

Job Description

Group Member:		Leeds City College	
Job Title:		Teacher - PMLD	
Reports to:		Programme Manager	
Job Grade	T2	Department	The Vine

ROLE SUMMARY:

Teacher to deliver teaching and support the PMLD and Complex needs department.

SPECIFIC ROLE RESPONSIBILITIES:

1. To incorporate a bespoke teaching around Sensory and Cognition needs with a college for those with complex needs.
2. Recognising the importance of supporting sensory processing needs to enable learning to be tailored to meet needs.
3. Plan, prepare and develop schemes of learning, session plans, teaching and learning resources, learning and assessment plans.
4. Deliver and assess essential knowledge and understanding to PMLD learners.
5. Create individual SMART learning targets linked to learner study programme/course and EHCPs..
6. Be responsible for recording student progress using a range of platforms and assessments.
7. Maintain and update knowledge of PMLD, the subject and / or vocational area (Sensory and Cognition)
8. Maintain and update knowledge of educational research to develop evidence- based practice
9. Motivate and inspire students to achieve targets and develop their skills to enable progression.
10. Reflect on what works best in teaching and learning to meet the diverse needs of students
11. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology
12. Carry out internal verification/moderation.

Quality and Performance

- Provide a level of cover and support in the absence of staff or when necessary.
- Development of resources and learning materials to meet the needs of identified groups.
- Support the department in the running of blended learning models of delivery where needed.
- Support the wider team to re-engage learners.

- Any other duties as requested by the management team that drives the strategic aims.
- To ensure systems for recording and monitoring learner progress are fit for purpose and provide effective management information to support reporting of best practice and areas for further development, and support intervention strategies that maximise and impact on progress.
- To design and deliver training and CPD for curriculum departments, to ensure staff understand and can meet internal and external quality assurance requirements.
- To achieve the college Licence to Observe status and take an active part in the observation of TLA, for quality improvement and the sharing of best assessment practice.

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

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Department	The Vine

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 / C
E	Q4. Relevant up to date subject knowledge on multisensory teaching and recent delivery in the Further Education or school sector.	A / C
E	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 Highest level technical qualification in relevant work-related discipline	A / C
E	EK2. Experience of working in industry within at least one of the relevant curriculum areas relating to the role (e.g. literacy, numeracy, personal development, life skills and multi-sensory learning.	A / I / C
E	EK3. Relevant experience, knowledge and understanding of working in the Sector.	A / I
E	EK4 Experience of working with young people	A / I
E	EK5. Experience of working with employers and other stakeholders	A / I
E	EK6. At least 1 year experience of working with High Needs learners, both LDD and Complex Needs	A / I
E	EK7. Experience of working positively with young people and adults.	A / I
D	EK8. Experience of successful administration and management of financial budgets.	A

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Professional and Technical Knowledge Excellent written and verbal communication skills	A / I / MT
E	SC2. Organisational and Education sector knowledge. Ability to work effectively with learners at different levels and barriers	A / I / MT
E	SC3. Interpersonal and Communication skills 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 / MT

E	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	SC12. Enduring Resilience Continually exuding optimism and a 'can do' attitude.	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