

Organisation:	Leeds City College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	N/A
Core Job Role:	Head of Department
Job Title:	Head of Department – Adult, Community and ESOL
Reports to:	Deputy Director
Grade	Spot Point Salary
Date of compilation:	November 2023

ROLE SUMMARY:

The leadership of Deputy Heads and Managers in the department of Adult, Community & ESOL (ACE) to continue to deliver outstanding achievement and financial performance. Excellent interpersonal skills are essential, to be solution-focussed and facilitate positive interaction and communication between colleagues. The team are based predominantly at the Enfield Centre, and with 16-19 (sixth form) groups in North Street, including smaller provision at Eastgate, Beeston, Deacon House and some outreach centres.

SPECIFIC ROLE RESPONSIBILITIES:

1. Work in collaboration with all the deputy Heads to ensure synergy between staff in the different curriculum areas.
2. Complete appraisals and set targets for deputy Heads.
3. Support the Deputy Director to achieve all income targets.
4. Lead in managing synergy between all our centres, with the support of the Deputy Director.
5. Lead on quality and curriculum assurances (writing the QIP and SAR, etc) in collaboration with the central TLA team and ACE deputy Heads/managers.
6. Responsive to new partnerships and curriculum development.

CORE RESPONSIBILITIES:

7. Plan, develop and deliver a curriculum which effectively meets the needs of learners and employers.
8. Deliver outstanding outcomes in terms of retention, achievement, success and progression
9. Exceed targets for income diversity and volume, as well as for financial contribution

10. Provide leadership in the enhancement of learning and teaching
11. Provide day to day line management for staff and leadership to staff working within the Department/School across all Campuses.
12. Lead curriculum staff to contribute effectively to the strategic aims of the College and ensure that local, regional and national priorities are met
13. To respond to national and local priorities and to adapt and develop provision to meet local demands
14. To respond to funding changes and develop provision in growth areas
15. To be a role model across the curriculum area for outstanding teaching and learning
16. To performance manage lecturers and other staff within the Department/School and ensure that they develop their professional practice
17. To lead the Department/School and secure outstanding outcomes for students and employers
18. To ensure the Department/School is efficiently run and delivers its financial contribution targets
19. To ensure that all courses within the Department/School are run effectively and meet awarding body, funding and quality agency requirements.

STUDENTS

20. Motivate and inspire students to promote achievement and develop their skills to enable progression
21. To provide an excellent learning experience which allows students to progress to a higher level, higher education or employment and in which their attainment is maximised.
22. To ensure the highest standard of quality advice, guidance and induction
23. To ensure that student retention, achievement, success and progression rates within the Department/School exceed national average year-on-year
24. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
25. To ensure that each course is effectively planned, using a whole course, approach, so that teaching, learning and assessment methods are effective and reviewed regularly.
26. To ensure that learning materials, lesson plans, schemes of work and assignments are designed for a high quality learning experience that maximises outcomes for students 16. Promote the benefits of technology and support students in its use
27. To contribute to the student tutorial process ensuring regular review of student progress and report evenings take place. Ensuring appropriate tutor support is provided to all students.
28. To plan, develop and deliver a curriculum which meets the needs of the industry/sector

TEACHING AND LEARNING

29. To lead and model outstanding teaching, learning and assessment through the delivery of a small amount of teaching (Amount negotiable with the Deputy/Director on a School by School basis).
30. Encourage a culture where teachers develop, and are supported to achieve, professional standards, including:
 - a. Developing their own judgement about what works and does not work in their own teaching and training
 - b. Develop deep and critically informed knowledge and understanding in theory and practice

- c. Develop their expertise and skills to ensure the best outcomes for students
- 31. 21. To deliver for students:
 - a. initial and diagnostic assessment
 - b. target setting (including stretching targets and high grades, using LAT or ALP measures where appropriate)
 - c. induction
 - d. individual learning plans
 - e. effective learning, with high quality assessment and developmental feedback
 - f. support high levels of achievement and progression
 - g. English, Maths or Functional skills are delivered and achieved at the required level
- 32. To undertake regular observations of all staff within the Department/School (and contribute to the cross College observation processes if required), including developmental, walk through and other observations.
- 33. To ensure that all preparation, marking, assessment and moderation is completed promptly and efficiently within agreed timescales
- 34. To take part, as required, in the interviewing of prospective students and to ensure that the programme of learning is appropriate for the needs of the individual learner
- 35. To ensure all students receive their entitlement of additional learning support
- 36. Effectively manage the delivery of creative and active learning for each individual student, including appropriate support where necessary
- 37. Ensure that staff in the Department/School:
 - a. maintain and update their subject area knowledge, including appropriate industrial updating
 - b. maintain and update their knowledge of educational research to develop evidence based practice
 - c. Apply theoretical understanding of effective practice in teaching, learning and assessment, drawing on research and other evidence
 - d. Are able to manage and promote positive student behaviour
- 38. Continuously demonstrate a commitment towards further professional development including in the application of new technologies to improve the effectiveness of learning management

