HARROGATE COLLEGE | Keighley College | LEEDS CITY COLLEGE | LEEDS CONSERVATOIRE | Leeds Sixth Form College | Pudsey Sixth Form College | University Centre Leeds

Luminate EDUCATION GROUP

Job Description

Group Member:		Keighley College	
Job Title:		Teacher of Hair & Barbering	
Reports to:		Programme Manager	
Job Grade	T2	**Department**	Study Programmes

ROLE SUMMARY:
To deliver high-quality teaching, learning, and assessment in Hair and Barbering ensuring students make excellent progress and achieve their full academic potential. The post-holder will inspire learners, develop their understanding of business concepts, and prepare them for examinations, further education, apprenticeships, or employment.

SPECIFIC ROLE RESPONSIBILITIES:

- Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
- Deliver and assess essential knowledge and understanding to learners.
- Create individual SMART learning targets linked to learner study programme/course.
- Be responsible for recording student progress.
- Maintain and update knowledge of the subject and / or vocational area.
- Maintain and update knowledge of educational research to develop evidence-based practice.
- Motivate and inspire students to achieve targets and develop their skills to enable progression.
- Reflect on what works best in teaching and learning to meet the diverse needs of students.
- Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology.
- Carry out internal verification/moderation.
- 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.
- Deliver inspiring sessions across the curriculum using a wide range of teaching methods for identified modules.
- Develop and employ effective assessment activities for identified modules.
- Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
- Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.

- Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
- Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning.
- Carry out internal verification duties in line with quality assurance processes.
- Undertake review processes to develop and improve identified course(s).
- Implement evidence-based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
- Develop and strengthen relationships with learners and provide support to ensure successful outcomes. • Contribute to the marketing of courses, learner IAG and enrolment processes.
- Participate in student recruitment activities, including interviews and open evenings. • Maintain and actively engage in quality and professional standards.
- Participate, as appropriate, in the College's examination process.
- Ensure that effective Induction programmes are delivered for learners.
- Ability to participate in evening/weekend work as required.
- Any other duties that are specific to the department.
- Assistance in the preparation, support and participation of examinations and invigilation across the Group

DEPARTMENTAL RESPONSIBILITIES: TEACHING AND LEARNING:

- Ensure that the preparation, marking, assessment and moderation are completed promptly and efficiently within agreed timescales.
- Effectively manage the delivery of units for each individual learner, including appropriate support where necessary.
- Monitor and track attendance and support the wider departmental strategy
- Continuously demonstrate a commitment towards further professional development including the application of new technologies to improve the effectiveness of learning management.

LEARNERS:

- Motivate and inspire learners to promote achievement and develop their skills to enable progression.
- Ensure an excellent learning experience which allows learners to progress to a high level, higher education or employment or employment and in which their attainment is maximized. • Ensure the highest standard of quality advice, guidance and induction.
- Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
- Contribute to the learner tutorial process ensuring regular review of learner progress and report evenings take place.
- Ensure that the learner retention, achievement and progression rates within all the Dept's provision exceed national average year-on-year.
- Plan, develop and deliver a curriculum which meets the needs of the industry/sector.

QUALITY IMPROVEMENT:

- Promote excellence and continuously improve practice.

- Actively promoting continuous improvement, ensuring compliance with the College's Quality Assurance Policy and Procedures, including participation in curriculum and College's self-assessment reports, Assessment Review Boards, inspection preparation, quality audits and observation of teaching.

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

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Person Specification

Job Title:	Teacher Hair & Barbering
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 / 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 / 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
E	EK3. Experience of setting appropriate SMART targets to ensure progression of learners	A/I
E	EK4. Knowledge of current teaching practices and experience of utilising a range of teaching practices to enhance learner journey and progression	A/I
D	EK5. Experience of undertaking internal verification and moderation activities	A/I

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. Ability to inspire and motivate learners to achieve their optimum	A / I /MT
E	SC3. Exceptional verbal /written communication and interpersonal skills	A / I
E	SC4. Exceptional verbal /written communication and interpersonal skills	A / I /MT
E	SC5. Ability to be adaptable and flexible towards the requirements of different learner needs	A / I /
E	SC6. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I

D	SC6. Ability to provide productive insight into the review process and development of identified courses	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