

Group Member:		Leeds City College	
Job Title:		Teacher in Art & Design Practice (Fashion & Textiles)	
Reports to:		Deputy Head of Department / Programme Manager	
Job Grade	T2	Department	Visual Art

CORE ROLE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
2. Deliver and assess essential knowledge and understanding to learners.
3. Create individual SMART learning targets linked to learner study programme/course.
4. Be responsible for recording student progress.
5. Maintain and update knowledge of the subject and / or vocational area.
6. Maintain and update knowledge of educational research to develop evidence-based practice.
7. Motivate and inspire students to achieve targets and develop their skills to enable progression.
8. Reflect on what works best in teaching and learning to meet the diverse needs of students.
9. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology.
10. Carry out internal verification/moderation.
11. Any other duties that are specific to the department.
12. Assistance in the preparation, support and participation of examinations and invigilation across the Group.
23. Ability to participate in evening/weekend work as required.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE).	A / C
E	Q2. Relevant highest level vocational qualification or degree in teaching subject.	A / C
E	Q3. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / I / C
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education or school sector.	A / I / P
D	Q5. Holds Assessor/IV Award or willingness to work towards within 2 years.	A / I / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Recent teaching delivery in relevant subject areas (PGCE teaching placements/experience	A / I / MT

	would also qualify here) which demonstrates active learning and differentiated teaching styles.	
E	EK2. Experience of positively managing student progression, advice and guidance in a school or Further Education setting.	A / I
E	EK3. Experience of setting appropriate SMART targets to ensure progression of learners.	A / I / T
E	EK4. Knowledge of current teaching practices and experience of utilising a range of teaching practices to enhance learner journey and progression.	A / I / MT
D	EK5. Experience of undertaking internal verification and moderation activities.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to plan and deliver quality teaching across identified modules.	A / I / MT
E	SC2. Ability to inspire and motivate learners to achieve their optimum.	A / I / MT
E	SC3. Exceptional verbal /written communication and interpersonal skills.	I / MT
E	SC4. Ability to be adaptable and flexible towards the requirements of different learner needs.	A / I / MT
D	SC5. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms.	A / I / T
D	SC6. Ability to provide productive insight into the review process and development of identified courses.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment

E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I