CURRICULUM DEVELOPMENT, PLANNING AND COURSE DELIVERY

- 39. To assist with the recruitment of students to target levels
- 40. To ensure the Department/School effectively participates in the student recruitment and admissions process, including open evenings, external visits, marketing activities, interviewing and enrolment
- 41. Ensure that all staff in the Department/School liaise with the examinations department and moderators/verifiers to ensure compliance with awarding body requirements, including undertaking internal verification if required
- 42. To prepare, review and update regularly, curricular and associated teaching schemes and materials, and to have these available for observations as required
- 43. To contribute to the college's curriculum and strategic planning processes and to lead this in the Department/School

TUTORIAL SUPPORT

44. To ensure the effective operation of the College's tutorial programme within the Department/School
45. Provide active support to learners
46. To help to ensure that College regulations and policies are upheld and instigate student disciplinary procedures where necessary
47. To receive and act on learner feedback

QUALITY IMPROVEMENT

48. To promote excellence and continuously improve practice
49. Actively promoting continuous improvement, ensuring compliance with the Colleges quality assurance policy and procedures, including participation in curriculum and College self-assessment reports, inspection preparation, quality audits and observation of teaching
50. To work with the Internal Quality Lead Verifier to ensure effective management of the Internal and External verification procedures including assuming the role of Internal Verifier, if appropriate
51. To ensure the effective management and supervision of educational visits and compliance with Health and Safety requirements
52. To network with Colleagues to promote good practice across the curriculum area, Faculty and College
53. To support the transfer, and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

LEADERSHIP AND MANAGEMENT

54. To provide effective and supportive leadership and management to maximise individual and team performance.
55. Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management
56. To support appropriate staff with the strategic development and management of learning programmes and curriculum development within and beyond the Programme Area
57. To ensure that the courses offered within the Curriculum Area have established progression routes
58. To provide academic and professional support and guidance to staff within the Curriculum Area (including learning mentors), ensuring that CPD is maintained by all staff
59. To ensure effective and efficient management of budgetary responsibilities in accordance with the Colleges financial regulations
60. To ensure effective management of data collection and ensuring full staff compliance with Data Management procedures
61. Maintain appropriate Continuing Professional Development, including the attendance on all training events identified for you by your line manager, to ensure the highest standards of quality
62. Undertake mentoring with new staff within the Programme Area
63. Represent the college at local management groups to ensure the college contributes to meeting local priorities

64. Work collaboratively with voluntary and statutory agencies to provide a holistic supportive offer for students
65. Identify creative funding solutions including alternative funding options to provide a relevant and cost effective curriculum tailored to the diverse needs of students
66. To act as an observer to support the colleges observation of teaching and learning.
67. To act as Faculty/Campus lead (Duty Manager) where required. |

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 our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

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

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

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

Person Specification

Job Title:	Head of Department
Department	Adult, Community & ESOL (ACE)

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. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Level 5 teaching qualification. Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant recognised professional attainments.	A / C
D	Q5. Masters or other relevant Postgraduate Qualification.	A / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment

E	EK1. Relevant up to date subject knowledge (related to the School).	A / I
E	EK2. Thorough and up to date Knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reform	A / I
E	EK3. Expertise, knowledge and understanding of the Sector	A / I
E	EK4. Proven experience managing staff in an educational setting	A / I
E	EK5. Proven experience highly-effective curriculum management, including planning, monitoring, reviewing and improving	A / I
E	EK6. Proven experience of driving measurable quality improvements leading to high student satisfaction levels	A / I
E	EK7. Proven experience of developing demand-led curricula and successfully driving growth	A / I
E	EK8. Substantial teaching experience in FE	A / I
E	EK9. Experience of working positively with young people and adults	A / I
E	EK10. Experience of successful administration and management of financial budgets	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SK1 Communicating with others Manages 'necessary' performance conversations with confidence.	A / I
E	SK2. Working with others Promotes initiatives that continually improve the student experience and all service provisions across the group.	A / I
E	SK3. Developing and leading others	A / I

	Fosters an inclusive working environment that promotes equality, fairness and respect.	
E	SK4. Business Acumen Understands and effectively interprets own budget and financial plan	A / I
E	SK5. Decision Making, Planning, Prioritisation Has a solution focused, evidenced based approach to decision making.	A / I
E	SK6. Personal Accountability and Inclusivity Fosters a culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	A / I
E	SK7. Future Proofing Actively utilizes LMI and technical data to ensure long term sustainable plans in place, to support organizational growth.	A / I
E	SK8. Innovation and Engagement Able to review current system and develop a process for continued innovation and improvement.	A / I
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