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| <b>Organisation:</b>  | Leeds City College        |
| <b>Primary Organisation Supported</b><br><i>(only use this field for LEG service member of staff)</i> | Leeds City College        |
| <b>Core Job Role:</b>   | Deputy Head of Department |
| <b>Job Title:</b>   | Deputy Head of Department |
| <b>Reports to:</b>  | Head of Department        |
| <b>Grade</b>  | T5                        |
| <b>Date of compilation:</b>   | November 2023             |

### CORE RESPONSIBILITIES:

- Support the Head of the Department in all aspects of the Departments leadership and management, particularly around quality, teaching, learning and assessment and securing outstanding outcomes for students
- Be a role model across the Department for outstanding teaching and learning
- Performance manage lecturers and other staff within the Department and ensure that they develop their professional practice
- Ensure the Department is efficiently run and delivers its financial contribution targets
- Ensure that all courses within the Department are run effectively and meet awarding body, funding and quality agency requirements.
- Lead on all aspects for a defined section of provision within the Department, including:
  - a. Ensuring its curriculum is responsive to national and local priorities and
  - b. Adapting and developing provision to meet local demands
  - c. Responding to funding changes and develop provision in growth areas
  - d. securing outstanding outcomes for students and employers

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### STUDENTS

- Motivate and inspire students to promote achievement and develop their skills to enable progression

- Provide an excellent learning experience which allows students to progress to a higher level, higher education or employment and in which their attainment is maximised.
- Ensure the highest standard of quality advice, guidance and induction
- Ensure that student retention, achievement, success and progression rates within the Department exceed national average year-on-year
- Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
- Ensure that each course is effectively planned, using a whole course, approach, so that teaching, learning and assessment methods are effective and reviewed regularly.
- Ensure that learning materials, lesson plans, schemes of work and assignments are designed for a high-quality learning experience that maximises outcomes for students
- Promote the benefits of technology and support students in its use
- Contribute to the student tutorial process ensuring regular review of student progress and report evenings take place. Ensuring appropriate tutor support is provided to all students.
- Plan, develop and deliver a curriculum which meets the needs of the industry/sector

## **TEACHING AND LEARNING**

- Lead and model outstanding teaching, learning and assessment through the delivery of up to 434 hours of teaching a year
- Encourage a culture where teachers develop, and are supported to achieve, professional standards, including:
  - a. Developing their own judgement about what works and does not work in their own teaching and training
  - b. Develop deep and critically informed knowledge and understanding in theory and practice
  - c. Develop their expertise and skills to ensure the best outcomes for students
- Ensure each student receives:
  - a. Initial and diagnostic assessment
  - b. Target setting (including stretching targets and high grades, using LAT or ALP measures where appropriate)
  - c. High quality induction
  - d. Individual learning plans
  - e. Effective learning, with high quality assessment and developmental feedback
  - f. Support high levels of achievement and progression
  - g. English, Maths or Functional skills delivered and achieved at the required level
- Undertake regular observations of all staff within the Department (and contribute to the cross College observation processes if required), including developmental, walk through and other observations.
- Ensure that all preparation, marking, assessment and moderation is completed promptly and efficiently within agreed timescales.
- Take part, as required, in the interviewing of prospective students and to ensure that the programme of learning is appropriate for the needs of the individual learner.

- Ensure all students receive their entitlement of additional learning support.
- Effectively manage the delivery of creative and active learning for each individual student, including appropriate support where necessary.
- Ensure that staff in the Department:
  - a. maintains and update their subject area knowledge, including appropriate industrial updating.
  - b. maintain and update their knowledge of educational research to develop evidence-based practice.
  - c. Apply theoretical understanding of effective practice in teaching, learning and assessment, drawing on research and other evidence.
  - d. Are able to manage and promote positive student behaviour.
- Continuously demonstrate a commitment towards further professional development including in the application of new technologies to improve the effectiveness of learning management

### **CURRICULUM DEVELOPMENT, PLANNING AND COURSE DELIVERY**

- Assist with the recruitment of students to target levels
- Ensure the Department effectively participates in the student recruitment and admissions process, including open evenings, external visits, marketing activities, interviewing and enrolment
- Ensure that all staff in the Department liaise with the examinations department and moderators/verifiers to ensure compliance with awarding body requirements, including undertaking internal verification if required
- Prepare, review and update regularly, curricular and associated teaching schemes and materials, and to have these available for observations as required
- Contribute to the college's curriculum and strategic planning processes and to lead this in defined sections of the Department

### **TUTORIAL SUPPORT**

- Help ensure the effective operation of the College's tutorial programme within the Department
- Provide active support to learners
- Help ensure that College regulations and policies are upheld and instigate student disciplinary procedures where necessary
- Receive and act on learner feedback

### **QUALITY IMPROVEMENT**

- Promote excellence and continuously improve practice
- Actively promoting continuous improvement, ensuring compliance with the Colleges quality assurance policy and procedures, including participation in curriculum and College self assessment reports, inspection preparation, quality audits and observation of teaching
- To work with the Internal Quality Lead Verifier to ensure effective management of the Internal and External verification procedures including assuming the role of Internal Verifier, if appropriate
- Ensure the effective management and supervision of educational visits and compliance with Health and Safety requirements

