

**Skills Development****JOB DESCRIPTION**

<b>POST TITLE:</b>	Lecturer: GCSE Maths
<b>SALARY:</b>	Up to £40,774 (SCP 34) Depending on qualifications and experience.
<b>CONTRACT TYPE:</b>	Academic
<b>HOURS:</b>	Permanent Full Time and Part Time (minimum 3 days per week) positions available
<b>REPORTING TO:</b>	Head of Sport, English and Maths
<b>RESPONSIBLE FOR:</b>	Maths and English
<b>CLOSING DATE:</b>	1 May 2025
<b>INTERVIEW DATE:</b>	9 May 2025

**If you have not been contacted within 14 days of the closing date of the position, you should assume that, unfortunately, on this occasion your application has been unsuccessful.**

The information given below is intended to provide an outline of the responsibilities of the job and its role within Preston College. The job description outlines the main duties in general and is not intended to be exhaustive. The post holder will be expected to work in a flexible, proactive manner to carry out such duties as are necessary and to communicate effectively with all work colleagues.

**MAIN PURPOSE OF THE JOB**

- To plan, deliver and evaluate Maths provision from Entry to GCSE across all learning levels to 16-18 and adult learners.
- To manage the student learning experience including the design and delivery of high quality teaching and learning resources to ensure students achieve their maximum potential together with learning outcomes.
- To work collaboratively as a member of the team to deliver provision of the highest quality and raise aspiration of learners.

- To be a positive member of the college staff, actively delivering against our agreed corporate behaviours and advocating our provision at all times.
- To build and maintain effective relationships with external organisations in strengthening the college reputation and enhancing recruitment opportunities.

## **Key Responsibilities**

### **Plan and Design Learning Programmes and Sessions**

Adopt good planning and preparation practices which lead to high quality learning programmes and sessions:

- Keep abreast of practical and theoretical developments and update material and lesson plans in-line with Preston approach to teaching, learning and assessment.
- Establish realistic and challenging learning objectives which meet individual and group needs.
- Effectively prepare learners for their examinations.
- Prepare session plans utilising a variety of teaching and training methods, incorporating the use of ILT when appropriate and accommodating different learning styles.
- Develop effective learning materials, designed to raise aspiration and support learners in achieving beyond expectation.
- Ensure the effective integration of on and off-college learning activities into programme and session planning.
- Agree learning plans and contracts with individual learners and their employers where appropriate and ensure that these are reviewed regularly.

### **Deliver effective Teaching, Learning & Assessment**

Create a stimulating and professional learning environment:

- Establish an open and trusting relationship with learners and their employers.
- Teach on programmes, managing the learning process effectively, guiding and supporting learners.
- Ensure that individual needs of all learners are met, effectively engaging with other college departments as required.
- Regularly review progress against targets, and ensure effective intervention as required throughout the learner journey.
- Work collaboratively with other staff who contribute to delivery, ensuring that high standards are consistently met across the provision.
- Recognise individual learning styles and ability and adjust teaching and training accordingly.
- Use a variety of delivery methods to engage learners, to convey information, and to encourage creativity and motivation.
- Effectively utilise the approved college systems and processes in positively contributing to the learner journey, sharing best practice as appropriate.
- Use effective materials and appropriate resources, at a pace and level which meet learners' needs.
- Use learning materials which are free from stereotyping and present positive images in relation to race, gender and disability etc.

- Provide effective learning support, giving learners opportunities to develop and practice their skills.
- Encourage learners to take responsibility for their own learning, providing resources designed to promote independent learning.
- Deal promptly and effectively with inappropriate behavior or attitudes to learning.
- Effectively incorporate the health, safety and wellbeing of learners into the teaching and learning environment.

### **Develop comprehensive learning plans and effectively assess learner skills and knowledge**

Adopt appropriate strategies to assess learning and achievements:

- Use a variety of methods to assess formatively and summatively, ensuring that learners understand the purpose of assessments, and that methods are appropriate.
- Regularly feedback to learners, employers and relevant colleagues to support and inform the learning process.
- Encourage learners to reflect on their own learning experiences and to monitor their own progress.
- Use assessments to identify additional delivery and support requirements.
- Check regularly that teaching and training is meeting learners' needs and that effective learning is taking place and modify delivery accordingly.
- Record and process assessments in-line with awarding body and college standards.
- Ensure that learners have access to impartial, comprehensive and current advice which meets learners' personal development as well as educational and vocational needs.
- Retain learners, and help them achieve learner competence and positive examination results.

### **Monitor, Evaluate and Improve the Quality and Effectiveness of Own Practice, and Help to Raise the Standards of Teaching and Learning in the College**

- Continually engage in self reflection and review and identify own development needs:
- Work with others to monitor, evaluate and improve the effectiveness of learning sessions, including the use of learning walks.
- Review and monitor own performance, using a variety of means and indicators; e.g. feedback from learners, employers, line manager or observer in order to support continual professional development.
- Actively participate in the college Internal Quality Audit process and self-assessment, and contribute positively to audit from external bodies.
- Seek out best practice in teaching, learning and assessment and actively promote this within your own delivery.
- Keep abreast of sector developments and engage employer colleagues in the support of personal skills and knowledge development.

