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| **FACULTY: SCIENCE**  **POST: LECTURER IN SCIENCE** |

## POST AND RECRUITMENT DETAILS

CONDITIONS OF SERVICE

This is a part time permanent post. The terms and conditions of service will be those in operation at Eastleigh College from 1 September 1997. A copy of the Contract and Guidelines will be available to short listed applicants.

# **Salary:** Up to £23,811 per annum (unqualified teacher status)

# Up to £34,917 per annum (qualified teacher status)

**Hours:** 18.5 per week, 52 weeks per year

# CLOSING DATE

The closing date for applications is on the advert.

INTERVIEWS

The interview date for this post is **yet to be arranged**.

If you have not heard from us by 2 weeks after the closing date, please assume your application has been unsuccessful. We do not normally acknowledge receipt of application forms due to the high cost of postage. However, if you wish your application to be acknowledged, please stamp and address the enclosed postcard and we will return it to you on receipt.

### ANNUAL LEAVE

The annual leave year runs from September – August and the allowance for this post is **24 days** pro rata in addition to bank holidays.

NO SMOKING

For Health and Safety reasons the College has been designated a no smoking area and the successful applicant will be expected to comply with this policy.

JOB SHARE

Where a post is recruited to on a job share basis, all statutory holiday benefits will be shared equally between the two post holders.

QUALIFICATIONS

If you are short listed to interview you will be required to bring with you original copies of the certificates for all qualifications listed on your application form.

DBS

Offers and continuous employment are subject to the following pre employment checks being completed to the satisfaction of Eastleigh College:

* A new Criminal Record Disclosure and Barring Service Check (DBS) which the College will administer for you
* References
* Proof of the right to work in the UK
* Qualifications (required for the role)

**Please note we are unable to confirm your employment at the College until we have received these.**

**N.B.** If you are already in possession of an enhanced DBS certificate which is dated post 17th June 2013 and you have a subscription to the update service you will need to bring that certificate to the HR department for verification against the DBS update service.

**JOB DESCRIPTION**

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| **Faculty: ACCESS SCIENCE**  **Post Title: LECTURER**  **Responsible to: Curriculum Manager for Counselling, Access and Care** |
| **OUTCOMES**   * **The achievement of learning goals for students, in a timely manner developing knowledge, understanding and skills which contribute to their economic and social well being, employment and progression.** * **The promotion of a culture of safe working practices, knowledge and understanding, enabling learners to make informed choices about health and well-being in compliance with appropriate legislation and codes of practice.** * **The personal responsibility to maintain a safe working environment, in compliance with appropriate legislation and codes of practice.** * **The promotion of Equality and Diversity among learners, colleagues and external stakeholders** * **The maintenance of continuous professional development in line with College and external requirements.** |

KEY COMPETENCIES FOR THE POST

The selection criteria will be based only on those listed below.

* Communication
* Planning and Organising
* Managing resources
* Customer/Student care

*(see attached list of college competencies with definitions).*

MAIN DUTIES AND RESPONSIBILITIES

1. To teach on courses and work to develop an outstanding provision that has a positive impact on the learner and assessment process.
2. To assist in the development of teaching and learning materials, preparing schemes of work, lesson plans and maintaining records to monitor student progression, achievement and attendance.
3. To provide appropriate and relevant guidance for students enabling them to develop knowledge, understanding and skills. Develop student competences in the safe use of materials and equipment.
4. To develop and implement timely, safe, consistent and relevant assessment plans and resources that are linked to initial and current assessments. Provide constructive feedback and progress on how learners might improve.
5. To work with learners to develop literacy, numeracy, language, key and functional skills required to complete their programmes of learning.
6. To participate in staff development programmes and team activities, including the regular updating of skills and qualifications, to satisfy both the requirements of continuous professional development and to meet the operational needs of the College, awarding bodies and legislation.
7. To maintain continuous membership of professional bodies as required by legislation and maintain occupational competences and currency.
8. To assist with enrolment, marketing, induction, course review and evaluation activities as required.
9. To work with College staff, agencies and professionals as appropriate to safe guard learners.
10. To act as a course tutor assisting in the recruitment, selection and induction of students and the maintenance of records and reports.
11. To take course management responsibilities for courses as identified by the Centres Manager.
12. To participate in sharing of best practice initiatives and to cooperate with activities to improve quality standards as set by the college.
13. To participate in the development, administration and marking of exams and other assessments.
14. To provide pastoral care and support to students.
15. To participate in the College’s appraisal scheme.
16. To actively promote equality of opportunity for staff and students and external stakeholders at all times.
17. To undertake any other such duties and responsibilities, which may fall within the purview of such post and grade.
18. To ensure compliance with the Data Protection Act.
19. To comply with the College’s published policies, in particular those regarding health and safety and equal opportunities.

