

**JOB DESCRIPTION**

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| <b>Post Title:</b> Lecturer  | <b>Director/Service/Sector</b> Community, Health and Wellbeing Learning and Skills Service – Adult Learning |   | <b>Office Use</b>                  |
| <b>Grade</b> Band 6  | <b>Workplace:</b> Learning Centre   |   | <b>JE ref:</b><br><b>HRMS ref:</b> |
| <b>Responsible to:</b> Education Lead  | <b>Date:</b> 14 June 2014   | <b>Manager Level:</b>   |                                    |
| <b>Job Purpose:</b> To participate in the planning and development of programmes and to carry out teaching and learning activities   |   |   |                                    |
| <b>Resources</b>   | Staff   | To supervise teaching support assistants in the classroom   |                                    |
|  | Finance   | Initial handling of payments on behalf of centre administrative staff   |                                    |
|  | Physical  | Preparation and closedown of classroom and other learning environments. Handling and set up of specialist practical equipment, resources and materials as determined by the course. Travel to offsite locations for observation, assessment and review. |                                    |
|  | Clients   | To guide and direct learners and ensure their health and safety and safeguarding at all times. To work with centre staff, the sector subject lead covering the area being taught, and the Teaching and Learning Manager                                 |                                    |
| <b>Duties and key result areas:</b>  |   |   |                                    |
| 1 To contribute to learner recruitment and selection including preparation of course descriptions and guidance and other marketing information as directed.  |   |   |                                    |
| 2 To attend enrolment and recruitment events and provide advice on suitability of courses for individuals.   |   |   |                                    |
| 3 To provide information, advice and guidance to prospective learners on the suitability of courses for learners and on wider issues connected with learning and work.   |   |   |                                    |
| 4 To carry out initial assessment of learners skills, interests and aptitudes and devise the individual learning plan and learning and personal goals with the learner.  |   |   |                                    |
| 5 To contribute to the development of resources and learning materials for courses.  |   |   |                                    |
| 6 To prepare schemes of work, lesson plans and associated materials taking into account the needs of individual learners, the need to promote English and maths across every curriculum area, and the promotion of safety, health, equality, diversity, safeguarding and sustainability. |   |   |                                    |
| 7 To deliver good or outstanding teaching and learning, using innovative methods and e-learning and taking into account the needs of individual learners and support them to achieve their goals.  |   |   |                                    |
| 8 To plan for and deliver additional learning support, personalised learning or adjust teaching strategies to deal with difficult learners or those with additional needs.   |   |   |                                    |
| 9 To implement assessment procedures that review and assess formative and summative progress of the learner and where appropriate to review learner's progress with employers.   |   |   |                                    |
| 10 To prepare learners for examination or assessment.  |   |   |                                    |

- 11 To prepare for internal and external moderation and verification, with attendance at moderation and verification meetings.
- 12 Where directed, to act as a personal tutor or pastoral support to nominated individuals or groups of learners
- 13 To promote as directed, the learner support and learner financial assistance available.
- 14 To promote progression into further learning opportunities for learners
- 15 To maintain quality assurance records including course records and reviews, personal learner records, caseload reviews, group profiles and any other documentation as directed by the subject lead and Teaching and Learning Manager.
- 16 To complete all learner data requirements required for the funding of the learner's programmes including those associated with enrolments, learner agreements, attendance, withdrawals, completion, destinations and impact of learning
- 17 To contribute to identifying and nominating learners for the annual Awards ceremony and provide case studies to aid the celebration of learner achievement.
- 18 To attend team meetings and other appropriate meetings as required including standardisation meetings with the subject lead in the relevant area.
- 19 To contribute to the self-assessment process and business improvement planning including contribution of views and evidence to support judgements against the Common Inspection Framework.
- 20 To participate in the Observation of Teaching, Learning and Assessment process and respond proactively to feedback and make improvements to teaching as directed.
- 21 To ensure the maintenance of safe working practices and environments for all staff and learners in accordance with the policies of Northumberland County Council and relevant legislation. To risk assess learning activities and for work based learning lecturers, to carry out health and safety monitoring of workplaces.
- 22 To be committed to safeguarding and promoting the welfare of children, young people and vulnerable adults
- 23 To be committed to equal opportunities and to comply with the County Council's diversity and equality policies.
- 24 To be committed to professional self development making full use of training and development opportunities identified through appraisal, observations and the annual teaching and learning conference. To ensure that continuous professional development is maintained throughout the year, and that vocational skills in the relevant area are maintained and up to date to meet awarding body requirements. To participate in the annual appraisal and six monthly review process
- 25 There will be a requirement for unsupervised contact with children / young people in this post whether through teaching, advice and guidance, general or technical support.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

