

Group Member:		Leeds City College	
Job Title:		Course Leader	
Reports to:		Programme Manager	
Job Grade	T3	Department	Sustainable Technologies & Motor Vehicle

CORE RESPONSIBILITIES:

1. Responsible for retention, achievement, progress/value added, attendance and positive progression rates for an identified course or courses within the Sustainable Technologies curriculum, covering Motor Vehicle Technologies and Electric Vehicles.
2. Ensure high-quality and effective delivery across the Sustainable Technologies team, integrating best practices from various industries.
3. Develop modules, units, and courses focused on Motor Vehicle and Sustainable Technologies.
4. Responsible for aligning new curriculum developments with industry trends, government policy, awarding body guidelines, and the needs of the local community, economy, and employers, particularly in the field of sustainable and eco-friendly technologies.
5. Deliver and assess essential knowledge and skills in motor vehicle maintenance and repair and related technologies to learners, promoting cross-sectoral application.
6. Plan, prepare, and develop schemes of work, lesson plans, teaching resources, and assessment strategies that incorporate innovative and industry-relevant practices in sustainable technologies.
7. Support the professional development of team members by ensuring they stay updated on advancements and innovations in sustainable technologies and related vocational areas.
8. Motivate and inspire students to achieve their targets, emphasizing the development of transferable skills and knowledge to enable progression within a variety of technical fields.
9. Reflect on effective teaching and learning practices that address the diverse needs of students in the sustainable technologies sector, engaging in continuous professional development and research.

10. Collaborate with the course team to adapt curriculum delivery to maximize efficiency and effectiveness, incorporating emerging trends and techniques in motor vehicle repair and maintenance and sustainable technologies.
11. Monitor and record student progress, setting individual and group targets that reflect the specific demands and competencies required in the sustainable technology industry.
12. Develop and implement effective assessment strategies, providing constructive and timely feedback that motivates students to excel and meet industry standards.
13. Promote the Sustainable Technologies program and provide high-quality Information, Advice, and Guidance (IAG) through participation in open days, transition activities, enrolment, and induction events, showcasing the diverse career opportunities in the field.
14. Complete a course-level self-assessment report and maintain a robust quality improvement plan for Sustainable Technologies courses.
15. Conduct internal verification and moderation to ensure assessment standards meet the requirements of both the college and the industries served, maintaining a focus on sustainability and innovation.
16. Line management of staff, for example in remote or workshop settings where other managers are not easily located.

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 relational 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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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 / I / C
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education or school sector.	A / I / P

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant experience, knowledge and skills to enable delivery of a range of levels across the	A / I / MT

	curriculum, which demonstrates active learning and differentiated teaching styles.	
E	EK2. Experience of positively managing student and group progression, advice and guidance in a school or Further Education setting	A / I
E	EK3. Experience developing creative learning materials for groups of learners	A / I / MT
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 develop and deliver strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I
E	SC2. Ability to plan and deliver quality teaching across identified cohorts	A / I
E	SC3. Ability to work as a pro-active and supportive member of a team, with skills to lead in a particular area of the curriculum	A / I
E	SC4. Ability to inspire and motivate learners to achieve their best	A / I / MT
E	SC5. Exceptional verbal /written communication and interpersonal skills	A / I / MT
E	SC6. Ability to provide productive insight into the review process and development of identified courses	A / I
D	SC7. 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 relational practice approaches	I