

Group Member:		Leeds City College	
Job Title:		Teacher (Education and Early Years)	
Reports to:		Deputy Head of Department	
Job Grade	T2	Department	Education and Early Years

ROLE SUMMARY:

Leeds City College are looking for an inspiring Education and Early Years teacher who has a passion for teaching and learning, along with the ability to engage and motivate students who are training to work in primary schools and early years settings. The ideal candidate will be passionate about students, ensuring that they are provided with an outstanding learning journey whilst at Leeds City College. We welcome applications from primary and early years practitioners, and full teacher training can be provided alongside the role.

The Department of Education and Early Years has over 30 staff working within it to support approximately 600 students. Achieving their qualification can be life changing for those who wish to progress into employment within primary education and early years settings, or move on to further or higher education.

Our team is committed to developing students' belief in their own ability, engaging them in both their work placement practice in schools and early years environments and in their lessons, while encouraging continuous progress. We believe in creating a positive and inclusive learning environment, using restorative and supportive approaches to develop learners' confidence. Students are encouraged to recognise their unique abilities and talents and to take pride in the progress they make.

CORE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, lesson plans and high-quality teaching and learning resources, including online and blended materials.
2. Deliver engaging and inclusive teaching using a range of effective methods to meet the diverse needs of learners.
3. Design and implement assessment activities, provide timely and constructive feedback, set SMART targets and accurately monitor and record learner progress, implementing appropriate interventions where required.
4. Support, motivate and inspire learners to achieve their goals, fostering positive relationships and promoting progression, wellbeing and high expectations.

5. Maintain up-to-date subject knowledge and apply evidence-based teaching, learning and assessment practices informed by current research.
6. Reflect on and continuously improve teaching practice, adapting delivery methods and making effective use of technology to enhance learning.
7. Contribute to quality assurance processes, including internal verification, moderation, course review and compliance with awarding body and college requirements.
8. Participate in learner recruitment, induction, information, advice and guidance, and promotional activities.
9. Promote high standards of attendance, retention and achievement, contributing to overall learner success and the college's professional standards.

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 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.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 subject knowledge and recent delivery in the Further Education or school sector	A / I / P
E	Q5. Practical working knowledge of the Primary National Curriculum and/or EYFS	A / I / P

D	Q6. Holds Assessor/IV Award or willingness to work towards within 2 years	A / I / C
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Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
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 utilizing a range of teaching practices to enhance learner journey and progression	A / I / MT
E	EK5. Experience of undertaking internal verification and moderation activities	A / I
D	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
D	EK2. Experience of positively managing student progression, advice and guidance in a school or Further Education setting	A / I
D	EK5. Experience of undertaking internal verification and moderation activities	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
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	A / I / MT
E	SC4. Ability to be adaptable and flexible towards the requirements of different learner needs	A / I / MT
E	SC5. IT literate including knowledge of word processing, spreadsheets and databases i.e.	A / I / T

	Microsoft Word, Access and Excel and Google platforms	
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. 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