- Network with Colleagues to promote good practice across the curriculum area, Faculty and College
- Support the transfer, and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

## **LEADERSHIP AND MANAGEMENT**

- Provide effective and supportive leadership and management to maximise individual and team performance.
- Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management
- Support appropriate staff with the strategic development and management of learning programmes and curriculum development within and beyond the Programme Area
- Ensure that the courses offered within the Curriculum Area have established progression routes
- Provide academic and professional support and guidance to staff within the Curriculum Area (including learning mentors), ensuring that CPD is maintained by all staff
- Help ensure effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations
- Help ensure effective management of data collection and ensuring full staff compliance with Data Management procedures
- Maintain appropriate Continuous Professional Development, including the attendance on all training events identified for you by your line manager, to ensure the highest standards of quality
- Undertake mentoring with new staff within the Programme Area
- Represent the college at local management groups to ensure the college contributes to meeting local priorities
- Work collaboratively with voluntary and statutory agencies to provide a holistic supportive offer for students
- Help identify creative funding solutions including alternative funding options to provide a relevant and cost effective curriculum tailored to the diverse needs of students
- Act as an observer to support the colleges observation of teaching and learning.

## **GENERAL**

- Build positive and collaborative relationships with colleagues, students, employers and partners
- Co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in College staff review and development schemes
- Compliance with all College and Awarding Body policies and procedures
- Comply with all legislative and regulatory requirements
- To promote a positive image of the College
- Any other duties commensurate with the level of the post, which may be required from time to time |

## **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 Luminare Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

### **Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

### **Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

### **Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

### **Ownership & performance**

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

### **Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

### **Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

## Person Specification

|                   |                                  |
|-------------------|----------------------------------|
| <b>Job Title:</b> | Deputy Head of Department        |
| <b>Department</b> | Click or tap here to enter text. |

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

| <b>Qualifications and Attainments</b>  |  |                                 |
|--|--|---------------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>assessment</b> |
| E                                      | Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.                         | A / C                           |
| D                                      | Q2. Level 5 teaching qualification. Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards. | A / C                           |
| E                                      | Q3. Relevant professional level 4 qualification and/or degree.   | A / C                           |
| E                                      | Q4. Relevant recognized professional attainments.  | A / C                           |
| <b>Experience and Knowledge</b>        |  |                                 |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>assessment</b> |
| E                                      | EK1. Relevant up to date subject knowledge.  | A / I                           |

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| E | EK2. Knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reform | A / I |
| E | EK3. Relevant experience, knowledge and understanding of working in the Sector   | A / I |
| E | EK4. Proven experience managing staff in an educational setting  | A / I |
| E | EK5. Proven experience managing the curriculum, including planning, monitoring and reviewing   | A / I |
| E | EK6. Substantial teaching experience in FE   | A / I |
| E | EK7. Experience of working positively with young people and adults   | A / I |
| D | EK8. Experience of successful administration and management of financial budgets   | A / I |

| <b>Skills and Competencies</b>         |   |                             |
|--|---|-----------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of assessment</b> |
| E                                      | <b>SC1. Professional and Technical Knowledge</b><br>Has full command and use of relevant professional / technical knowledge and job-related knowledge and skills.                               | A / I                       |
| E                                      | <b>SC2. Organisational and Education sector knowledge.</b> Effective knowledge of the college and an appreciation of the wider educational issues.  | A / I                       |
| E                                      | <b>SC3. Interpersonal and Communication skills</b><br>Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing. | A / I                       |
| E                                      | <b>SC4. Influencing skills</b><br>Takes effective action to affect the behaviour and decisions of other people.   | A / I                       |
| E                                      | <b>SC5. Critical thinking</b><br>Ability to make sense of complex issues, identify and solve problems and to think on one's feet.   | A / I                       |
| E                                      | <b>SC6. Self-management and learning</b>  | A / I                       |

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|  | Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.                                     |                             |
| E                                      | <b>SC7. Achievement and Action</b><br>Focuses on making progress, achieving results. Keen to get going and keep going.                                   | A / I                       |
| E                                      | <b>SC8. Initiative and innovation</b><br>Creates and appreciates new ideas and perspectives, sees possibilities and challenges                           | A / I                       |
| E                                      | <b>SC9. Strategic perspective</b><br>Ability to think broadly, analyse the big picture and value diverse perspectives.                                   | A / I                       |
| E                                      | <b>SC10. Capacity for change</b><br>Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.        | A / I                       |
| E                                      | <b>SC11. Emotional Intelligence</b><br>Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager. | A / I                       |
| E                                      | <b>SC12. Enduring Resilience</b><br>Continually exuding optimism and a 'can do' attitude.  | A / I                       |
| <b>Behavioural, Values and Ethos</b>   |  |                             |
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of assessment</b> |
| 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                           |