

Job Description

Group Member:		Luminate Group Services	
Job Title:		Deputy Head of Teaching, Learning and Assessment	
Reports to:		Deputy Director of Teaching, Learning and Assessment	
Job Grade	T5	Department	Teaching, Learning and Assessment (TLA)

SPECIFIC ROLE RESPONSIBILITIES:

1. To deputise for the Deputy Director of TLA in their absence.
2. Drive the TLA vision & strategy, supporting curriculum management and teams to improve TLA, progress and outcomes for learners.
3. To work in partnership with colleagues across Luminate Education Group to raise standards
4. Provide pedagogic advice, guidance and support to shape a more creative and innovative approach to curriculum design and delivery.
5. To work with the Deputy Director of TLA and Deputy Director of Quality Standards to inform, support and quality assure action plans for improvement, measuring their impact as part of the Quality Improvement Plan (QIP).
6. To work as part of a team with a peer network of curriculum and directorate heads and managers with responsibilities for; English & maths, digital, innovation and ilearn, data and performance, apprenticeships and quality.
7. To work in partnership with the Head of Student Engagement to quality assure the delivery of tutorials across the college.
8. Lead the development of staff skills and improvements in TLA, through the design and delivery of staff training, mentoring/coaching and professional learning activities.
9. To lead the team of Advanced Practitioners to personalise and deliver targeted professional learning, through CPD opportunities.
10. To inform quality assurance processes for resources, assessment and training that are developed for staff and students.
11. To coordinate the sharing and showcasing of best practices across the college through communities of practice, social networking, lesson visits, learning walks, mentoring/coaching, staff development, training and workshops.
12. Supporting staff to be reflective practitioners who are able to change and improve classroom performance and behaviours, to maximise impact on TLA.

13. To embody excellence in standards of TLA whilst visibly promoting the college values.
14. To work with the Deputy Director of TLA to coordinate the lesson visit process and the licensing of curriculum managers, as part of the Licence to Visit process.
15. To gather and interpret quantitative and qualitative data from quality assurance activity to produce and present reports with supporting evidence.
16. To network and be an ambassador for TLA for the organisation, both internally and externally.
17. Maintain and update knowledge of digital and innovation advancements, educational research and evidence-based practice, actively enhancing own learning, skills and experience through appropriate professional learning.
18. Actively disseminate educational research, ensuring its accessibility and relatedness for staff to apply to and improve their own practice.
19. To maintain records and evidence of activities undertaken, to assess the impact on TLA and effectiveness in the role.
20. To attend/contribute to central Quality and TLA team meetings as required.
21. To assist in the recruitment process for teaching posts when required and to support the effective induction, training and development needs of new staff in their initial probationary period.
22. To teach for a specified amount of time in a curriculum area and in alignment with own subject specialism.

CORE RESPONSIBILITIES:

1. Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management.
2. Build positive and collaborative relationships with colleagues, students, employers and partners.
3. Compliance with all College policies and procedures.
4. Compliance with all legislative and regulatory requirements.
5. 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 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

Person Specification

Job Title:	Deputy Head of Teaching, Learning and Assessment
Department	Directorate of Quality, Teaching and Learning

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. Teachers, Trainers and Lecturers must hold a level 5 Teaching Qualification.	A / C
E	Q2. Consistent lesson visit profile of good or better teaching.	A / I
E	Q3. English and Mathematics at Level 2 or above.	A / C
D	Q4. Relevant degree or highest professional qualification appropriate to the subject/specialism.	A / I / C
E	Q5. Google Educator Level 1 or a willingness to work towards within the first year of appointment.	A / I / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Recent experience of teaching in FE	A / I
E	EK2. A proven track record of developing innovative practice	A / I / P
E	EK3. Demonstrates current knowledge and understanding of pedagogy and a holistic approach to teaching, learning and assessment	A / I / P
D	EK4. Demonstrates significant experience of working successfully with staff across college or in different roles, to support curriculum innovation	A / I
E	EK5. A proven track record of raising standards and improving performance e.g. attendance, retention, achievement, success, value added, progression	A / I
D	EK6. Up to date knowledge of educational and technological research to develop evidence based practice	A / I / P
D	EK7. Experience of embedding digital skills effectively to improve TLA	A / I
E	EK8. Knowledge of a range of learning strategies and how these can be used to ensure maximum impact in improving student retention and attainment	A / I
D	EK9. Experience and knowledge of different types of observation of teaching, learning and assessment	A / I
E	EK10. Proven track record in supporting staff to improve performance in teaching, learning and assessment	A / I
E	EK11. Recent experience of facilitating or contributing to staff development events or professional learning activity	A / I
E	EK12. Leadership experience with evidence of positive impact	A / I / P
D	EK13. Experience of line management and the development of people and their performance	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Evidencing excellence in TLA	A / I / P
E	SC2. Evidence of innovation in TLA, beyond traditional classroom delivery	A / I
E	SC3. Proven ability in setting targets, monitoring and reviewing outcomes	A / I
E	SC4. Ability to project manage and coordinate tasks	A / I
E	SC5. Excellent communication and interpersonal skills	A / I / P
E	SC6. Ability to utilise coaching and mentoring skills	A / I
E	SC7. Demonstrated leadership skills in a professional context	A / I / P
E	SC8. Ability to motivate, inspire and enthuse staff and learners	A / I
E	SC9. Excellent organisational and presentation skills	A / I / P
E	SC10. Ability to use initiative, problem solve and overcome barriers	A / I
E	SC11. Ability to take responsibility and work on own initiative with minimum supervision and guidance	A / I
E	SC12. Ability to gather and interpret quantitative and qualitative data to monitor, review and report on impact and progress, including your own	A / I
D	SC13. Networking skills and the ability to be an ambassador for TLA for the organisation, both internally and externally	A / I / P

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