

Organisation:	Luminate Education Group
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	Leeds City College
Core Job Role:	Teacher
Job Title:	Teacher - ESOL
Reports to:	Deputy and head of department
Grade	T2
Date of compilation:	July 2024

ROLE SUMMARY:

- Ability to lead and facilitate group activities, fostering positive group dynamics, managing conflict, and promoting teamwork, communication, and problem-solving skills.
- Excellent communication skills, with strong interpersonal skills to build rapport, motivate, and empower young ESOL people.
- Must possess empathy and understanding for the unique challenges faced by asylum seekers and children looked after, and those who are care experienced.
- Experience working with diverse groups of young people, promoting inclusion and sensitivity to individual backgrounds and cultures.
- Experience working with young people aged 16-23, particularly those facing barriers like unemployment, underachievement, or additional support needs.

SPECIFIC ROLE RESPONSIBILITIES:

1. Maintain and update knowledge of the subject and / or vocational area
2. Maintain and update knowledge of educational research to develop evidence- based practice
3. Motivate and inspire students to achieve targets and develop their skills to enable progression.
4. Reflect on what works best in teaching and learning to meet the diverse needs of students

5. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology
6. Carry out internal verification/moderation.
7. Plan, prepare and develop effective schemes of work, lesson plans, teaching and learning resources including the development of on-line learning resources for identified modules.
8. Deliver inspiring sessions across the curriculum using a wide range of teaching methods for identified modules.
9. Develop and employ effective assessment activities for identified modules.
10. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
11. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.
12. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
13. Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning
14. Carry out internal verification duties in line with quality assurance processes.
15. Undertake review processes to develop and improve identified course(s).
16. Implement evidence-based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
17. Develop and strengthen relationships with learners and provide support to ensure successful outcomes.
18. Contribute to the marketing of courses, learner IAG and enrolment processes.
19. Participate in student recruitment activities, including interviews and open evenings.
20. Maintain and actively engage in quality and professional standards.
21. Participate, as appropriate, in the College's examination process.
22. Ensure that effective Induction programmes are delivered for learners.

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CORE RESPONSIBILITIES:

1. Plan, develop and deliver a curriculum which effectively meets the needs of learners and employers.
2. Deliver outstanding outcomes in terms of retention, achievement, success and progression
3. Exceed targets for income diversity and volume, as well as for financial contribution
4. Provide leadership in the enhancement of learning and teaching
5. Provide day to day line management for staff and leadership to staff working within the Department/School across all Campuses.
6. Lead curriculum staff to contribute effectively to the strategic aims of the College and ensure that local, regional and national priorities are met
7. To respond to national and local priorities and to adapt and develop provision to meet local demands
8. To respond to funding changes and develop provision in growth areas
9. To be a role model across the curriculum area for outstanding teaching and learning
10. To performance manage lecturers and other staff within the Department/School and ensure that they develop their professional practice
11. To lead the Department/School and secure outstanding outcomes for students and employers
12. To ensure the Department/School is efficiently run and delivers its financial contribution targets
13. To ensure that all courses within the Department/School are run effectively and meet awarding body, funding and quality agency requirements.

STUDENTS

14. Motivate and inspire students to promote achievement and develop their skills to enable progression
15. To 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.
16. To ensure the highest standard of quality advice, guidance and induction
17. To ensure that student retention, achievement, success and progression rates within the Department/School exceed national average year-on-year
18. Enable students to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
19. To ensure that each course is effectively planned, using a whole course, approach, so that teaching, learning and assessment methods are effective and reviewed regularly.
20. To 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
21. To contribute to the student tutorial process ensuring regular review of student progress and report evenings take place. Ensuring appropriate tutor support is provided to all students.
22. To plan, develop and deliver a curriculum which meets the needs of the industry/sector

TEACHING AND LEARNING

23. To lead and model outstanding teaching, learning and assessment through the delivery of a small amount of teaching (Amount negotiable with the Deputy/Director on a School by School basis).
24. Encourage a culture where teachers develop, and are supported to achieve, professional standards, including:
25. 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.
26. Develop their expertise and skills to ensure the best outcomes for students 21. To deliver for students: a. initial and diagnostic assessment b. target setting (including stretching targets and high grades, using LAT or ALP measures where appropriate) c. induction d. individual learning plans e. effective learning, with high quality assessment and developmental feedback f. support high levels of achievement and progression g. English, Maths or Functional skills are delivered and achieved at the required level
27. To undertake regular observations of all staff within the Department/School (and contribute to the cross College observation processes if required), including developmental, walk through and other observations.
28. To ensure that all preparation, marking, assessment and moderation is completed promptly and efficiently within agreed timescales
29. To 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 25. To ensure all students receive their entitlement of additional learning support 26. Effectively manage the delivery of creative and active learning for each individual student, including appropriate support where necessary
30. Ensure that staff in the Department/School:
31. 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
32. 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

33. To assist with the recruitment of students to target levels
34. To ensure the Department/School effectively participates in the student recruitment and admissions process, including open evenings, external visits, marketing activities, interviewing and enrolment
35. Ensure that all staff in the Department/School liaise with the examinations department and moderators/verifiers to ensure compliance with awarding body requirements, including undertaking internal verification if required
36. To prepare, review and update regularly, curricular and associated teaching schemes and materials, and to have these available for observations as required
37. To contribute to the college's curriculum and strategic planning processes and to lead this in the Department/School

TUTORIAL SUPPORT

38. To ensure the effective operation of the College's tutorial programme within the Department/School
39. Provide active support to learners
40. To help to ensure that College regulations and policies are upheld and instigate student disciplinary procedures where necessary
41. To receive and act on learner feedback

QUALITY IMPROVEMENT

42. To promote excellence and continuously improve practice
43. 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
44. 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
45. To ensure the effective management and supervision of educational visits and compliance with Health and Safety requirements
46. To network with Colleagues to promote good practice across the curriculum area, Faculty and College
47. To support the transfer, and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

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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.*

Leeds City College

Person Specification

Job Title:	Teacher
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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
D	Q5. Holds Assessor/IV Award or willingness to work towards within 2 years	A / I / C

Experience and Knowledge

Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Recent teaching delivery in relevant subject areas (PGCE teaching placements/experience would also qualify here) which demonstrates active learning and differentiated teaching styles.	A / I / MT
E	EK2. Experience of positively managing student progression, advice and guidance in a school or Further Education setting	A / I
E	EK3. Experience of setting appropriate SMART targets to ensure progression of learners	A / I / T
E	EK4. Knowledge of current teaching practices and experience of utilising a range of teaching practices to enhance learner journey and progression	A / I / MT
D	EK5. Experience of undertaking internal verification and moderation activities	A / I

Skills and Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
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E	SC1. Ability to plan and deliver quality teaching across identified modules	A / I / MT
E	SC2. Ability to inspire and motivate learners to achieve their optimum	A / I / MT
E	SC3. Exceptional verbal /written communication and interpersonal skills	I / MT
E	SC4. Ability to be adaptable and flexible towards the requirements of different learner needs	A / I / MT
D	SC5. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A / I / T
D	SC6. Ability to provide productive insight into the review process and development of identified courses	A / I

Behavioural, Values and Ethos

Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Commitment to the College's support and promotion of Equality and Diversity	I
E	B2. Committed to child protection and the promotion of a safe environment for children and young people to learn in	I
E	B3. Commitment and awareness to the Prevent agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I