

Organisation:	Leeds City College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	[Leeds City College]
Core Job Role:	Course Leader
Job Title:	Course Leader – Personal Development, Behaviours and Attitudes (Engineering and Manufacturing)
Reports to:	Deputy Head of Department
Grade	T3 (formally SO2)
Date of compilation:	1 July 2024

ROLE SUMMARY:

This role is based in the School of Engineering and Manufacturing and is focused on the development of Personal Development, Behaviours and Attitudes (PDBA) displayed by learners in the School, including the planned tutorial offer and stand-alone pastoral care so that learners are supported to achieve their goals.

The postholder will have line management responsibility for a team of Pastoral Coaches.

SPECIFIC ROLE RESPONSIBILITIES:

1. [Line management for Pastoral Coaches and similar staff within the School of Engineering and Manufacturing.
2. Oversee the delivery of a planned programme of timetabled PDBA sessions
3. Work with the Curriculum team to maximise opportunities and outcomes for learners
4. Contribute to School self-assessment, evaluation and review activities
5. Implement strategies to improve attendance and punctuality to ensure key School targets are met or exceeded
6. Work collaboratively with colleagues across Printworks Campus to deliver a vibrant and engaging PDBA offer]

CORE RESPONSIBILITIES:

7. Responsibility for implementing strategies and initiative to improve student attendance and punctuality, retention, achievement, progress/value added, and positive progression rates for learners across the School, working in conjunction with colleagues as appropriate

8. Maintain high quality and effective delivery across the course team, taking actions as appropriate.
9. Participate in cross-campus work to develop new resources and ways of working and partnerships to continuously improve the PDBA support offered to learners in the School.
10. Deliver and assess essential knowledge and understanding to learners.
11. Contribute to the planning, preparation and development of Schemes of Learning, lesson plans, teaching and learning resources and assessment plans in accordance a consistent approach.
12. Help to ensure all team members maintain and update knowledge of PDBA and related subjects.
13. Act as a Designated Safeguarding Officer for the School and where required, across Printworks Campus.
14. Motivate and inspire students to achieve targets and develop their skills to enable progression.
15. Reflect on what works best in teaching and learning to meet the diverse needs of students to engage them fully in scholarly activity.
16. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency
17. Be responsible for monitoring meeting individual and group learner targets, including those for attendance and punctuality, as appropriate
18. Market courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
19. Complete a course level self-assessment report and maintain the course quality improvement plan.

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 our Organisational Culture:

Few rules & clear boundaries

Ownership & performance

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.

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

Job Title:	Course Leader
Department	Course Leader – Personal Development, Behaviours and Attitudes (Hair, Beauty and Media Makeup)

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 criterion 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) or willingness to work towards achieving this	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

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant experience, knowledge and skills to enable delivery of a range of levels across the curriculum, which demonstrates active learning and differentiated teaching styles.	A / I
E	EK2. Experience of positively managing student attendance and punctuality and the provision of information, advice and guidance in this area.	A / I /Task
E	EK3 Knowledge of internal and external sources of pastoral support available to support students during their college experience.	A / I
E	EK3 Experience of implementing new concepts and processes, including the review and evaluation of these.	A/ I
E	EK5. Proven commitment to continuous professional development	A / I
D	EK4. Substantial 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 develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I
E	SC2. Ability to plan and deliver quality teaching across identified cohorts	A / I
E	SC3. Ability to work as a pro-active and supportive member of a team, with skills to lead and develop colleagues	A / I
E	SC4. Ability to inspire and motivate learners to achieve their best	A / I / MT
E	SC5. Exceptional verbal /written communication and interpersonal skills	A / I / MT
E	SC6. Ability to provide productive insight into the review process and development of new initiatives	A / I

D	SC7. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T
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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