**Eastleigh College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**The College Competencies**

Listed below are the college competencies – these are the abilities based on behaviour that the college expects all employees to possess to a high standard. They are descriptions of behaviours i.e. demonstrate how a person does their job. They are not used in isolation from skills or experience but as an aid to judge the potential of applicants to contribute positively to the college’s performance.

**The job description attached will specify those competencies that are key to the role for which you are applying. When you are completing the section on ‘further information’ it would be helpful if you give examples of when you have demonstrated one or more of these ‘key’ competencies.**

**Communicating**

**Definition:-** Imparting or exchange of information, ideas and feelings using appropriate methods. Anticipating and making provision for the communication needs of others.

**Customer/Student Care**

**Definition:-** Identifying the needs of internal and external customers and works to exceed the customers’ expectations by delivering a high standard of serve or solution.

**Developing Self and/or Others**

**Definition:-** The ability to maintain a high standard of professionalism and performance by identifying and creating development opportunities

**Managing (Time, Resources, People as appropriate)**

**Definition:-** The ability to manage time, resources and/or people to create the right climate in which college and personal objectives are reached.

**Planning and Organising**

**Definition:-** Establishing an appropriate course of action for self and/or others to accomplish a goal. Acquiring and using the necessary resources (e.g. materials, people, location,time) to reflect priority, number and complexity of activities undertaken

**Problem Solving**

**Definition:-** Identifying a potential problem, propose solutions that best fit the college and customer needs.

**Valuing Diversity**

**Definition:-** Responds sensitively to cultural differences within the team and wider working environment, remains flexible and open minded to others views and experiences

**Working with Others**

**Definition:-** Being able to work in a team environment, employing a keen and professional attitude and showing respect for others.

