

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Deputy Head of Department – Curriculum	
<b>Reports to:</b>		Head of Department	
<b>Job Grade</b>	T5	<b>Department</b>	Adult, Community and ESOL

### CORE RESPONSIBILITIES:

1. Lead on adult provision including Teaching Assistant courses, Childcare, Hair & Beauty and IQA/assessor courses, located at multiple sites across Leeds City College. Ideally, you will have a specialism in one of these curriculum areas.
2. Lead on assessor and IQA qualifications across the Luminate Group
3. Centre lead for Deacon House for matters arising on a day-to-day basis
4. Support the Head of Department in all aspects of the department's leadership and management, particularly around quality, teaching, learning and assessment and securing outstanding outcomes for students
5. Be a role model across the department for outstanding teaching and learning
6. Line manage teachers and other staff within the department and ensure that they develop their professional practice
7. Ensure the department is efficiently run and delivers its financial contribution targets
8. Ensure that all courses within the department are run effectively and meet awarding body, funding and quality requirements.
9. Lead on all aspects for a defined section of provision within the department, including:
  - a. Ensuring its curriculum is responsive to national and local priorities and
  - b. Adapting and developing provision to meet local demands
  - c. Responding to funding changes and develop provision in growth areas
  - d. Securing outstanding outcomes for students and employers

### STUDENTS

10. Provide an excellent learning experience which allows students to progress to a higher level, higher education or employment and in which their attainment is maximised.
11. Ensure the highest standard of quality advice, guidance and induction
12. Ensure that student retention, achievement, success and progression rates within the department exceed national average year-on-year
13. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.

14. Ensure that each course is effectively planned, using a whole course approach, so that teaching, learning and assessment methods are effective and reviewed regularly.
15. Ensure that learning materials, lesson plans, schemes of work and assignments are designed for a high quality learning experience that maximises outcomes for students
16. Promote the benefits of technology and support students in its use
17. Ensuring appropriate tutor support is provided to all students.

## **TEACHING AND LEARNING**

18. Lead and model outstanding teaching, learning and assessment through the delivery of up to 434 hours of teaching a year
19. Encourage a culture where teachers develop, and are supported to achieve, professional standards, including:
  - a. Developing their own judgement about what works and does not work in their own teaching and training
  - b. Develop deep and critically informed knowledge and understanding in theory and practice
  - c. Develop their expertise and skills to ensure the best outcomes for students
20. Undertake regular classroom visits of all staff within the Department (and contribute to the cross-college observation processes if required), including learning walks
21. Ensure that all preparation, marking, assessment and moderation is completed promptly and efficiently within agreed timescales
22. Take part, as required, in the interviewing of prospective students and to ensure that the programme of learning is appropriate for the needs of the individual learner
23. Ensure all students receive their entitlement of additional learning support
24. Effectively manage the delivery of creative and active learning for each individual student, including appropriate support where necessary
25. Ensure that staff in the Department:
  - a. maintain and update their subject area knowledge, including appropriate industrial updating
  - b. maintain and update their knowledge of educational research to develop evidence-based practice
  - c. Apply theoretical understanding of effective practice in teaching, learning and assessment, drawing on research and other evidence
  - d. Are able to manage and promote positive student behaviour
26. Continuously demonstrate a commitment towards further professional development including in the application of new technologies to improve the effectiveness of learning management

## **CURRICULUM DEVELOPMENT, PLANNING AND COURSE DELIVERY**

27. Assist with the recruitment of students to target levels
28. Ensure the Department effectively participates in the student recruitment and admissions process, including open evenings, external visits, marketing activities, interviewing and enrolment

29. Ensure that all staff in the Department liaise with the examinations department and moderators/verifiers to ensure compliance with awarding body requirements, including undertaking internal verification if required
30. Prepare, review and update regularly, curricular and associated teaching schemes and materials, and to have these available for observations as required
31. Contribute to the college's curriculum and strategic planning processes and to lead this in defined sections of the Department

## **TUTORIAL SUPPORT**

32. Help ensure the effective operation of the College's tutorial programme within the Department
33. Provide active support to learners
34. Help ensure that College regulations and policies are upheld and instigate student disciplinary procedures where necessary
35. Receive and act on learner feedback