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| Transport requirements: | The post may involve travel between centres and to employers premises   |
| Working patterns:       | Regular day time and evening working. Some weekend working.   |
| Working conditions:     | Classrooms, workshops, employer's premises or in community venues. May involve long periods standing. May involve manual handling, lifting, carrying and erecting of resources. May involve some lone working before and after classes. |

**PERSON SPECIFICATION**

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| <b>Post Title:</b> Lecturer  |   | <b>Director/Service/Sector:</b> Community, Health and Wellbeing Learning and Skills Service – Adult Learning | Ref:             |
| <b>Essential</b>   | <b>Desirable</b>  |  | <b>Assess by</b> |
| <b>Knowledge and Qualifications</b>  |   |  |                  |
| <ul style="list-style-type: none"><li>Level 5 teaching qualification such as DTLLS, PGCE, BEd, PCET, CertEd or equivalent teacher training qualification</li><li>A professional, vocational or graduate qualification in the field to be taught. Vocational and professional qualifications need to be at least at NVQ Level 3 or equivalent and at least one level above the level to be taught.</li><li>Vocational qualifications or CPD must demonstrate relevant and up-to-date knowledge of the subject area</li><li>GCSE Grade A to C in English and Maths or appropriate equivalent.</li></ul>                          | <u>Functional English or Maths Lecturer</u> <ul style="list-style-type: none"><li>Level 5 Subject Specialist Teacher Qualification in English or Maths</li></ul> <u>For Trades Lecturers e.g. Construction</u> <ul style="list-style-type: none"><li>Time served tradesman in chosen subject area</li></ul> <u>For Work Based Learning Lecturers</u> <ul style="list-style-type: none"><li>Health and Safety qualification</li></ul>  | A, I   |                  |
| <b>Experience</b>  |   |  |                  |
| <ul style="list-style-type: none"><li>Significant teaching experience within post 16 and 19+ learners</li><li>Experience of teaching and supporting learners with additional learning needs or with challenging behaviour</li><li>Experience of following a quality assurance framework</li><li>Experience of collaborative working within a team</li><li>Experience of using E-Learning Technologies</li><li>Experience of delivering a range of appropriate qualifications within the subject area and sound understanding of awarding body requirements</li></ul>   | <ul style="list-style-type: none"><li>Teaching experience in an Further Education or Work Based Learning Environment</li><li>Experience of using virtual learning environments (VLE) and maintaining own resources on a VLE</li><li>Experience of monitoring the health and safety of learning environments and work places to ensure safety of learners</li><li>Experience of assessing learners through a range of methods including professional discussion, observation, witness testimony and performance evidence</li></ul> | A, R, I  |                  |
| <b>Skills and competencies</b>   |   |  |                  |
| <ul style="list-style-type: none"><li>Good or outstanding teacher who is willing to share good practice, has innovative and effective teaching strategies to improve understanding and skills levels</li><li>Able to identify and address the differing needs of a wide range of learners</li><li>Able to use a range of teaching materials and resources</li><li>Good ICT, administrative and organisational skills</li><li>Able to develop effective relationships and motivate groups of learners</li><li>Good oral and written skills</li><li>Effective planning skills to deliver programmes of up to two years</li></ul> | <ul style="list-style-type: none"><li>Ability to respond to change and initiate new ideas</li><li>Ability to coach new and inexperienced teachers in the service and mentor them to achieve good teaching</li><li>Good attention to detail and high standards towards consistent record keeping</li></ul>   | A, R, I, P   |                  |

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| <ul style="list-style-type: none"> <li>duration</li> <li>• Ability to work to deadlines</li> <li>• Ability to work with minimal supervision, often out-of-hours</li> </ul>   |   |   |
| <b>Physical, mental and emotional demands</b>  |   |   |
| <ul style="list-style-type: none"> <li>• Able to work to tight deadlines</li> <li>• Able to work in a challenging and changing environment</li> <li>• Able to work with learners who might exhibit challenging behaviour</li> <li>• Able to move, erect and dismantle training equipment and resources</li> <li>• Physical skills to lead sessions with learners and demonstrate technique, safe practices etc requiring both precision and dexterity</li> <li>• Able to maintain attention on learner groups for continuous periods of up to three hours</li> </ul> |   | I |
| <b>Other</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Able to meet the transport requirements of the post</li> <li>• Able to obtain a satisfactory DBS clearance</li> <li>• Ability to meet any manual handling requirements of the post relevant to the subject area</li> <li>• Committed to equal opportunities and diversity within the learning environment</li> <li>• Committed to health and safety</li> </ul>  | <ul style="list-style-type: none"> <li>• Full UK driving licence and access to a vehicle for business purposes</li> </ul> | I |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits