

<b>Organisation:</b>	Harrogate College
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	[N/A]
<b>Core Job Role:</b>	Course Leader
<b>Job Title:</b>	Course Leader – Electrical Installation
<b>Reports to:</b>	Programme Manager/ Deputy Head of Department
<b>Grade</b>	T3 (formally SO2)
<b>Date of compilation:</b>	May 2023

### CORE RESPONSIBILITIES:

1. Responsible for retention, achievement, progress/value added, attendance and positive progression rates for an identified course or courses.
2. Maintain high quality and effective delivery across the course team.
3. Develop new modules, units and course.
4. Responsible for developing new units, modules and courses in line with government policy, awarding organisation developments and student demand as well as local community, economic and employer requirements.
5. Deliver and assess essential knowledge and understanding to learners.
6. Plan, prepare and develop schemes of work, lesson plans, teaching and learning resources and assessment plans and ensure these are in place for all the course(s) teaching activity.
7. Help to ensure all team members maintain and update knowledge of the subject and / or vocational area.
8. Motivate and inspire students to achieve targets and develop their skills to enable progression.
9. Reflect on what works best in teaching and learning to meet the diverse needs of students and engage in scholarly activity.
10. Develop and adapt curriculum delivery with the course team to maximise its effectiveness and efficiency
11. Be responsible for recording student progress and meeting individual and group learner targets.
12. 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.

13. Market courses and provide high quality IAG (including full participation in open days, transition activity, enrolment and induction).
14. Complete a course level self-assessment report and maintain the course quality improvement plan.
15. Carry out internal verification/moderation.
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 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 our Organisational Culture:

#### **Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

#### **Ownership & performance**

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

#### **Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

#### **Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

#### **Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

#### **Collaborative & responsive**

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

## Person Specification

<b>Job Title:</b>	Course Leader
<b>Department</b>	Click or tap here to enter text.

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
E	Q5. Holds a minimum of a Level 3 or specialist qualification in Electrical Installation.	A / I / C
E	Q6. • Hold 18th Edition qualifications	A / I / C

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Relevant 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 / MT
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
E	EK6. Knowledge and industry experience within the curriculum area.	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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.	A / I / T

	Microsoft Word, Access and Excel and Google platforms	
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<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 restorative practice approaches	I