

## Job Description

<b>Job Title:</b>	PMLD Teacher - Positive Behaviour and support
<b>Location:</b>	Leeds City College The Vine
<b>Vacancy Ref No:</b>	
<b>Salary:</b>	(SO1) Commencing at £27,829 with progression to £30,405 PA

### SUMMARY OF DUTIES AND RESPONSIBILITIES:

1. To incorporate a bespoke teaching around support needs with a college for those with complex needs.
2. Recognising the importance of supporting processing needs to enable learning to be tailored to meet needs.
3. Plan, prepare and develop schemes of learning, session plans, teaching and learning resources, learning and assessment plans.
4. Deliver and assess essential knowledge and understanding to PMLD learners.
5. Create individual SMART learning targets linked to learner study programmes/courses and EHCPs.
6. Be responsible for recording student progress using a range of platforms and assessments.
7. Maintain and update knowledge of PMLD, the subject and / or vocational area
8. Maintain and update knowledge of educational research to develop evidence- based practice
9. Motivate and inspire students to achieve targets and develop their skills to enable progression.

10. Reflect on what works best in teaching and learning to meet the diverse needs of students
11. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology
12. Carry out internal verification/moderation.

**REPORTS TO:**

Programme Manager

**STAFF RESPONSIBILITIES FOR:**

None

**MAIN DUTIES:**

1. Plan, prepare and develop effective schemes of work, lesson plans, teaching and learning resources including the development of on-line learning resources when needed.
2. Deliver inspiring Behaviour support teaching and strategies across the curriculum using a wide range of teaching methods for identified modules.
3. Develop and employ effective assessment activities for identified modules.
4. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
5. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.
6. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
7. Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning.
8. Carry out internal verification duties in line with quality assurance processes.
9. Undertake review processes to develop and improve identified course(s).
10. Implement evidence-based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
11. Develop and strengthen relationships with learners and provide support to ensure successful outcomes.

12. Contribute to the marketing of courses, learner IAG and enrolment processes.
11. Participate in student recruitment activities, including interviews and open evenings.
12. Maintain and actively engage in quality and professional standards.
13. Participate, as appropriate, in the College's examination process.
14. Ensure that effective Induction programmes are delivered for learners.

### **General**

1. Maintain and update knowledge of the subject and / or vocational area (multisensory) and 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.
2. Maintain and update knowledge of educational research to develop evidence-based practice around multisensory teaching and learning.
3. Act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of students.
4. Manage and promote restorative practice approaches to student behaviour and the strengthening of relationships
5. Comply with all College policies and procedures.
6. Comply with all legislative and regulatory requirements.
7. Promote a positive image of the College.
8. Optimise time away from teaching to reflect on teaching practice.
9. Any other duties commensurate with the level of the post, which may be required from time to time.

### **NOTES:**

#### **Safeguarding Children and Vulnerable Adults**

Leeds City College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and young people studying at the College. The post holder will be required to commit to the College child protection policy and promote a safe environment for children and young people learning within the College. All posts are subject to enhanced Disclosure and Barring Service check. However, having a criminal record will not necessarily bar you from working with us this will depend on the nature of the position and the circumstances and background of your offences.

## Equality and Diversity

All employees of Leeds City College are required to promote equality and diversity in all aspects of the job. Specifically the job holder will be required to support the College to meet the General Equality Duty under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are: Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy/Maternity Leave, Race, Religion or Belief, Sex, Sexual Orientation.

### Health and Safety

It is the responsibility of all employees to co-operate with the College management in meeting the objectives of providing a healthy and safe place of work. Therefore all staff must carry out their work with reasonable care for the health and safety of themselves and other people. Accidents or near misses must be reported and safe working procedures must always be followed.

1. Duties will inevitably develop and change as the work of the College changes to meet the needs of our service. Employees should therefore expect periodic variations to job descriptions, Leeds City College reserves this right. This job description will be supplemented on a regular basis by individual objectives derived from College strategies.
2. Where an applicant or existing employee is, or becomes, disabled (as defined by the DDA) and informs the College fully of their requirements, reasonable adjustments will be made to the job description wherever possible.

<b>GENERAL TERMS AND CONDITIONS OF POST</b>	
<b>Working Hours:</b>	37 hours per week; Monday to Friday Full year
<b>Probation Period:</b>	10 Months subject to periodic reviews
<b>Special Conditions of the Post:</b>	

<b>Job Description</b>	
<b>Compiled By:</b>	Leeds City College
<b>Compilation Date:</b>	2022



<b>Job Title:</b>	<b>Teacher</b>
<b>Department</b>	<b>PMLD- The Vine</b>

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 is 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) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. Holds a L5 Teaching Qualification or working towards (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 on multisensory teaching 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

D	Q6.Relevant qualifications in SEND / PMLD and a willingness to improve in this area.	A/I/C
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Recent teaching delivery in multisensory areas (PGCE teaching placements/experience would also qualify here) which demonstrates active learning and differentiated teaching styles.	A / I / MT
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

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Ability to plan and deliver quality teaching across identified modules	A / I / MT
E	SC2. Ability to inspire and motivate SEND 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
<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Commitment to the College's support and promotion of Equality and Diversity	I
E	B2. Committed to child protection and the promotion of a safe environment for children and young people to learn in	I
E	B3. Commitment and awareness to the Prevent agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I