

Job Description

Group Member:		Keighley College	
Job Title:		Teaching Facilitator	
Reports to:		Programme Manager	
Job Grade	T1	Department	Building Services

ROLE SUMMARY:

This post is to jointly operate as a workshop facilitator within a workshop environment and to carry out general technician duties.

To create a positive learning environment to all learners through the planning, preparation and delivery of training.

SPECIFIC ROLE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, lesson plans, teaching and learning resources, including the development of on-line learning resources, for identified modules.
2. Deliver sessions across the curriculum using a wide range of teaching methods for identified modules.
3. Develop and employ assessment activities for identified modules.
4. Assess student work, provide feedback to help the learner improve and record learner's progress for identified modules.
5. Create individual learning plans, which include targets.
6. Prepare materials for teachers, lessons and learners
7. Place orders for the department.
8. Any other admin tasks that are required for the efficiency of the department.

CORE RESPONSIBILITIES:

- Plan, prepare and develop schemes of work, lesson plans, teaching and learning resources, including the development of on-line learning resources, for identified modules.
- Deliver sessions across the curriculum using a wide range of teaching methods for identified modules.
- Develop and employ assessment activities for identified modules.
- Assess student work, provide feedback to help the learner improve and record learner's progress for identified modules.
- Create individual learning plans, which include targets.

- Record and monitor progress against individual targets. Implement interventions where needed for students on identified modules.
- Provide documentation required in line with quality assurance processes
- Inform the review process to develop and improve identified modules, units and course(s).

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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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
D	Q1. Holds a L3 Teaching qualification	C / A
E	Q2. Relevant highest level vocational qualification in teaching subject.	C / A
E	Q3. English and Maths at Level 2 or above and willingness to improve in one or both disciplines.	C / A
E	Q4. Relevant up to date subject knowledge.	I
E	Q5. Relevant qualifications or a willingness to gain qualifications.	C / A
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 Person Specification curriculum, which demonstrates active learning and differentiated teaching styles.	I
E	EK2. Experience of positively managing student and group progression, advice and guidance in a school or Further Education setting	I
E	EK3. Experience developing creative learning materials for groups of learners	I
E	EK4. Substantial experience of undertaking internal verification and moderation activities	I
E	EK5. Proven commitment to continuous professional development	I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SK1. Ability to develop and deliver strategies to	I

	improve retention, achievement, success and attendance rates for groups of learners	
E	SK2. Ability to plan and deliver quality teaching across identified cohorts	I
E	SK3. Ability to work as a pro-active and supportive member of a team, with skills to lead in a particular area of the curriculum	I
E	SK4. Ability to inspire and motivate learners to achieve their best	I
E	SK5. Exceptional verbal /written communication and interpersonal skills	I
E	SK6. Ability to provide productive insight into the review process and development of identified courses	I
E	SK7. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A
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