Group Member:	Leeds City College	
Job Title:	Programme Manager - English and Maths	
Reports to:	Deputy Head of Department / Head of Department	
Job Grade	T4	**Department** Foundation Studies

ROLE SUMMARY:

Lead and line manage a dedicated English and Maths team within Foundation Studies at the Joseph Priestley Centre in Beeston. You'll guide and inspire our educators, shaping the learning journey for a diverse range of students with special educational needs. You'll need to be an experienced practitioner in either English or Maths, bringing your creativity and enthusiasm to the forefront.

SPECIFIC ROLE RESPONSIBILITIES:

1. Manage activities and strategies to ensure the high retention, achievement, success and attendance rates for identified courses are reached.
2. Deliver and assess essential knowledge and understanding to SEND learners in line with the SEND code of practice.
3. Manage the planning, preparation and development of schemes of work, lesson plans, teaching and learning resources and assessment plans in line with the RARPA model of delivery.
4. Manage the process of creation of individual SMART learning targets linked to learner study programme/course to ensure groups of learners are on track to achieve their potential in line with the RARPA IQA cycle, tracking via the Navigate platform.
5. Manage the recording of student progress and to ensure that individual and group learner targets are being met.
6. Have a strategic oversight of the tracking of students progress - identifying areas to improve and areas of consistency.
7. Directly line manages a team of staff.
8. Manage the identified courses in line with the Preparing for Adulthood Agenda.
9. To be the areas lead on the development of the English and Maths programmes ensuring that all learners have access to High-Quality TLA and have every opportunity to make progress (according to their baseline assessment and EHCP targets) and progress.
10. To be the key contact for all internal and external partnerships with regard to English and Maths.

11. Programme Managers may also be required to teach as part of the role, modelling best practice in TLA.
12. Plan and coordinate assessments and exams inline with examination boards / assessors.

CORE RESPONSIBILITIES:
1. Lead activities to ensure effective and differentiated planning, preparation & development of schemes of work, lesson plans, teaching & learning resources including the development of on-line learning resources for identified courses is being undertaken.
2. Ensure effective delivery of sessions across the curriculum using a wide range of teaching methods, adaptive technologies for identified courses.
3. Lead and manage the development & employment of assessment activities for identified courses.
4. Lead and manage the assessment of student work, feedback to help learners improve and record learner's progress for identified courses.
5. Lead and manage the creation of targets, recording & monitoring of progress against them in line with the RARPA model of delivery. Implement interventions where needed for identified courses.
6. Lead and manage quality assurance processes in line with the IQA RARPA cycle.
7. Inform the review process to develop & improve identified course(s).
8. Be responsible for the retention, achievement, success & attendance for identified courses.
9. Build positive relationships with SEND learners & provide support to ensure successful outcomes.
10. Contribute to the marketing of courses, learner IAG & enrolment processes.
11. Participate in student recruitment activities, including interviews and open evenings.
12. Participate, as appropriate, in the College's examination process.
13. Ensure that effective Induction programmes are in place for learners.
14. Programme Managers may also be required to teach as part of the role and therefore teaching needs to be differentiated and inclusive to meet the needs of students with learning difficulties and disabilities.
15. Provide monthly reports that track learners progress and progression as well as ensuring appropriate support mechanisms are in place to assure learners success.
16. Deputise in the absence of the Head of Department.
17. Work with the Director of SEND to develop the college's approach to working with students with High Needs, Learning Disabilities and Difficulties.

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

luminate
EDUCATION GROUP

Person Specification

Job Title:	Programme Manager – English and Maths
Department	Foundation Studies

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

Experience and Knowledge		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	EK1. Extensive experience, knowledge and skills to enable delivery of a range of levels across the curriculum, which demonstrates active learning and differentiated teaching styles for SEND learners.	A / I / MT

Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK2. Experience of positively managing student and group progression, advice and guidance in a school or Further Education setting, with positive outcomes towards Independent Living or Employment.	A / I
E	EK3. Experience of supervising/managing staff to ensure high performance in line with college policies and procedures	A / I
E	EK4. Substantial experience of undertaking internal verification and moderation activities in line with the RARPA IQA Cycle	A / I
E	EK5. Proven commitment to continuous professional development within the area of SEND and Preparing for Adulthood Agenda	A / I
E	EK6 Experience of setting and monitoring appropriate targets for staff to ensure suitable outcomes across the department	A / I

Skills and Competencies		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	SC1. Ability to plan and deliver quality teaching across identified cohorts and ensure consistency of high delivery within teams	A / I
E	SC2. Ability to lead activities in the development and delivery of strategies to improve retention, achievement, success and attendance rates for groups of learners	A / I / T / P
E	SC3. Effective management skills to ensure high performance from a range of individuals	A / I
E	SC4. Exceptional verbal /written communication and interpersonal skills	A / I / MT
E	SC5. Ability to provide productive insight into the review process and development of identified courses	A / I
E	SC6. Excellent organisational skills, to ensure deadlines are met and progress in achieving results from learners and team members.	A / I
E	SC7. Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	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