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| **Performance Indicator** **3** | |
| **Communicating** | **Imparting or exchange of information, ideas, feelings using appropriate methods. Anticipating and making provision for the communication needs of others.**  **Activities which demonstrate competence:**  Clarifies by asking questions and probes carefully to build up an accurate picture.  Keeps people up-to-date with information.  Able to talk to different people at all levels and demonstrates good presentation skills.  Uses appropriate language and tone, avoids or explains jargon  Checks own and others understanding. |
| **Customer/**  **Student Care** | **Identifying the needs of internal and external customers and works to exceed the customers’ expectations by delivering a high standard of service or solution.**  **Activities which demonstrate competence:**  Implements solutions to customer/student care problems  Identifies and takes action to avoid the repetition of customer/student care issues  Uses feedback to identify potential customer/student care issues. |
| **Developing (Self and/or others)** | **The ability to maintain a high standard of professionalism and performance by identifying and creating development opportunities for oneself and/or for others**  **Activities which demonstrate competence:**  Regularly reviews and identifies own strengths and weaknesses against objectives  Ensures others comply with legal requirements, regulations, college policies and codes  Shares knowledge and experience readily with others and encourages others to do so.  Encourages and supports others to make the best use of their abilities  Caters for learning differences  Develops and/or evaluates projects designed to enhance the quality of learning  Provides a clear and empathetic learning environment.  Supports the professional development of colleagues through mentoring, collegial and collaborative working relationships |
| **Managing (Time, Resources, People)** | **The ability to manage time, resources and/or people to create the right climate in which college and personal objectives are reached.**  **Activities which demonstrate competence:**  Questions others about activities and priorities to get information on the big picture  Adopts a collaborative management style. Values the team’s inputs ideas &contributions.  Encourages others to persevere and to strive to achieve objectives despite setbacks or unexpected challenges.  Develops constructive working relationships & discourages destructive attitudes & behaviour.  Inspires trust in others by being fair, open and accessible  Identifies potential conflict & ensures conflicts within the team are fully resolved.  Celebrates team & individual success; gives praise and promotes a positive atmosphere  Generates commitment & effort from staff by creating the right working environment. |
| **Planning and Organising** | **Establishing an appropriate course of action for self and/or others to accomplish a goal. Acquiring and using the necessary resources (e.g. materials, people, location, time) to reflect priority, number and complexity of activities undertaken**  **Activities which demonstrate competence:**  Determines and agrees plans for the completion of tasks and goals  Plans/organises work for others, receives regular updates on progress & against plan  Rapidly responds to changing operational requirements  Makes the best use of resources available and proactively seeks new sources  Organises own workload to enable tasks to be prioritised for the department/area  Forward plans & sets objectives to meet short, medium and long term needs |
| **Problem Solving** | **Identifying a potential problem, propose solutions that best fit the college and customer/student needs**  **Activities which demonstrate competence:**  Encourages others to adopt a systematic approach to resolving problems  Takes personal ownership of the problem, escalating the problem where necessary  Generates or sources a variety of possible solutions from self & others to solve problems |
| **Valuing Diversity** | **Responds sensitively to cultural differences within the team and wider working environment, remains flexible and open minded to others views and experiences**  **Activities which demonstrate competence:**  Developing actions and interventions to give everyone a chance to contribute and compete on equal terms  Recognises the opportunities presented by the diversity of people |
| **Working with Others** | **Being able to work in a team environment, employing a keen and professional attitude and showing respect for others**  **Activities which demonstrate competence:**  Develops team working within the dept/area  Understands and communicates the team’s goals and objectives  Recognises and uses individuals’ strengths within the team  Encourages others to participate in team discussions and activities  Motivates self and others to achieve team objectives |

**PERSON SPECIFICATION**

**Post Title: Lecturer in Science**

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| 1.  EDUCATION/  QUALIFICATIONS |  | **Weighting** | **Where will this be identified? *Tick boxes*** | |
| **App**  **Form** | **During**  **Selection** |
| Teaching qualification at Level 4 or above (Cert Ed, PGCE) | 4 | √ |  |
| GCSE English and Mathematics (grade A\* to C) or equivalent Level 2 qualifications | 4 | √ |  |
| Degree in Chemistry or a related subject | 4 | √ |  |
| 2.  SKILLS  KNOWLEDGE  EXPERIENCE | Good organisational skills coupled with the flexibility and ability to work responsively to the needs of learners within a variety of settings | 4 |  | √ |
| Ability to work as a team member and independently | 4 |  | √ |
| Experience of teaching Chemistry or a related subject at Level 3 | 3 | √ | √ |
| Understanding of the needs and diversity of adult learners who are returning to learning | 3 |  | √ |
| Excellent communication skills – face to face, in writing, by telephone and by using other appropriate communication methods | 3 |  | √ |
| 3. COMPETENCIES  *For all staff four key competencies are to be used as criteria. Only Managers are to be assessed on six competencies* | Communication |  | √ | √ |
| Planning and Organising |  |  | √ |
| Managing Resources |  |  | √ |
| Customer/Student Care |  | √ | √ |

**Weighting:** This form will be used to assess a candidate’s suitability for the post. The specifications listed in boxes 1 and 2 must be given a weighting in importance for the role as per the following guidelines:

1 = Desirable but not essential to the role

2 = Desirable but will only be relevant on occasions

3 = Essential – must have currently or has the potential to undertake development

4 = Critical - A significant requirement.

N.B. Ideally applicants should be able to meet all essential requirements of the job and it will be to their advantage if they are able to offer some of the lower weighted elements. The boxes on the right are to specify where the evidence may be identified. In some instances both boxes may be ticked. **Only use those ticked for application form for short listing purposes.**