



JOB DESCRIPTION

JOB DESCRIPTION FOR THE POST OF: **HOURLY PAID LECTURER**

[Faculty Name]

RESPONSIBLE TO: Curriculum Manager/Assistant Principal

RESPONSIBLE FOR: None

LOCATION: Across UCG

1. PURPOSE OF THE JOB:

To plan, teach/deliver and develop high quality education and learning for students on College's Courses within the Faculty to help them achieve their learning goals, in accordance with the College's mission, values, and expectations, and the Professional Standards for Teachers and Trainers in Education and Trainers in education and training summarised at **Annex I**.

2. MAIN DUTIES AND RESPONSIBILITIES:

Job Content: The main duties and responsibilities are as follows:

2.1 Core Teaching and Associated Duties

- (a) Planning, preparing lessons, and teaching on a range of full-time and part-time courses as required by the Curriculum Manager.
- (b) Generating individual learning plans (ILPs) for the students based on a rigorous initial assessment.
- (c) Monitoring students' learning progress and recording individual achievement using the ILP format, and reviewing, adapting, or extending the ILPs as necessary.
- (d) Assessment of students' work, and providing subject specific academic counseling.
- (e) Participating and contributing to research relating to the curriculum development; identification of learner requirements; planning, development and evaluation of learning programmes and learning materials used for the specific courses and classes taught, including online resources.
- (f) Participation in the observation of teaching and learning, including receiving and acting

upon associated feedback.

- (g) Attending and participating at curriculum, course and team meetings in the year organised or the purpose of course or programme review, evaluation and improvement.
- (h) Contributing to the development of the course within the Faculty and in liaison with the Curriculum Manager, Assistant Principal and other tutors.
- (i) Participating in the initial assessment and diagnosis of new students, during the enrolment period as directed by the Assistant Principal and/or Curriculum Manager.
- (j) Acting as an assessor to groups of students as required. This will include adhering to the Centre's procedures for assessment, completing all appropriate assessment documentation required by the centre and the Awarding Body.

2.2 Tutorial and Coordination duties (where applicable):

- (a) Undertake tutorial and co-ordination responsibilities for a group or groups of students as described in the Guidelines for Tutoring duties.
- (b) Hold regular, scheduled 1:1 tutorial with students.
- (c) Take responsibility for ensuring students have up-to-date Individual Learning Plans.
- (d) Organise and manage group tutorials.
- (e) Prepare and convene up to six Course Team Meetings per year in order to share and disseminate course-based information to the teaching team.
- (f) Prepare and attend three Assessment Board meetings per year in order to track student progress with Faculty managers.

2.3 Administration

- (a) Compile, prepare and maintain accurate statistical returns, records and registers, including:
 - i. Records of students' attendance and retention rates;
 - ii. Schemes of work/programmes of study;
 - iii. Students' examination results, attainment, marking, and on-programme assessment and records of work;
 - iv. Student progress and destinations related to the classes taught, and
 - v. Records of individual learning plans.

2.4 Liaison duties

- a) Liaise with Assistant Principal, Curriculum Manager and Course Tutors.
- b) Liaise with Administration Services in order to ensure the accuracy of student data.
- c) Liaise with College examinations officers, external verifiers, assessors and moderators as appropriate.

