

Job Description

Group Member:		Leeds City College	
Job Title:		Course Leader	
Reports to:		Programme Manager	
Job Grade	T3	Department	Access to HE in ACE (Adult Community and ESOL)

CORE RESPONSIBILITIES:

1. Responsible for retention, achievement, progress/value added, attendance and positive progression rates for an identified course(s).
2. Maintain high quality and effective delivery across the course team.
3. Develop new courses/units of study in compliance with Award Validating Agency (AVA) policy and that align with Higher Education Institute (HEI), employer, local and national need and student demand.
4. Deliver inspiring teaching and robust assessment to equip learners with core subject knowledge, academic understanding, and practical skills (in both classroom and laboratory settings).
5. Plan, prepare and develop schemes of work, lesson plans, teaching and learning resources and assessment plans and 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 students to achieve targets and develop their skills to enable progression.
8. Deliver tutorial topics e.g. safeguarding, British values, Prevent, personal development, and wellbeing.
9. Support learners in their university applications
10. Reflect on what works best in teaching and learning to meet the diverse needs of students and engage in scholarly activity.
11. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency to support the diverse needs of adult learners and foster an inclusive environment.

12. Be responsible for recording student progress and meeting individual and group learner targets.
13. Conduct student progress reviews and create academic learner support plans as required where assignment completion and attendance provide barriers to success.
14. Develop and employ effective assessment activities and ensure student work is assessed with constructive and timely feedback provided that motivates and inspires students to improve and achieve.
15. Market courses and provide high-quality information advice and guidance (including participation in open days, transition activity, enrolment and induction).
16. Complete a course level self-assessment report and maintain the course quality improvement plan.
17. Support rigorous quality assurance across course assessments through internal moderation and standardisation activity

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

Collaborative

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

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

Job Title:	Course Leader
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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

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. Holds a Degree in a Biological Science subject or relevant highest level vocational qualification e.g. Nursing	A / C
E	Q3. English and Maths GSCE grade 4+ (or equivalent Level 2 qualifications)	A / I / C
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education.	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 the Level 3 curriculum,	A / I / MT

	demonstrating adaptive and inclusive teaching approaches.	
E	EK2. Experience of monitoring and positively managing student and group progression, in the Further Education setting	A / I
E	EK3. Experience in supporting learners to overcome barriers to learning and progress to their intended destinations	A / I
E	EK4. Experience of developing accessible and engaging learning resources for groups of diverse learners	A / I / MT
D	EK5. Experience of developing new courses/units of study to respond to HEI/employer, local/national need and student demand.	A / I
E	EK6. Experience of undertaking internal verification and moderation activities	A / I
E	EK7. Proven commitment to continuous professional development	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 high-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 in a particular area of the curriculum	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

D	SC6. Ability to complete a course level self-assessment report / quality improvement plan.	A / I
E	SC7. Highly proficient in digital and educational technologies (e.g. Microsoft Word /Excel, Google, Turnitin, platforms).	A / I / T
D	SC8. Proactive ability to explore and champion emerging AI platforms to streamline administrative processes and support staff / student workload and wellbeing.	A / I / T

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 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 / restorative practice approaches	I