

Group Member:		Leeds City College	
Job Title:		Course Leader	
Reports to:		Head of Department or Deputy HOD	
Job Grade	T3	Department	Foundation Studies

ROLE SUMMARY:

Course Leader to lead a team of Teachers and Trainers on a curriculum focusing on the Preparation for Adulthood framework. Ensuring students are progressing throughout the curriculum area and mapping of targets and outcomes are ongoing and to a high standard.

SPECIFIC ROLE RESPONSIBILITIES:

1. Responsible for monitoring the retention, achievement, progress/value added, attendance and positive progression within Foundation Studies.
2. Maintain high quality and effective delivery across the course team.
3. Deliver and assess essential knowledge and understanding to learners within teaching commitment.
4. Plan, prepare and develop schemes of learning, teaching and learning resources and assessment plans and ensure these are in place for all the course(s) teaching activity.
5. Help to ensure all team members maintain and update knowledge of all mandatory training and subject areas.
6. Ability to participate in evening/weekend work as required.

CORE RESPONSIBILITIES:

1. Motivate and inspire students to achieve targets and develop their skills to enable progression.
2. Reflect on what works best in teaching and learning to meet the diverse needs of students.
3. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency
4. Be responsible for recording student progress and meeting individual and group learner targets.
5. Develop and employ effective assessment activities and ensure student work is assessed with constructive and timely feedback provided that motivates and inspires students to improve and achieve.

6. Market courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
7. Complete a course level self-assessment report and maintain the course quality improvement plan.
8. Carry out internal verification/moderation.
9. Line manage Teachers and Trainers within Foundation Studies.
10. Any other duties that are specific to the department.
11. 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

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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. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Good knowledge of Equality legislation and the rights of disabled individuals within the workplace	A / C
E	Q3. Relevant recognised professional attainments.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Relevant up to date subject SEND knowledge.	A / I
E	EK2. Knowledge of Government policy in relation to SEND education and training, including its funding and curriculum / qualification reform.	A / I

E	EK3. Relevant experience, knowledge and understanding of working in the SEND Sector.	A / I
E	EK4. Proven experience managing staff in an educational setting.	A / I
E	EK5. Experience of working positively with young people and adults with learning difficulties/disabilities/PMLD	A / I
E	EK6. A good understanding of Safeguarding policy and wellbeing practice.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Professional and Technical Knowledge Has full command and use of relevant professional/technical knowledge and job-related knowledge and skills.	A / I
E	SC2. Organisational and Education sector knowledge. Effective knowledge of the college and an appreciation of the wider educational issues.	A / I
E	SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I
E	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action	A / I

	Focuses on making progress, achieving results. Keen to get going and keep going.	
E	SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership/management styles. Gauging own impact as a leader/manager.	A / I
E	SC12. Enduring Resilience Continually exuding optimism and a 'can do'	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