**Lecturer**

**Reports To: Academy Manager**

**Job Purpose:**

To deliver all forms of academic study maintaining standards expected by award making bodies, industry and students; to develop appropriate teaching techniques and materials which meet new educational initiatives. To contribute to the overall development and promotion of the College, Department and Section, both internally and externally.

**Key Responsibilities:**

Some or all of the following accountabilities will be expected of all teaching staff dependent upon grade:

1. Deliver academic curricula to students taking account of other inputs from the teaching team, using appropriate teaching techniques to ensure high standards and low student turnover.
2. To act as personal tutor to students, working on a one to one basis with students, recording and monitoring student attendance and progress as directed. Work with other lecturers to identify and support those students at risk of non-completion of their programmes.
3. Prepare teaching materials and practical exercises in line with the syllabus and in conjunction with others, and assist in the section's development of programmes.
4. To act as subject / course leader, coordinating and leading the delivery, assessment, verification and curriculum development of other staff teaching the subject / course / course-subject group.
5. To evaluate the effectiveness of the subject / course / course-subject group and identify and implement actions to effect quality improvement.
6. To identify updating and CPD opportunities including vocational applications, for self and other teachers of the subject / course / course-subject group.
7. Apply new pedagogies and technologies in the teaching and learning of the subject / course / course-subject group, and develop practice amongst other staff working in the area.
8. To act as the internal verifier / moderator of the area and undertake internal verification in line with Awarding Body and College requirements as appropriate.
9. To co-ordinate, support and contribute to the planning and delivery of Functional Skills in Academic Programmes as appropriate.
10. To lead on the integration of Functional Skills in Academic Programmes as appropriate.
11. Set and mark programme work, examinations and assessments.
12. Attend and take an active part in programme team meetings.
13. Conduct research into new industrial developments and new educational initiatives, incorporating these into the curriculum when required.
14. Identify new areas for programmes in conjunction with the Academy Manager and the teaching team, thereby supporting the marketing of the Section's work; assist in the recruitment, selection and induction of students.
15. Prepare student reports as required by programme organisers and external administrators.
16. Maintain student welfare and discipline, providing guidance and counselling when required, including liaison with parents and other sponsors.
17. Carry out assessment of candidates across the range on NVQ programmes.
18. Assist with the recruitment and selection of learners.
19. Liaise with technicians to ensure the appropriate provision of materials.
20. Maintain student registers and absence reports in line with departmental requirements and comply with other administrative procedures and College regulations.
21. Develop external contacts to maintain knowledge of industry practice, providing technical advice if appropriate.
22. Assist in planning and accompany UK and overseas residential study visits.
23. Liaise with Student Services and other sections to progress expertise in student assessment, welfare, attendance, counselling and discipline; contribute to the development of extra-curricular life.
24. Liaise with employers, training providers, trade associations, parents and other bodies on student vocational and curriculum issues, developing appropriate two-way communication.

**NOTE**

This role profile is intended to provide an overview of the role in the context of the ambition of City College Plymouth.

The overview of responsibilities is listed for convenience and is not in any order of priority or significance. It is agreed that the significance of different aspects of the role will vary at different times and that all accountabilities are of potentially equivalent significance.

**Competency Framework**

This post is graded, and progression achieved by using the following competency framework.

*If you are applying for an advertised vacancy, please outline in your application an example of how you feel your experience meets each of the competencies set out below; as each competency is essential to the role.*

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| --- | --- | --- |
| **Competency No.** | **Title** | **Definition** |
| A | Teaching, Learning and Achievement Focus | Effective development and delivery of teaching and learning, participation in the college’s observation scheme, liaison with key partners, ensuring the quality of teaching and learning is of a high standard. Achieving a standard of excellence in work, processes and outcomes, adhering to college policies and all regulatory requirements |
| B | Working with Others | Striving for high customer satisfaction, enhancing and improvement personal effectiveness. Building strong working relationships and a positive work environment |
| C | Resource Management | Taking ownership of work, using initiative, planning and managing effectively, ensuring best value principles are utilised |
| D | Professional Skills, Knowledge and CPD | The abilities, skills and knowledge needed to carry out the role of Lecturer, including areas of specialty or expertise. Being receptive to feedback, willing to learn, embracing continuous development and improvement |

Full details of the Competency Progression Scheme are available from the Human Resources Office.

**Person Specification**

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| --- | --- | --- | --- |
| **Post: Lecturer** | | **Essential** | **Desirable** |
|  | **Qualifications:** |  |  |
| 1 | Teaching Qualification (or prepared to work towards) | **🗸** |  |
| 2 | Level 2 Literacy & Numeracy (or prepared to work towards) | **🗸** |  |
| 3 | Appropriate professional, academic and vocational qualifications at NVQ Level 3 equivalent or above. | **🗸** |  |
| 4 | A & V Units where relevant | **🗸** |  |
| 5 | IT/ILT/ICT recognised training |  | **🗸** |
|  | **Skills** |  |  |
| 6 | Be able to demonstrate having undertaken continuous professional development | **🗸** |  |
| 7 | Excellent interpersonal skills and proven ability to work in a team | **🗸** |  |
| 8 | A commitment to improvement and raising levels of student success | **🗸** |  |
| 9 | Be able to demonstrate the implementation of ILT strategies to support learning |  | **🗸** |
|  | **Experience** |  |  |
| 10 | Be able to demonstrate having undertaken continuous professional development | **🗸** |  |
| 11 | Must be prepared to place an emphasis on the management of student learning, rather than uniformly on teaching |  | **🗸** |

**Role Context**

City College Plymouth expects staff to:

* Work within the context of the College’s core values, code of conduct, quality requirements and ethos of continuous improvements.
* Undertake their duties in accordance with College policies and procedures, particularly with respect to:
  + Safeguarding Children and Safer Recruitment in Education, including Prevent;
  + Human Resources policies and procedures;
  + Health and Safety policies and procedures;
  + Equality, Diversity and inclusion policies and procedures;
  + The College’s policy on the confidentiality of data stored electronically, and by other means, in line with data protection legislation.
* Keep abreast of developments in their own area of expertise and undertake staff development opportunities where identified and approved, subject to funding.
* Undertake such other duties commensurate with the grade of the post as may be reasonably be required
* You may be required to be trained to administer First Aid.

