

## Job Description

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Programme Manager – ESOL	
<b>Reports to:</b>		Deputy Head of Department / Head of Department	
<b>Job Grade</b>	T4	<b>Department</b>	Adult, Community and ESOL (ACE)

### ROLE SUMMARY:

To lead and support the delivery of high-quality evening provision within the Adult, Community and ESOL (ACE) department, ensuring that students are engaged, supported, and able to achieve positive outcomes. The postholder will provide effective line management for evening ESOL curriculum staff, develop strategies to enhance attendance and engagement, and promote a safe, inclusive learning environment that fosters students' personal development, behaviour, and attitudes (PDBA). This role is critical to maintaining high standards of teaching, learning and assessment during twilight and evening sessions, and to supporting the wider strategic priorities of the department.

### SPECIFIC RESPONSIBILITIES:

1. Be the first point of contact for curriculum staff teaching on twilight and evenings, Monday – Thursday, within Adult, Community and ESOL – ACE. In April 2026 we expect to relocate to Mabgate campus where the same provision will relocate.
2. Line manage tutors within ESOL, and be responsible for positive outcomes for staff and students in the department.
3. Develop strategies that monitor student attendance in liaison with other staff, helping to identify students who require intervention and support, enabling the department to maintain and improve on its attendance rates.
4. Provide a safe and caring environment where students are able to come and discuss concerns and where emotional and educational needs can be met that might impact their learning.
5. Lead and support PDBA initiatives during evening provision, ensuring students access activities that promote wellbeing, positive behaviour, and personal development.
6. Support the development of digital skills and AI for both staff and students, promoting confident use of learning technologies to enhance teaching, learning, and communication during evening provision.
7. Ability to participate in evening/weekend work as required.

**CORE RESPONSIBILITIES:**

8. Manage activities and strategies to ensure the high retention, achievement, success and attendance rates for identified courses are reached.
9. Deliver and assess essential knowledge and understanding to learners.
10. Manage the planning, preparation and development of schemes of work, lesson plans, teaching and learning resources and assessment plans.
11. Manage the process of creation of individual SMART learning targets linked to learner study programme/course to ensure groups of learners are on track to achieve their potential.
12. Manage the recording of student progress and to ensure that individual and group learner targets are being met.
13. Lead activities to ensure effective planning, preparation & development of schemes of work, lesson plans, teaching & learning resources including the development of on-line learning resources for identified courses is being undertaken.
14. Ensure effective delivery of sessions across the curriculum using a wide range of teaching methods, for identified courses.
15. Lead and manage the development & employment of assessment activities for identified courses.
16. Lead and manage the assessment of student work, feedback to help learners improve & record learner's progress for identified courses.
17. Lead and manage the creation of targets, recording & monitoring of progress against them. Implement interventions where needed for identified courses.

**DEPARTMENT RESPONSIBILITIES:**

1. Lead and manage quality assurance processes.
2. Inform the review process to develop & improve identified course(s).
3. Be responsible for the retention, achievement, success & attendance for identified courses.
4. Build positive relationships with learners & provide support to ensure successful outcomes.
5. Contribute to the marketing of courses, learner IAG & enrolment processes.
6. Participate in student recruitment activities, including interviews and open evenings.
7. Participate, as appropriate, in the College's examination process.
8. Conduct first stage student disciplinarys.
9. Ensure that effective Induction programmes are in place for learners.
10. Programme Managers may also be required to teach as part of the role.
11. Any other duties that are specific to the department.
12. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

**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*

**Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

**Passion**

*Encouraging all to have aspiration and passion in everything they do.*

**Ownership**

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

**Collaborative**

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

**Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

<b>Job Title:</b>	Programme Manager
-------------------	-------------------

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 personal statement section of 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, R = Reference

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
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.	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. Extensive 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 / MT

E	EK2. Experience of positively managing student and group progression, advice and guidance in a school or Further Education setting, with positive outcomes	A / I
E	EK3. Experience of supervising/managing staff to ensure high performance	A / I
E	EK4. Substantial 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) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to plan and deliver quality teaching across identified cohorts and ensure consistency of high delivery within teams	A / I
E	SC2. Ability to lead activities in the development and delivery of strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I / T / P
E	SC3. Effective management skills to ensure high performance from a range of individuals	A / I
E	SC4. Exceptional verbal /written communication and interpersonal skills	A / I / MT
E	SC5. Ability to provide productive insight into the review process and development of identified courses	A / I
E	SC6. Excellent organisational skills, to ensure deadlines are met and progress in achieving results from learners and team members.	A / I
E	SC7. Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I

**Behavioural, Values and Ethos**

<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 restorative practice approaches	I