

Group Member:		Leeds City College	
Job Title:		Teacher - English	
Reports to:		Programme Manager	
Job Grade	T2	Department	Enterprise and Employability

CORE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
2. Deliver and assess essential knowledge and understanding to learners.
3. Create individual SMART learning targets linked to learner study programme/course.
4. Be responsible for recording student progress.
5. Maintain and update knowledge of the subject and / or vocational area.
6. Maintain and update knowledge of educational research to develop evidence- based practice.
7. Motivate and inspire students 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 students.
9. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology.
10. Carry out internal verification/moderation.
11. 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.
12. Deliver inspiring sessions across the curriculum using a wide range of teaching methods for identified modules.
13. Develop and employ effective assessment activities for identified modules.
14. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
15. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.
16. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
17. Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning.
18. Carry out internal verification duties in line with quality assurance processes.
19. Undertake review processes to develop and improve identified course(s).

20. Implement evidence based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
21. Develop and strengthen relationships with learners and provide support to ensure successful outcomes.
22. Contribute to the marketing of courses, learner IAG and enrolment processes.
23. Participate in student recruitment activities, including interviews and taster sessions.
24. Maintain and actively engage in quality and professional standards.
25. Ensure that effective Induction programmes are delivered for learners.
26. Participate, as appropriate, in the College's examination process. Ability to participate in evening/weekend work as required.
27. Any other duties that are specific to the department.
28. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

DEPARTMENTAL RESPONSIBILITIES:

1. Give 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, often in conjunction with the relevant staff member.
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.
6. 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.
7. 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.
8. Assisting with the development of appropriate resources to support learning.
9. To deliver initial assessment and induction of learners and to ensure assessment procedures throughout the course inform the students of their current progress.
10. Monitor the Curriculum within the 14 – 16 Skills Programme with assistance of the relevant staff members.
11. Support and visit learners on work experience placement including delivering work experience content and helping them obtain a suitable placement.
12. Supervise the 14 – 16 Skills Programme duties where required, which may include breakfast club, breaks, lunches or after school sessions.
13. Complete registers on time and accurately.
14. Attend meetings and undertake exam invigilation duties when required.
15. Participates in and supports educational visits and outings.
16. To complete all administrative tasks in a timely and accurate manner.
17. Take part in the 14 – 16 Skills Programme Staff Development Programme including attending training days and twilights.
18. Assisting in the presentation of display boards to enhance the learning experience and celebrate

the achievements of learners

19. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.
20. Support learners to identify, secure and progress into suitable post-16 destinations, including further education, training or personalised provision, providing guidance and transition support as required.
21. 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 restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminare 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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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. Relevant highest level vocational qualification or degree in teaching subject.	A / C
E	Q3. Appropriate qualifications and/or a willingness to undertake training/qualifications in supporting the needs of disengaged/disadvantaged young people.	A / I / C
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education or school sector.	A / I / MT

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. Recent teaching delivery in relevant subject areas (PGCE teaching placements/experience would also qualify here) which demonstrates outstanding practice.	A / I / MT
E	EK4. Experience and knowledge in delivering and supporting young people on a 1-1 basis, classes and in small groups.	A / I / MT
E	EK5. Experience and knowledge in working with parents/carers and external professionals.	A / I
E	EK6. Experience and knowledge of teaching/managing behaviour tools and strategies.	A / I / MT
E	EK7. Experience of positively managing learner academic progress in an education setting, including those aged 14-16.	A / I / MT
E	EK8. Experience and knowledge of relevant BTEC and GCSE 14-16 learning qualifications including planning lessons and Schemes of Learning.	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