

Group Member:		Leeds City College	
Job Title:		Workskills Teacher	
Reports to:		Deputy Head of Department	
Job Grade	T2	Department	Future Pathways

ROLE SUMMARY:

The Workskills teacher within Future Pathways is responsible for designing and delivering a dynamic curriculum focused on career development, work-readiness, and pre-internship preparation. This role involves creating engaging lessons and tutorial sessions that equip learners with essential workskills, including communication, problem-solving, and teamwork, whilst fostering confidence and independence. A key aspect is guiding learners in career exploration, facilitating valuable networking opportunities with industry professionals, and supporting them in securing and succeeding in work experience placements. The teacher will be instrumental in integrating assistive technology into both lesson delivery and workplace planning. Crucially, this role demands proactive engagement and co-creation with employers and third-sector organisations, leveraging strong networking skills to deliver robust employment-based outcomes. A clear understanding of Education, Health and Care Plan (EHCP) outcomes and their direct link to Preparing for Adulthood (PfA) work and employment goals is essential, alongside responsibility for the Internal Quality Assurance (IQA) of workskills and pre-internship provision.

SPECIFIC ROLE RESPONSIBILITIES:

1. **Design, deliver, and internally assure** engaging workskills and pre-internship programs, integrating assistive technology and specialist support for learners.
2. **Guide learners** through career exploration, helping them identify interests and develop essential soft skills for employment readiness.
3. **Facilitate and secure** meaningful work experience placements, providing ongoing support to learners throughout their placements.
4. **Cultivate learner confidence** and independence, preparing them for successful progression into Supported Internships and future employment.
5. **Proactively engage and co-create** with employers and third-sector organizations to build strong networks.
6. **Drive the achievement of strong employment-based outcomes** for learners through strategic partnerships and support.
7. **Ensure clear alignment** between EHCP outcomes and Preparing for Adulthood (PfA) work and employment goals.

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.
12. Deliver inspiring sessions across the curriculum using a wide range of teaching methods.
13. Develop and employ effective assessment activities to track learners progress.
14. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress.
15. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students.
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 open evenings.
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.

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

Job Title:	Workskills Teacher
Department	Future Pathways

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. 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 / C
D	Q5. Holds Assessor/IV Award or willingness to work towards within 2 years	A / C
E	Q6. Recent qualifications or certified training in relation to SEND, Careers Development or Assistive Technology	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Recent teaching delivery in relevant subject areas (PGCE teaching placements / experience would also qualify here) which demonstrates active learning and differentiated teaching styles.	A / I
E	EK2. Proven experience designing and delivering engaging workskills and pre-internship curricula, particularly for learners with diverse needs.	A / I / T
E	EK3. Demonstrable experience integrating assistive technology to support learning and workplace readiness.	
E	EK4. Familiarity with Education, Health and Care Plans (EHCPs) and their link to Preparing for Adulthood (PfA) outcomes, specifically in relation to work and employment goals.	A / I / MT
E	EK5. Experience in facilitating and securing meaningful work experience placements for learners.	
E	EK6. Experience of positively managing student progression, advice and guidance in a school or Further Education setting	A / I
E	EK7. Experience of setting appropriate SMART targets to ensure progression of learners	A / I / T / P / C / MT
E	EK8. Knowledge of current teaching practices and experience of utilising a range of teaching practices to enhance learner journey and progression	A / I / T / P / C / MT
D	EK9. Experience of undertaking internal verification and moderation activities	A / I / T / P / C / MT

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to plan and deliver quality teaching across identified modules	A / I / MT
E	SC2. Strong networking and relationship-building skills to create and	A / I / MT

	leverage partnerships for employment opportunities.	
E	SC3. Ability to design and deliver dynamic and inclusive lessons that cater to a range of learning styles and needs.	A / I / MT
E	SC4. Proficiency in guiding career exploration and developing essential soft skills (e.g., problem-solving, teamwork, communication).	A / I / MT
E	SC5. Proactive approach to co-creation and collaboration with external partners to achieve robust employment outcomes.	A / I / MT
E	SC6. Ability to inspire and motivate learners to achieve their optimum	A / I / MT
E	SC7. Exceptional verbal /written communication and interpersonal skills	I / MT
E	SC8. Ability to be adaptable and flexible towards the requirements of different learner needs	A / I / MT
D	SC9. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	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 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