

Group Member:		Leeds City College	
Job Title:		Teacher – Digital and IT	
Reports to:		Deputy HOD	
Job Grade	T2	Department	Digital Information Technologies

SPECIFIC ROLE RESPONSIBILITIES:

1. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
2. Deliver and assess essential knowledge and understanding to learners. This includes BTEC (Levels 1-3), Access to HE and Digital T Levels.
3. Create individual SMART learning targets linked to learner study programme/course.
4. Be responsible for recording student progress.
5. Maintain and update knowledge of the subject and/or vocational area.
6. Maintain and update knowledge of educational research to develop evidence-based practice.
7. Motivate and inspire students to achieve targets and develop their skills to enable progression.
8. Reflect on what works best in teaching and learning to meet the diverse needs of students.
9. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology.
10. Carry out internal verification/moderation.
11. 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.
12. Deliver inspiring sessions across the curriculum using a wide range of teaching methods for identified modules.
13. Develop and employ effective assessment activities for identified modules.
14. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
15. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.
16. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
17. Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning.
18. Carry out internal verification duties in line with quality assurance processes.

19. Undertake review processes to develop and improve identified course(s).
20. Implement evidence-based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
21. Develop and strengthen relationships with learners and provide support to ensure successful outcomes.
22. Contribute to the marketing of courses, learner IAG and enrolment processes.
23. Participate in student recruitment activities, including interviews and open evenings.
24. Maintain and actively engage in quality and professional standards.
25. Participate, as appropriate, in the College's examination process.
26. Ensure that effective Induction programmes are delivered for learners.
27. Ability to participate in evening/weekend work as required.
28. Any other duties that are specific to the department.
29. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

DEPARTMENTAL RESPONSIBILITIES:

1. Digital & IT area - increase levels of learner enrolments and business participation.
2. To help develop and deliver units on new programmes of study which may include the Digital T Level courses.
3. To undertake relevant training to enhance and build new skills (potentially through both formal and informal courses/qualifications) around the latest technological developments and enhancements, including Artificial Intelligence (AI), Machine Learning, Blockchain Technologies, Cloud Computing, Data Science, Cybersecurity, Virtual/Augmented Reality, Drone Technology, amongst others.
4. To support in the planning and development of online learning provision on the programmes.
5. To seek out continual improvements in levels of quality, including tracking and monitoring, and to raise standards and new methods of working.
6. To research and engage in immersive learning opportunities to enhance and excite the programme.

TEACHING AND LEARNING:

1. Ensure that the preparation, marking, assessment and moderation are completed promptly and efficiently within agreed timescales.
2. Effectively manage the delivery of creative and active learning for each individual learner, including appropriate support where necessary.
3. Continuously demonstrate a commitment towards further professional development including the application of new technologies to improve the effectiveness of learning management.

LEARNERS:

1. Motivate and inspire learners to promote achievement and develop their skills to enable progression.
2. Ensure an excellent learning experience which allows learners to progress to a high level, higher education or employment or employment and in which their attainment is maximized.
3. Ensure the highest standard of quality advice, guidance and induction.
4. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
5. Contribute to the learner tutorial process ensuring regular review of learner progress and report evenings take place.
6. Ensure that the learner retention, achievement and progression rates within all the School's provision exceed national average year-on-year.
7. Plan, develop and deliver a curriculum which meets the needs of the industry/sector.

QUALITY IMPROVEMENT:

1. Promote excellence and continuously improve practice.
2. Actively promoting continuous improvement, ensuring compliance with the College's Quality Assurance Policy and Procedures, including participation in curriculum and College's self-assessment reports, Assessment Review Boards, inspection preparation, quality audits and observation of teaching.

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 Luminare 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

Ownership

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

support, trust and guidance from those around them

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Passion

Encouraging all to have aspiration and passion in everything they do.

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Creative

Always hungry to learn and looking ahead so we can be responsive

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 personal statement section of the application form. Each criteria is marked with whether it is 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, R = Reference

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)	A / I / MT

	placements/experience would also qualify here) which demonstrates active learning and differentiated teaching styles.	
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
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. 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