		I	
• Able to communicate effectively at all levels	✓		I/LO	
• Able to produce and present reports appropriate to a variety of audiences (including PowerPoint presentations)	✓		A	
<b>4. Disposition/Attitude</b>				
• Able to establish good working relations with colleagues and students	✓		I/R	
• Commitment to the provision of a quality service and the implementation of quality improvements	✓		I/R	
• Commitment to the creation of student centred culture	✓		I/R	
<b>5. Physical Make-Up</b>				
• Acceptable Professional Appearance	✓		I/R	
<b>6. Circumstances</b>				
• Must hold current valid driving licence and have access to a car or be prepared to travel by public transport		✓	A/I	
• Able to work flexibly throughout the week/over the year by prior agreement	✓		I	

## **TEACHING AND TRAINING POSTS**

This ROLE OUTLINE illustrates the major areas of activity of those involved in the complex business of teaching and training. It draws on FENTO Standards for Teaching and Supporting Learning.

- **Identify and Assess Learners' Needs –**
  - identify needs and match to a variety of learning programmes
  - ensure inclusion of APA/L in initial assessment
- **Plan and Design Learning Programmes and Sessions –**
  - identify appropriate outcomes of learning programmes, ensuring effective content coverage and integration
  - establish realistic learning objectives which meet individual and group needs
  - prepare session/lesson plans utilising a variety of teaching/training methods, accommodating different learning styles
  - select and develop learning materials
  - incorporate integration of on-and off-college learning activities into programme and session planning
  - agree learning plans and contracts with individual learners
  - keep abreast of practical and theoretical developments and update material and lesson plans accordingly
  - demonstrate an understanding of learning theory
- **Deliver Teaching and Learning –**
  - create an effective learning environment and establish an open and trusting relationship with learners
  - teach on programmes, managing the learning process effectively, guiding and supporting learners
  - conduct tutorial activities
  - recognise individual learning styles and adjust teaching/training accordingly
  - use a variety of teaching/training methods to engage learners, to convey information, and to encourage creativity and motivation
  - use effective materials and appropriate resources, at a pace and level which meet learners' needs
  - provide effective learning support, giving learners opportunities to develop and practice their skills
  - encourage learners to take responsibility for their own learning
  - work with colleagues and with outside contacts to deliver learning programmes
  - deal promptly and effectively with inappropriate behaviour

- **Assess the Outcome of Learning and Learners' Achievements –**
  - give feedback to learners to support and inform the learning process
  - use a variety of methods to assess formatively and summatively, ensuring that learners understand the purpose of assessments, and that methods are appropriate
  - encourage learners to reflect on their own learning experiences and to monitor their own progress
  - use assessments to identify additional support requirements
  - check regularly that teaching/training is meeting learners' needs and that effective learning is taking place; modify session/lesson plans and teaching/training delivery accordingly
  - record, store and process assessment results
  
- **Monitor, Evaluate and Improve the Quality and Effectiveness of Own Practice, and of Learning Programmes and Sessions -**
  - review and monitor own performance, using a variety of means and indicators; identify own professional development needs and agree how these should be met
  - engage in continuous professional development; take actions to improve; monitor and evaluate the effectiveness of these actions to improve
  - work with others to monitor, evaluate and improve the effectiveness of learning sessions, including the use of lesson observations
  - participate in the organisation's self-assessment procedures; external inspection and audit requirements; external and internal verification activities
  
- **General –**
  - attract and retain learners, and help them achieve learner competence, test and examination results
  - understand the place of FE within the wider learning and skills context
  - support the college's aims, objectives and mission
  - understand and apply the college's relevant policies, procedures and working practices
  - meet professional requirements by working within a professional value base and conforming to agreed codes of professional practice
  - carry out administrative duties associated with the role
  - take part in college enrolment, induction, marketing, etc activities, as required
  - act as course tutor, providing learners with pastoral and academic support
  - make sure that learners have access to impartial, comprehensive and current advice which meets learners' personal development as well as educational and vocational needs