

Job title:	Lecturer in Foundation Learning and Alternative Curriculum
Reports to:	Head of Inclusion
Business area:	Alternative Curriculum
Responsibility for others:	No

Job purpose:

The post holder will provide outstanding inclusive teaching and learning and provide exciting opportunities to ensure that learners within the department will successfully achieve their highest potential and move on to positive destinations.

The teaching responsibility for this post includes:

1. Experience of planning and delivering engaging lessons for learners with Special Educational Needs and disabilities (SEND)
2. Ability to teach Functional Skills maths, English and digital from Entry Level up to Level 2 to learners with Special Educational Needs and disabilities (SEND)
3. Ability to plan and deliver a range of vocational taster sessions to learners with Special Educational Needs and disabilities (SEND)
4. Experience of planning and delivering employability skills sessions to learners with SEND

The post holder will benefit from a very supportive team of specialists.

The following list is intended to give an indication of the range of duties and responsibilities attached to the post, and does not attempt to specify all aspects of the role.

Main duties and responsibilities:

Teaching & Learning

To effectively produce and manage every learner's individual learning plan to ensure that they achieve their highest potential.

To positively engage all learners within classes using a range of effective techniques and inclusive pedagogies.

To compile and effectively manage group profiles, including the provision for learners with an additional learning support need.

To produce, publish and manage effective and complete programme delivery plans (including signposted resources / presentations / materials) for all classes, which are relevant to each group's needs, in advance of the programme start.

To ensure that support staff are effectively briefed prior to the start of each session, so that group and individual learning can be maximised.

To ensure that teaching is always positive, engaging, stimulating, effective and progress focussed for all individuals and groups, and is designed to re-engage and enthuse every

learner.

To consistently deploy effective and positive behaviour management strategies that have been approved by the Group management team.

To provide information regarding learner progress to meet the needs of those requesting, using approved channels, in a timely fashion.

To provide every learner with frequent, regular and effective progress feedback on work produced in class, and work completed outside of class.

To ensure that timely interventions are taken up by all learners (within the post-holder's remit) who require them.

To ensure that attendance, retention and achievement remains at or above the Group target and to deploy effective strategies and interventions where issues arise.

To fully engage with all necessary Group systems, including (and not limited to) web registers, ProMonitor, email, ProSolution.

To ensure that all learners have an appropriate examination / assessment plan in place for all components of their qualification, including providing the necessary evidence for examination concessions.

To work as a positive and proactive member of the wider teams, fully supporting colleagues and managers alike.

To set clear and well understood targets and communicate the highest expectations of each learner within the post-holder's teaching remit.

To engage positively with performance management processes, including attendance to team meetings, 1:1 meetings and other associated processes.

Planning and Development

Ensure appropriate plans and resources are available, for example, the required planning documents are completed and full lesson planning is available, to enable classes to be covered in the absence of the postholder.

Develop high-quality, learning materials.

Contribute to the development of the curriculum by discussions with the Course Coordinator.

Participate in the marketing, recruitment and selection, and enrolment of students.

To contribute to the College Digital Strategy by using digital tools and resources in teaching and learning to enhance student engagement and provide diverse learning opportunities.

Quality, Performance, and Improvement

Contribute to the setting and achievement of targets and take responsibility for the achievement of course related targets, utilising Group systems such as ProMonitor to track progress.

Actively participate in whole Group and area specific approaches to improving teaching and learning including the Teaching and Learning Strategy.

To supply complete, accurate and timely student data as required by the Group and funding agencies including timely completion of registers, enrolments and student withdrawals.

Use Group information systems to access and provide data and information, for example to support student progress and inform management decisions.

Take part in quality improvement processes as required by the Group.

Organise, administer and maintain student files/records according to the requirements of the Group.

Student Experience

Promote student progress, engagement and achievement, and ensure a high-quality student experience.

Participate in student induction, tutorial, assessment, recording and review processes, including the completion of appropriate records using the designated Group systems.

Provide information, advice and guidance, and academic and pastoral support to students as appropriate.

Provide support to and encourage positive behaviours of learners and groups of learners. This may include those with particularly challenging behaviours.

Take part in interview evenings and open events as required.

Personal & Professional Development

Participate actively in the Group's performance and development review programme and undertake appropriate staff development activities that support personal development and fulfil the corporate objectives and values of the Group.

Undertake appropriate learning and development including any academic, vocational and professional updating, and legal compliance training relevant to the post which fulfils the objectives of the Group.

Participate in a minimum of 30 hours (pro rata for part time) per year learning development.

