

Job Description

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| Group Member: | | Keighley College | |
| Job Title: | | Programme Manager Fabrication & Welding | |
| Reports to: | | Deputy Head of Department | |
| Job Grade | T4 | Department | Study Programmes |

ROLE SUMMARY:

You will lead the Fabrication and Welding programme, taking responsibility for its development and growth. You will manage and support staff to ensure robust quality systems are in place, driving high standards in teaching, learning, and assessment to support student achievement and progress.

SPECIFIC ROLE RESPONSIBILITIES:

1. Manage and coordinate the curriculum within Fabrication, Weld and Engineering
2. Working with stakeholders to ensure the curriculum contributions to local skills agenda
3. Develop new curriculum including Level 3 and maximise destination led learning
4. Work with all members of the team to improve quality

CORE RESPONSIBILITIES:

1. Manage activities and strategies to ensure the high retention, achievement, success and attendance rates for identified courses are reached.
2. Deliver and assess essential knowledge and understanding to learners.
3. Manage the planning, preparation and development of schemes of work, lesson plans, teaching and learning resources and assessment plans.
4. 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.
5. Manage the recording of student progress and to ensure that individual and group learner targets are being met.
5. 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.
6. Ensure effective delivery of sessions across the curriculum using a wide range of teaching methods, for identified courses.
7. Lead and manage the development & employment of assessment activities for identified courses.
8. Lead and manage the assessment of student work, feedback to help learners improve & record learner's progress for identified courses.

9. Lead and manage the creation of targets, recording & monitoring of progress against them. Implement interventions where needed for identified courses.
10. Lead and manage quality assurance processes.
11. Inform the review process to develop & improve identified course(s).
12. Be responsible for the retention, achievement, success & attendance for identified courses.
13. Build positive relationships with learners & provide support to ensure successful outcomes.
14. Contribute to the marketing of courses, learner IAG & enrolment processes.
15. Participate in student recruitment activities, including interviews and open evenings.
16. Participate, as appropriate, in the College's examination process.
17. Conduct first stage student disciplinarys.
18. Ensure that effective Induction programmes are in place for learners.
19. Programme Managers will be required to teach as part of the role.
20. Any other duties that are specific to the department
21. 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

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

Person Specification

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| Department | Study Programmes |

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 |
| E | Q2. Relevant highest-level vocational qualification or degree in teaching subject. | A |
| 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 / C |
| E | Q4. Relevant up-to-date subject knowledge and recent delivery in the Further Education or school sector. | A / I / C |

| 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 |
| 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 |
| D | 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 |
| 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 |
| 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 |

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| E | SC7. Ability to make sense of complex issues, identify and solve problems and to think on one's feet | A / I |
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| 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 |