LEEDS CITY COLLEGE

Job Description

Job Title:	**Advanced Practitioner - Teaching, Learning and Assessment (TLA)**
Location:	Multi Site
Salary:	SO2 Academic (£30,550 - £32,410)
Reports to:	Deputy Head of Teaching, Learning & Assessment
Staff responsibilities:	None
Working hours:	37 hours pw Monday - Friday
Probation period:	10 Months
Special conditions of the post:	The post holder may be required to work across campuses and Luminate FE colleges. There is a requirement to deliver teaching in a curriculum department, appropriate to skills and expertise (usually 1 day or 0.2 FTE).
Safeguarding:	All posts are subject to an enhanced Disclosure and Barring Service check.
Date of compilation:	January 2023

CORE RESPONSIBILITIES:

1. To drive forward the strategy of the Quality, Teaching & Learning directorate, supporting curriculum management and teams to improve TLA, progress and outcomes for learners.

2. Provide pedagogic advice, guidance and support to shape a more creative and innovative approach to curriculum design.

3. Inform and support action plans for improvement and curriculum innovation to support strong progress of students.

4. To work in partnership with the advanced practitioners, ilearn, quality and curriculum teams to lead on TLA.

5. To embody excellence in standards of TLA whilst visibly promoting the college values. Embed and model excellent and innovative TLA through the use of varied, appropriate and engaging methods and assess their impact.

6. Effectively support the development of staff skills, digital literacy and improvements, through the design and delivery of training, mentoring and professional learning activities.

7. Support and develop a culture of sharing good practice and professional achievements, maximising every opportunity to showcase best practice across the colleges.

8. Support staff to be reflective practitioners who are able to review, change and improve classroom performance and behaviours, to maximise impact on TLA.

9. To network and be an ambassador for TLA and quality for the organisation, both internally and externally.

10. 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.

11. Maintain and update knowledge of educational and technological research to develop evidence-based practice, actively enhancing and sharing own learning, skills and experience.

12. Work towards and continuously review individual professional development objectives and the targets of the directorate, as part of the quality and performance review process and the staff development plan.

13. To achieve the college Licence to Visit & Licence to Coach status and take an active part in the quality assurance of TLA, share good practice and contribute to the planning and support process for identified areas for improvement, including monitoring visits.

14. Support curriculum management and teams in changing pedagogy to a blended learning model which targets student engagement and progress, making appropriate use of digital innovation.

15. Liaise with curriculum managers and directors to effectively plan for support in curriculum areas and schools.

16. To maintain records and evidence of activities undertaken, to report on progress and assess impact on TLA and effectiveness in the role.

17. To attend team, Quality, TLA and other meetings as required.

COLLEGE RESPONSIBILITIES:

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 and to participate in review and development schemes.

Comply with college safeguarding procedures, including the promotion of the welfare of children and vulnerable adults studying at the college and commitment to the college child protection policy.

Comply with all college policies and procedures

Reflect on and maintain knowledge of educational/professional research to develop evidence-based practice

Act with honesty and integrity to maintain high standards of ethics and professional standards.

Manage and promote restorative practice approaches and the strengthening of relationships.

Comply with all legislative and regulatory requirements.

Promote a positive image of the college.

Embody the college values: Collaborative; Inspiring; Passionate; Aspirational; Celebrate Individuality; Respectful

Any other duties commensurate with the level of the post, which may be required from time to time.

Job Description	
Compiled By:	Natasha Armitage-Evans
Compilation Date:	January 2023

Leeds City College

Person Specification

Job Title:	**Advanced Practitioner (TLA)**
Department	Quality. Teaching & 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 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

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 'observation' profile of 'good or better', meeting or exceeding the required national standards	A/T
E	Q3. English and Mathematics at Level 2 or above	A/C
D	Q4. Relevant degree or highest professional qualification relevant to subject specialism	A/C
D	Q5. Google Educator Level 1 (or equivalent) or willing to work towards	A/I/C

D	Q6. Society for Education QTLS and ATS (Advanced Teacher Status) or commitment to achieve in a timely manner	A/C
Experience and Knowledge		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	EK1. Recent and current experience of teaching in FE and supporting the development of TLA	A/I
E	EK2. A proven track record of developing innovative practice	A/I
E	EK3. Demonstrates current knowledge and understanding of pedagogy and a holistic approach to teaching, learning and assessment	A/I
E	EK4. Demonstrates significant experience of working successfully with different groups of staff and students	A/I
E	EK5. A proven track record of raising the standards and improving performance e.g. attendance, retention, achievement, success, value added, progression	I/T
D	EK6. Up to date knowledge of educational and technological research to develop evidence-based practice	I
E	EK7. Experienced and confident practitioner with progress tracking systems such as ProMonitor, Markbook, ProPortal, Onefile, RARPA	A/I
E	EK8. Knowledge of blended learning strategies and how these can be used to ensure maximum impact on student progress, as a result of learning in and out of the classroom	I
D	EK9. Experience and knowledge of different types of quality assurance of teaching, learning and assessment	I/T
E	EK10. Proven track record in supporting staff to improve performance in teaching, learning and assessment	A/I/T
D	EK11. Recent experience of facilitating or contributing to staff development events or professional learning activity	I

Skills and Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Outstanding skills and competence in TLA and proven levels of performance that meet and exceed targets and expectations.	A/I/T
D	SC2. Evidence of innovation in TLA, beyond traditional classroom delivery	A/I
E	SC3. Evidence of the embedding of effective technology enhanced learning in TLA	I
E	SC4. Proven ability in target setting, monitoring and reviewing, including student progress data	A/I
E	SC5. Ability to relate to, support and work with, students and staff of all abilities	A/I
E	SC6. Excellent communication, influencing and interpersonal skills	I/T
E	SC7. Ability to utilise coaching and mentoring skills	I/T
E	SC8. Demonstrated leadership skills in a professional context	A/I/T
E	SC9. Ability to motivate, inspire and enthuse staff and learners	I
E	SC10. Excellent organisational and presentation skills	I/T
E	SC11. Ability to use initiative, problem solve and overcome barriers with a ‘can do’ attitude	A/I/T
E	SC12. Ability to take responsibility and work on your own initiative with minimum supervision and guidance.	A/I
E	SC13. Ability to gather and interpret quantitative and qualitative data to monitor, review and report on impact and progress, including your own.	A/I/T
E	SC14. Skilled and confident in navigating progress and data systems and/or management information systems.	A/I
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	**Criteria**	**Method of assessment**
E	Support and promotion of equality, diversity and inclusion	I

E	Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	Commitment to the PREVENT agenda	I
E	Commitment to professional standards	I
E	Commitment to restorative practice approaches	I