Context:

We are looking for an enthusiastic professional with high standards who will be fully committed to ensuring our students achieve their full potential. The post holder must be capable of working as a member of a team with a flexible and adaptable approach to work.

Relationships to other posts in the Group:

Responsible to: Head of Curriculum

Liaison with: Managers, teaching and support staff within the area and across the Group in particular, the Head of Inclusion and Heads of Curriculum.

Responsibilities of all employees within the Group:

- Demonstrate a commitment to Group values.
- Undertake a proactive approach to safeguarding and promoting the welfare of all students, ensuring personal compliance with all Group policy and procedure relating to the safeguarding of students.

- Be alert to any indication or allegation of abuse and take appropriate action as necessary.
- Are committed to upholding British Values, celebrating equality and diversity and maintaining a culture of respect and tolerance.
- Celebrate and value the diversity brought to our workforce by individuals, providing positive role models and an all-inclusive approach.
- Act in accordance with data protection legislation at all times.
- Participate in team meetings and development opportunities as identified.
- Ensure the health and safety of students, staff and resources with their scope of responsibility.
- Ensure risk assessments are undertaken, updated and submitted in line with Group policy.
- Ensure students receive a positive introduction into College life through involvement in all identified aspects of the enrolment process.

Our Values:

Our values act as the moral compass for our organisation. They encapsulate the way we do things, how we behave and how we make our decisions. These are the values we stand behind

Respect

We clearly communicate with transparency and integrity and show kindness and passion for the things we do

Inclusion

We create a safe and sustainable environment where all can thrive, enabling creativity and individuality

Ambition

We aspire for excellence, continually growing and looking for opportunities to innovate and develop

Collaboration

We take individual and collective accountability and work together to seize opportunities to continuously improve

This Job Description is intended to provide a guide to the duties and responsibilities of the post and to set in context within which the post holder will operate, duties may vary from time to time without changing the general character of the post. It should not be regarded as a legal document or a set of conditions of service.

An appointment to this post will be subject to: an enhanced disclosure from the DBS, Children's Barred List (List 99) check, receipt of two satisfactory references, provision of evidence of identification and right to work, evidence of essential qualifications and also medical clearance.

Please note that due to the volumes of interest and applications, we are unable to give individual feedback to applicants where they have not been shortlisted and selected for interview.

Person Specification – Lecturer in Foundation Learning and Transition		
NOTE TO APPLICANTS – please ensure you note in your online application form how you meet the criteria below. This is used for shortlisting purposes.	Essential or Desirable	Application (A) Interview (I) Reference (R) Task (T)
Qualifications and Training		
Degree or equivalent level qualification	Essential	Application/Interview
PGCE or recognised full teaching qualification	Desirable	Application/Interview
GCSE A* - C (9 - 4) in English or equivalent	Essential	Application/Interview
GCSE A* - C (9 - 4) in Maths or equivalent	Essential	Application/Interview
Safeguarding and Prevent training (or to be completed within one month of appointment)	Essential	Application/Interview
Experience		
Experience of working with young people with SEND, ideally in a teaching capacity	Essential	Application/Interview
Experience of teaching Employability Skills and Functional Skills up to Level 2	Essential	Application/Interview
Experience of assessment (internal or external) based on exam board criteria	Desirable	Application/Interview
Experience of adopting a range of teaching and learning strategies	Essential	Application/Interview/Reference
Experience of working with young people with SEND, ideally in a teaching capacity	Essential	Application/Interview
Knowledge		
Knowledge of the principles of teaching, learning and assessment	Essential	Interview/Task
An up-to-date knowledge of the relevant Functional Skills curriculum	Essential	Application/Interview
An understanding of issues in relation to safeguarding all students	Essential	Interview/Reference
Skills and Competencies		
A track record of good success rates in teaching and learning	Essential	Application/Interview/Reference
Competent in the use of technology in and out of the classroom	Essential	Interview/Task
Ability to plan, deliver, assess and evaluate teaching and learning activities effectively	Essential	Interview/Task
Time management skills, organisational skills and the ability to meet tight deadlines	Essential	Interview/Task
Ability to maintain appropriate discipline, including the management of the behaviour of challenging learners and groups of learners	Essential	Interview/Task
The ability to form and maintain appropriate relationships and personal boundaries with all students	Essential	Interview/Reference
Ability to work alone and as part of a team with good interpersonal skills	Essential	Interview
Attributes		
Flexible approach to working practices and adaptable to change	Essential	Interview
Innovative and creative in meeting the needs of learners	Essential	Interview
Friendly and professional approach	Essential	Interview / Task
A commitment to the promotion of equality of opportunity and diversity at all times both in and outside the classroom	Essential	Interview