This Job Description is current at the date shown. It is liable to variation by management, in consultation with you, to reflect or anticipate change in, or to, the job.

Other supporting information can be found on the College’s website.

**Additional Information**

**Hours of Work : Variable Hours**

**Salary Range : £17.80 to £25.55 per hour**

**Closing Date : Midnight on Thursday 22 April 2021**

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**Lecturer Competency Assessment**

**For Applicants**

Please describe your teaching skills and competencies by ticking one box between each of the two opposing statements. Responses should represent your preferred approach under normal circumstances. The closer to the statement, the stronger the agreement. This information will be used in your interview to determine where your skills currently sit within the competency framework. Tick each box that applies to your skills/experience.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position Applied for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**FOR OFFICE USE ONLY**

**Self-Assessment Total**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A | B | C | D |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
|  |  |  |  |  |
| Moderated Grade |  | | | |

Moderated by:

Signed ……………………………….

Print Name ……………………………….

Date ……………………………….

**Section A: Teaching, Learning, and Achievement Focus**

1 2 3 4 5 6 7 8

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| My lesson observation grades are generally satisfactory / grade 3. |  |  |  |  |  |  |  |  | My lesson observation grades are always outstanding/ grade 1 and I act as a peer/mentor to others. |

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| I know the assessment requirements and arrangements for the subjects/curriculum areas I teach. |  |  |  |  |  |  |  |  | I act as mentor and course leader, co-ordinating and leading or influencing the delivery, assessment, verification and curriculum development of other teaching staff across the college. |

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| The system of publishing inspection grades for a college is damaging and serves no useful purpose. |  |  |  |  |  |  |  |  | The system of publishing inspection grades for a college is important and drives up quality. |

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| I support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. |  |  |  |  |  |  |  |  | I support colleagues in the use of local and national statistical data and other information, in order to provide a means of judging the effectiveness of their teaching, and a basis for improving teaching and learning. |

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| I am very much opposed to the system of league tables of examination performance. |  |  |  |  |  |  |  |  | I believe in the system of league tables of examination performance. |

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| I run my teams / would run my teams on a very tight rein, keeping very close tabs on everything which is going on. |  |  |  |  |  |  |  |  | I run my teams / would run my teams on a very loose rein, trusting professionals to get on with their jobs. |

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| Please use this section to write any relevant supporting statements:- |

**Section B: Working With Others**

1 2 3 4 5 6 7 8

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| I understand and make a contribution to the achievement of the team. |  |  |  |  |  |  |  |  | In collaboration with relevant others, I drive up standards through setting and agreeing challenging course / programme/team/ College targets. |

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| I am somebody who shares information and ideas with team colleagues. |  |  |  |  |  |  |  |  | I co-ordinate and lead the work of other staff or act as an effective mentor /role model of good practice. |

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| I implement the policies and practices of the workplace, including those designed to promote equality of opportunity. |  |  |  |  |  |  |  |  | I take a leading role in implementing, developing and evaluating workplace policies and practice and in promoting collective responsibility for their implementation. |

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| Please use this section to write any relevant supporting statements: |

**Section C: Resource Management**

1 2 3 4 5 6 7 8

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| I produce accurate, clear and concise records and written material. |  |  |  |  |  |  |  |  | I contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress. |

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| I am organised and meet the needs of the College. |  |  |  |  |  |  |  |  | I am a good organiser and manage time effectively by focusing on priorities. |

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| I plan teaching sessions using a variety of resources. |  |  |  |  |  |  |  |  | I take an innovative approach to curriculum design and delivery, and proactively identify problems and seek solutions. |

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| I plan teaching sessions using a variety of resources and appropriate sources to gain information and data and use appropriate new and emerging technologies to develop materials /reports. |  |  |  |  |  |  |  |  | I apply processes and knowledge, achieve targets and make a positive impact on the work of the team. |

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| Please use this section to write any relevant supporting statements: |

**Section D: Professional Skills, Knowledge and CPD**

1 2 3 4 5 6 7 8

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| I have appropriate subject and/or professional qualifications relevant to delivery. |  |  |  |  |  |  |  |  | I have the knowledge and understanding of a wide range of subjects/ curriculum/professional areas and related pedagogy to enable me to deliver across a wide range of levels or courses. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I have appropriate subject and/or professional qualifications relevant to delivery and am registered to undertake my teaching qualification. |  |  |  |  |  |  |  |  | I have achieved teaching qualification(s) |

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| It is very important to me that my colleagues and managers like me. |  |  |  |  |  |  |  |  | It is a matter of indifference to me whether or not my colleagues and managers like me. |

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| I ensure that knowledge of my own specialist area is current and appropriate to the teaching context. |  |  |  |  |  |  |  |  | I *s*hare good practice with others and participate actively in delivering sessions at college training events. |

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| I maintain an up-to-date knowledge and understanding of the professional duties of teachers/lecturers within the Learning and Skills sector. |  |  |  |  |  |  |  |  | I have a good understanding of the strategic and operations imperatives facing my area. |

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| Please use this section to write any relevant supporting statements: |