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|----------------------|----|-------------------------------------|----------------------------------------------------|
| <b>Group Member:</b> |    | Harrogate College                   |                                                    |
| <b>Job Title:</b>    |    | Lead Skills Teacher – Motor Vehicle |                                                    |
| <b>Reports to:</b>   |    | Programme Manager                   |                                                    |
| <b>Job Grade</b>     | T4 | <b>Department</b>                   | School of Sustainable Technologies & Motor Vehicle |

### **ROLE SUMMARY**

The role will provide current, specialist subject expertise in Motor Vehicle for teaching delivery. The post holder will maintain links with the sector and help ensure the curriculum content reflects the latest industrial or professional practice. The post holder will also help ensure the curriculum delivery team are aware of the latest developments within the sector and have recent CPD and industrial updating.

### **SPECIFIC ROLE RESPONSIBILITIES:**

1. To undertake teaching, learning and assessment in Motor Vehicle.
2. Provide current technical, industrial, professional or academic expertise in a skills priority and /or skills shortage area across practices in Motor Vehicle repair.
3. Contribute to the development of new curriculum content and courses in skills priority / skills shortage areas within the Motor Vehicle sector.
4. Share current and specialist expertise across the course delivery team (e.g. through regular communication and / or the delivery of high quality CPD and industrial updating).
5. To maintain, and help develop new, links with industry for the subject sector area.

### **CORE RESPONSIBILITIES:**

1. Deliver specialist curriculum content in a skills priority area.
2. Contribute to effective delivery across the course team.
3. Contribute specialist subject knowledge for the development of new units, modules and courses in line with government policy, awarding organisation developments and learner demand as well as local community, economic and employer requirements.
4. Deliver and assess essential knowledge and understanding to learners.
5. Plan, prepare and develop schemes of learning (SoLs), teaching and learning resources and assessment plans and help to ensure these are in place for all the course(s) teaching activity.
6. Help to ensure all team members maintain and update knowledge of the subject and / or vocational area.
7. Motivate and inspire learners 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 learners and personalise the learning experience

9. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency
10. Record learner progress and ensure individual and group learner targets are met.
11. Develop and employ effective assessment activities and ensure learner work is assessed with constructive and timely feedback provided that motivates and inspires learners to improve and achieve.
12. Assist with the marketing of courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
13. Assist with the complete a course level self-assessment report and maintain the course quality improvement plan.
14. Assist with internal verification/moderation.
15. Teach in line with the expectations for the role, modelling best practice in TLA.

### **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*

|                   |                                     |
|-------------------|-------------------------------------|
| <b>Job Title:</b> | Lead Skills Teacher – Motor Vehicle |
| <b>Department</b> | Motor Vehicle                       |

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. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE)                                                            | A / C                           |
| E                                      | Q2. Relevant highest level vocational qualification or degree in teaching subject (Motor Vehicle)                     | 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                                                                             | A / I / P                       |
| D                                      | Q5. Have an understanding of the Further Education or school sector                                                   | A / C                           |

| Experience and Knowledge       |                                                                                                                          |                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------|
| Essential (E)<br>Desirable (D) | Criteria                                                                                                                 | Method of assessment |
| E                              | EK1. Relevant recent experience in the subject sector area and clear expertise.                                          | A / I / MT           |
| D                              | EK2. Experience of positively managing student progression, advice and guidance in a school or Further Education setting | A / I                |
| D                              | EK3. Experience developing creative learning materials for groups of learners                                            | A / I / MT           |
| D                              | EK4. Experience of undertaking internal verification and moderation activities                                           | A / I                |
| E                              | EK5. Proven commitment to continuous professional development                                                            | A / I                |

| Skills and Competencies        |                                                                                                                                                                                                                                                    |                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Essential (E)<br>Desirable (D) | Criteria                                                                                                                                                                                                                                           | Method of assessment |
| E                              | SC1. Current expertise in the specialist subject sector                                                                                                                                                                                            | A / I                |
| E                              | SC2. Able to demonstrate ability to remain current in the specialist subject area (e.g. through professional development, professional organisations / trade associations, attendance at conferences, membership of communities of practice, etc.) | A / I                |
| D                              | SC3. Commitment to develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners                                                                                                           | A / I                |
| D                              | SC4. Ability to plan and deliver quality teaching across identified cohorts                                                                                                                                                                        | A / I                |
| E                              | SC5. Ability to work as a pro-active and supportive member of a team, with skills to lead in a particular area of the curriculum                                                                                                                   | A / I                |

|   |                                                                                                                                                |            |
|---|------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| D | SC6. Ability to provide productive insight into the review process and development of identified courses                                       | A / I / MT |
| D | SC7. Exceptional verbal /written communication and interpersonal skills                                                                        | A / I / MT |
| D | SC8. Ability to provide productive insight into the review process and development of identified courses                                       | A / I      |
| D | SC9. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms | A / I / T  |

| Behavioural, Values and Ethos  |                                                                                                  |                      |
|--------------------------------|--------------------------------------------------------------------------------------------------|----------------------|
| Essential (E)<br>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                    |