

<b>Group Member:</b>		Keighley College	
<b>Job Title:</b>		Teacher - Carpentry and Joinery	
<b>Reports to:</b>		Programme Manager	
<b>Job Grade</b>	T2	<b>Department</b>	Building Services

### ROLE SUMMARY

This post is to jointly operate as a workshop facilitator within a workshop environment and to carry out general technician duties.

To create a positive learning environment to all learners through the planning, preparation and delivery of training.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
2. Prepare materials for teachers, lessons and learners.
3. Place orders for the department.
4. Deliver and assess essential knowledge and understanding to learners.
5. Develop and employ assessment activities for identified modules.
6. Create individual SMART learning targets linked to learner study programme/course.
7. Be responsible for recording student progress.
8. Maintain and update knowledge of the subject and / or vocational area.
9. Maintain and update knowledge of educational research to develop evidence- based practice.
10. Motivate and inspire students to achieve targets and develop their skills to enable progression.
11. Reflect on what works best in teaching and learning to meet the diverse needs of students.
12. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology.
13. Carry out internal verification/moderation.
14. Plan, prepare and develop effective schemes of work, lesson plans, teaching and learning resources including the development of on-line learning resources for identified modules.
15. Deliver inspiring sessions across the curriculum using a wide range of teaching methods for identified modules.
16. Develop and employ effective assessment activities for identified modules.
17. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
18. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.

19. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
20. Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning.
21. Carry out internal verification duties in line with quality assurance processes.
22. Undertake review processes to develop and improve identified course(s).
23. Implement evidence-based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
24. Record and monitor progress against individual targets. Implement interventions where needed for students on identified modules.
25. Assess student work, provide feedback to help the learner improve and record learner's progress for identified modules.
26. Develop and strengthen relationships with learners and provide support to ensure successful outcomes.
27. Contribute to the marketing of courses, learner IAG and enrolment processes.
28. Participate in student recruitment activities, including interviews and open evenings.
29. Maintain and actively engage in quality and professional standards.
30. Participate, as appropriate, in the College's examination process.
31. Ensure that effective Induction programmes are delivered for learners.
32. Any other admin tasks that are required for the efficiency of the department.

#### **DEPARTMENTAL RESPONSIBILITIES:**

##### **TEACHING AND LEARNING:**

- Ensure that the preparation, marking, assessment and moderation is completed promptly and efficiently within agreed timescales.
- Effectively manage the delivery of creative and active learning for each individual learner, including appropriate support where necessary.
- Continuously demonstrate a commitment towards further professional development including the application of new technologies to improve the effectiveness of learning management.

##### **LEARNERS:**

- Motivate and inspire learners to promote achievement and develop their skills to enable progression.
- Ensure an excellent learning experience which allows learners to progress to a high level, higher education or employment or employment and in which their attainment is maximized.
- Ensure the highest standard of quality advice, guidance and induction.
- Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
- Contribute to the learner tutorial process ensuring regular review of learner progress and report evenings take place.
- Ensure that the learner retention, achievement and progression rates within all the School's provision exceed national average year-on-year.
- Plan, develop and deliver a curriculum which meets the needs of the industry/sector.

##### **QUALITY IMPROVEMENT:**

- Promote excellence and continuously improve practice.
- Actively promoting continuous improvement, ensuring compliance with the College's Quality Assurance Policy and Procedures, including participation in curriculum and College's self-assessment reports, Assessment Review Boards, inspection preparation, quality audits and observation of teaching.

#### **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 relational 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*

## Person Specification

<b>Job Title:</b>	Teacher
<b>Department</b>	Building Services

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) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
D	Q1. Holds a L3 Teaching qualification.	A / C
E	Q2. Relevant highest level vocational qualification 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 / C
E	Q4. Relevant up to date subject knowledge.	I
E	Q5. Relevant qualifications or a willingness to gain qualifications.	A / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. 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.	I
E	EK2. Experience of positively managing student progression, advice and guidance in a school or Further Education setting	I
E	EK3. Experience developing creative learning materials for groups of learners.	I
E	EK4. Substantial experience of undertaking internal verification and moderation activities.	I
E	EK5. Proven commitment to continuous professional development.	I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Ability to develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners.	I
E	SC2. Ability to plan and deliver quality teaching across identified cohorts	I
E	SC3. Ability to work as a pro-active and supportive member of a team, with skills to lead in a particular area of the curriculum.	I
E	SC4. Ability to inspire and motivate learners to achieve their best.	I
E	SC5. Exceptional verbal /written communication and interpersonal skills.	I
E	SC6. Ability to provide productive insight into the review process and development of identified courses.	I

E	SC7. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms.	A
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<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) 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 relational practice approaches	I