## **QUALITY IMPROVEMENT**

36. Promote excellence and continuously improve practice
37. Actively promoting continuous improvement, ensuring compliance with the Colleges quality assurance policy and procedures, including participation in curriculum and College self assessment reports, inspection preparation, quality audits and observation of teaching
38. To work with the Internal Quality Lead Verifier to ensure effective management of the Internal and External verification procedures including assuming the role of Internal Verifier, if appropriate
39. Ensure the effective management and supervision of educational visits and compliance with Health and Safety requirements
40. Network with Colleagues to promote good practice across the curriculum area, Faculty and College
41. Support the transfer, and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

## **LEADERSHIP AND MANAGEMENT:**

42. Provide effective and supportive leadership and management to maximise individual and team performance.
43. Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management
44. Support appropriate staff with the strategic development and management of learning programmes and curriculum development within and beyond the Programme Area
45. Ensure that the courses offered within the Curriculum Area have established progression routes
46. Provide academic and professional support and guidance to staff within the Curriculum Area (including learning mentors), ensuring that CPD is maintained by all staff

47. Help ensure effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations
48. Help ensure effective management of data collection and ensuring full staff compliance with Data Management procedures
49. Maintain appropriate Continuous Professional Development, including the attendance on all training events identified for you by your line manager, to ensure the highest standards of quality
50. Undertake mentoring with new staff within the Programme Area
51. Represent the college at local management groups to ensure the college contributes to meeting local priorities
52. Work collaboratively with voluntary and statutory agencies to provide a holistic supportive offer for students
53. Help identify creative funding solutions including alternative funding options to provide a relevant and cost effective curriculum tailored to the diverse needs of students
54. Act as an observer to support the colleges observation of teaching and learning.

### **GENERAL**

55. Build positive and collaborative relationships with colleagues, students, employers and partners
56. Co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in College staff review and development schemes
57. Compliance with all College and Awarding Body policies and procedures
58. Comply with all legislative and regulatory requirements
59. To promote a positive image of the College
60. Any other duties commensurate with the level of the post, which may be required from time to time

### **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 Luminare 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*

**Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

**Passion**

*Encouraging all to have aspiration and passion in everything they do.*

**Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

**Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

**Creative**

*Always hungry to learn and looking ahead so we can be responsive*

<b>Job Title:</b>	Deputy Head of Department
<b>Department</b>	Adult, Community and ESOL (ACE)

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

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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. Level 5 teaching qualification. Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Relevant professional level 4 qualification and/or degree.	A / C
E	Q4. Level 4 Internal Quality Assurance qualification	A / C
E	Q5. Level 3 assessor qualification	A / C
D	Q6. A leadership qualification	A / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Relevant up to date subject knowledge of at least one vocational area being delivered	A / I

	(teaching assistant, childcare, hair & beauty)	
E	EK2. Knowledge of Government policy in relation to education and training, including its funding and curriculum / qualification reform	A / I
E	EK3. Relevant experience, knowledge and understanding of working positively with adults in the FE sector	A / I
E	EK4. Proven experience managing staff in an educational setting	A / I
E	EK5. Proven experience managing the curriculum, including planning, monitoring and reviewing and quality assurance	A / I
E	EK6. Substantial experience of undertaking internal verification and moderation activities	A / I
D	EK7. Experience of successful administration and management of financial budgets	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	<b>SC1. Professional and Technical Knowledge</b> Has full command and use of relevant professional / technical knowledge and job related knowledge and skills.	A / I
E	<b>SC2. Organisational and Education sector knowledge.</b> Effective knowledge of the college and an appreciation of the wider educational issues.	A / I
E	<b>SC3. Interpersonal and Communication skills</b> 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	<b>SC4. Influencing skills</b> Takes effective action to affect the behaviour and decisions of other people.	A / I
E	<b>SC5. Critical thinking</b> Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	<b>SC6. Self-management and learning</b>	A / I

	Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	
E	<b>SC7. Achievement and Action</b> Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	<b>SC8. Initiative and innovation</b> Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	<b>SC9. Strategic perspective</b> Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	<b>SC10. Capacity for change</b> Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	<b>SC11. Emotional Intelligence</b> Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	<b>SC12. Enduring Resilience</b> Continually exuding optimism and a 'can do' attitude.	A / I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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