### **In support of the Head of School**

- Build strong team relationships through effective communication and collaboration, working with your colleagues to set and sustain high standards of delivery.
- Value team member contributions and share personal knowledge and experience in order to help others work more effectively
- Understand team goals and responsibilities, and work tirelessly in ensuring that your contribution is positive.

- Actively seek the views of others, drawing on their knowledge and experience
- Demonstrate honesty, openness and fairness in dealings with others
- Effective liaison with external organisations, particularly employer partners whose input is significant in shaping the college delivery.

The principal role and responsibilities of the post are outlined below. These provide a guide to the major areas of responsibility. However, as the College's business changes and develops, the post holders role and responsibilities will vary and therefore the job description should be seen as a guide and not as a definitive statement.

The successful postholder is expected to effectively manage the delivery of the learning experience including the design and delivery of high quality teaching, learning and assessment in order to ensure that learners achieve their maximum potential in-line with their agreed learning targets delivered on and off-site.

A high priority is given to the creation of effective working relationships within the College. Staff will be expected to work with others in a supportive and co-operative manner and to work flexibly and with a high degree of professionalism and technical competence in discharging their duties and responsibilities.

## **EQUALITY AND DIVERSITY STATEMENT**

The College recognises its responsibility to ensure that all students and staff are treated with dignity and respect and that equality, diversity and inclusion are promoted throughout the organisation. Recruitment for positions in the College will be carried out in a manner which accords with best equal opportunities practice. The selection of candidates for interview will be based on the person specification and applicants should bear this in mind when preparing their applications and completing the application form.

The postholder will be expected to adhere to College policies on Equality and Diversity, Health and Safety and Quality Assurance.

## **SAFEGUARDING LEARNERS STATEMENT**

Preston College is committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and expects all staff to share this commitment. All Preston College staff are required to undertake mandatory Safeguarding training. The successful candidate for this appointment will be required to apply for Enhanced Disclosure for regulated activity through the Disclosure and Barring Service at a cost to themselves. At present this fee is £49.50 and payment will normally be deducted from your first month's pay. Further information on the Disclosure process can be found at [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service).

## VALUES & BEHAVIOURS

- **Welcoming and inclusive** – we believe in making sure that all learners, staff and visitors to the College feel welcomed and valued at all times
- **Supportive and compassionate** – we believe in the importance of being reassuring, encouraging and caring towards our College community
- **Aspirational for our learners, ourselves and each other** – we believe in being ambitious in the way we work and promoting this with our learners
- **Act with integrity and transparency** – we believe in acting honestly at all times, and having open and transparent communications
- **Be accountable** – we believe in the importance of taking ownership of our actions, and expect others to act similarly

## PERSON SPECIFICATION

	ESSENTIAL/ DESIRABLE	METHOD OF ASSESSMENT
<b>QUALIFICATIONS</b>		
Minimum of Level 2 English Functional Skills, or English Language GCSE at Grade C or Grade 4 or a willingness to study on a programme that will lead to this accreditation	E	A
Minimum of Level 2 Maths Functional Skills, or Maths GCSE at Grade C or Grade 4 or a willingness to study on a programme that will lead to this accreditation	E	A
Certificate of Education/PGCE or a willingness to study on a programme that will lead to this accreditation	E	A
Level 5 Subject Specialist qualification in a related qualification or a willingness to study on a programme that will lead to this accreditation within two years from the date of appointment	E	A
<b>EXPERIENCE</b>		
Evidence of Continued Professional Development (CPD)	E	A
Previous experience of teaching or training, preferably in a FE setting	E	A and I
Previous experience of teaching GCSE and Functional Skills Maths in a Further Education and/or Employer setting	E	A and I
Evidence of the application of e-learning	D	A
<b>KNOWLEDGE, SKILLS AND ABILITIES</b>		
Up-to-date knowledge of current initiatives relating to this subject area	E	I
Willingness and ability to liaise effectively with internal and external stakeholders.	E	A and I
Ability to communicate effectively.	E	A and I
Effective organisational and planning skills	E	A and I
Commitment to a learner-centered culture ensuring that every learner has the opportunity to achieve to their full potential	E	I
Ability to motivate and inspire to achieve results	E	I
Commitment to providing a quality service and to continuous quality improvement	E	A and I
<b>CORPORATE EXPECTATIONS</b>		
A commitment to the expected values and behaviours associated with working at Preston College	E	A

A commitment to safeguarding, equality and diversity and health and safety at Preston College	E	A and I
<b>OTHER REQUIREMENTS</b>		
Willingness and ability to work at any site or employer location	E	A
Willingness and ability to work flexibly throughout the week	E	A

Key:    A        Application Form        I        Interview        T        Test

Please note where the person specification states that criteria will be identified through more than one medium i.e. A / I, you must specify how you meet the criteria clearly at all stages in order to comply with the College's Recruitment Procedure for Employees and Casual Workers.