

Group Member:		Leeds City College	
Job Title:		14-16 Skills Programme Head of Year	
Reports to:		Programme Manager	
Job Grade	T3	Department	14-16 Skills Programme

CORE RESPONSIBILITIES:

1. Responsible for retention, achievement, progress/value added, attendance and positive progression rates for an identified course or courses.
2. Maintain high quality and effective delivery across the course team.
3. Develop new modules, units and course.
4. Responsible for developing new units, modules and courses in line with government policy, awarding organisation developments and student demand as well as local community, economic and employer requirements.
5. Deliver and assess essential knowledge and understanding to learners.
6. 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.
7. Help to ensure all team members maintain and update knowledge of the subject and/or vocational area.
8. Motivate and inspire students to achieve targets and develop their skills to enable progression.
9. Reflect on what works best in teaching and learning to meet the diverse needs of students and engage in scholarly activity.
10. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency
11. Be responsible for recording student progress and meeting individual and group learner targets.
12. 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.
13. Market courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
14. Complete a course level self-assessment report and maintain the course quality improvement plan.
15. Carry out internal verification/moderation.

DEPARTMENTAL RESPONSIBILITIES:

1. Be responsible for a cohort of learners giving and arranging academic and development support and coaching to all learners in the 14-16 Skills Programme.
2. Work hard to develop effective relationships with learners in a variety of ways including role modelling mutual respect and high aspirations. Motivate and inspire learners to always try their best and show respect.
3. Foster effective relationships with other key stakeholders including learners' parents/carers and other internal and external professionals.
4. Put in place interventions for whole groups or individual learners to help and support learners both academically and developmentally.
5. Set targets with individual learners to assist in their academic or development progress, including at Personal Progress Days and the writing of Parent/Carer reports. To manage both the PP Day and Progress Reports processes.
6. To work within the 14-16 Skills Programme ethos and culture as well as using relevant tools and concepts for working with SEND learners.
7. Update, reflect and maintain the 14-16 Skills Programme tracking systems continuously, allowing you to recognise the need for interventions and subsequently putting them in place.
8. Assist other 14-16 Skills Programme staff members by continuously working to improve or maintain high levels of attendance and assist in putting interventions in place when required.
9. To monitor learner's attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of learners in the year groups are at the highest levels. To liaise with other staff in this respect.
10. To monitor learner behaviour, attendance and achievement using the 14-16 Skills Programme policies and systems and, in consultation with key staff, decide on appropriate interventions and rewards.
11. Be inventive, determined and persistent when implementing student focussed interventions in order to help progress learners in meeting and/or exceeding targets.
12. To continue to develop an innovative and progressive curriculum for PHSE delivery in lessons which is positive, engaging and student focussed – including cross-curricular links.
13. To performance manage robustly all staff in the support team so that ambitious targets are met and performance is of a high standard.
14. Working in partnership with SLT in areas of safeguarding and staff wellbeing, to liaise with appropriate outside agencies and other professionals. This includes attending some meetings as requested by the SLT.
15. Lead on learner wellbeing liaising with learners, parents/carers and the wellbeing team.
16. To assist the 14-16 Skills Programme SLT with recruitment activities including open events, assessment days and taster days.
17. Assisting with the development of appropriate resources to support learning.

18. Manage the learner cohort in relation to SEND, High Needs and EAA.
19. Lead on work experience liaising with learners, parents/carers and the work experience team.
20. Work with learners and other departments to support their transition into further education or training.
21. Supervise the 14-16 Skills Programme duties where required, which may include breakfast club, breaks, lunches or after school sessions.
22. Complete registers on time and accurately.
23. Attend meetings and undertake exam invigilation duties when required.
24. Plan, participate in and support educational visits and outings to enhance the learner experience.
25. To complete all administrative tasks in a timely and accurate manner meeting deadline when set.
26. Assisting in the presentation of display boards to enhance the learning experience and celebrate the achievements of learners
27. Take part in the 14-16 Skills Programme Staff Development Programme including attending training days and twilights.
28. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.
29. Any other suitable and appropriate duties as determined by the line manager.

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

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Department	14-16 Skills Programme

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

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at Level 2 or above, including English and maths.	A / C
E	Q2. Appropriate qualifications and/or a willingness to undertake training/qualifications in supporting the needs of disengaged/disadvantaged young people.	A / I / C
E	Q3. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE)	A / C
E	Q4. Relevant highest level vocational qualification or degree in teaching subject	A / C
E	Q5. Has undertaken and is currently in licence to be a Designated Safeguarding Officer (DSO), or willingness to undertake.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience and knowledge of supporting young people both academically and developmentally, including those aged 14-16.	A / I
E	EK2. Experience and knowledge of working with disengaged/disadvantaged young people in an educational setting.	A / I
E	EK3. Experience and knowledge of forging external partnerships and links to benefit the learner cohort in their development.	
E	EK4. Experience leading on and developing creative learning materials and schemes of learning for groups of learners, including PSHE materials.	A / I / MT
E	EK5 Experience of leading on various projects/aspects required as part of the role including for example, work experience and induction programmes.	A / I / MT
E	EK6. Experience and knowledge in working with parents/carers and external professionals.	A / I
E	EK7. Experience of positively managing learner academic and development progress in an education setting, including those aged 14-16.	A / I / MT

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Understanding of barriers to learning and ways to overcome them, including the ability to implement effective interventions.	A / I / MT

E	SC2. The ability to form meaningful and impactful relationships quickly.	A / I / MT
E	SC3. Excellent written and oral communication skills to a range of stakeholders.	A / I
E	SC4. Excellent organisational, time-management and administrative skills, including a high standard of computer and online abilities.	A / I / C
E	SC5. Able to work positively and effectively as a member of a team and on own initiative.	A / I
E	SC6. The ability to adapt to change and hold key problem skills.	A / I / MT
E	SC7. Ability to plan and deliver quality teaching across identified modules	A / I / MT

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 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