2.5 General Conditions

- a) Achieve the requisite type of qualifications required for the teaching post within the relevant time period as prescribed by the Further Education Teachers Qualifications (England) Regulations 2001 and the Further Education Teachers Qualifications (England).
- b) Comply with the Further Education Teachers Continuing Professional Development and Registration (England) Regulations 2007:
 - i. Complete a minimum of 30 hours continuing professional development every year or pro rata equivalent subject to a minimum of six hours.
 - ii. Maintain a record of the CPD undertaken and make that record available to the Society for Education & Training for ratification and the College for record purposes.
 - iii. Obtain Qualified Teacher Learning and Skills (QTLS) within five years of appointment (if a new entrant to the Further Education sector from September 1st, 2007).
- c) Maintain the highest professional standards stipulated by the College which includes the Professional Standards for Teachers and Trainers in Education and Trainers in education and training summarised in **Annex I**.
- d) Keep up to date, and comply with the relevant College's Policies, including: Health & Safety; Safeguarding; Prevent; Data Protection Policy, including the General Data Protection Regulation (GDPR) 2018, and Equality & Diversity.
- e) Promote and adhere to the College's workplace values of Student Focus, Ambition, Transparency, Responsibility and Respect.
- f) Keep up to date with the commercial understanding, academic and educational practice by liaising with other educational professionals and organisations, visiting business organisations, attending courses and conferences and other appropriate training. This includes participation in performance review and in-service training based on assessment of individual and service needs.
- g) **(where applicable):** the job holder must warrant their entitlement or the right to work in the United Kingdom without any additional approvals and to notify the College immediately if this right or entitlement is ceased during their employment with the College.
- h) An enhanced check of the Disclosure and Barring Service's (DBS) children's and adults' barred lists (lists of individuals who are barred from working with children or vulnerable adults).

2.6 Additional Duties

2.6.1 Participate in or attend a range of other activities, including any of the following:

- i. Staff training, development and CPD events organised by the College;
- ii. Publicity and public relations events;
- iii. Interviewing;
- iv. Briefing meetings, faculty meetings, school meetings and other activities convened by the College;
- v. Moderation and verification of student work including any preparatory or follow up with assessors and external verifiers;
- vi. Moderation or verification of student work other than those directly taught by the job holder;
- vii. Attending and participating in the College's induction programme;

viii. Other non-teaching activities.

2.6.2 Undertake other duties as requested by the Assistant Principal and/or Curriculum Manager and provide services not only for the College but also for any Subsidiary commensurate with the post.

PERSON SPECIFICATION – LECTURER/TUTOR

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	a) A relevant degree and/or equivalent qualification and teaching experience in the relevant subject area the jobholder is required to teach.	Relevant Degree or Post Graduate teaching Qualification
	b) Recognised or appropriate teaching qualifications prescribed by the Further Education Teachers Qualifications (England) Regulations 2001 and the Further Education Teachers Qualifications (England) 2007.	
	c) If appointed from September 1st 2007, and do not hold the relevant teaching qualification, the individual is expected to achieve Level 3 Award in Education and Training within 12 months of appointment at the College and Level 5 Diploma in Education and Training/ PGCE within 3 years of appointment.	
	d) If the post is “Skills for Life Lecturer” appointed from 1st September 2007, the individual must commit to achieve the subject specialist top up module (or equivalent) within 24 months of appointment or the integrated subject specialist Level 5 Diploma in Education and Training within three years.	
CONTINUING PROFESSIONAL DEVELOPMENT <i>(In order to comply with the Further Education Teachers Continuing Professional Development and Registration (England) Regulations 2007)</i>	a) Commitment to Continuing professional development and to own learning and development.	Evidence of previous continuing professional development related to teaching and learning and subject knowledge. Literacy and numeracy qualification at level 3 or evidence of operating at this level.
	b) Commitment to obtaining Qualified Teacher Learning and Skills (QTLS) within five years of appointment, if the candidate is a new entrant to the Further Education sector.	
KNOWLEDGE/EXPERTISE	a) Up-to-date and appreciation of current developments in the subject matter at the appropriate level.	
	b) Broad based knowledge of the subject area, with the ability to teach the subject matter and curriculum development.	Evidence of successful course management
	c) Ability to successfully monitor student achievement and attendance.	
	d) Able to prepare and present teaching materials in a clear, concise and logical intelligible and meaningful manner.	
	e) The ability to provide effective pastoral and academic tutoring to a wide range of students.	

SKILLS/ COMPETENCIES/ PERSONAL ATTRIBUTES	f) Up to date knowledge and understanding of the FE Industry, how FE is funded and the implications.	
	g) Student-centred approach, and ability to offer flexible and stimulating group teaching and classroom management and motivation of students in the 16 - 19 age range.	
	h) Creativity and a flexible approach and experience in teaching in different ways and using a variety of teaching tools in order to enhance students learn optimally.	
	a) Team work: Experience of, and commitment to, working as a member of a team and as a member of a multi-disciplinary team.	
	b) Communications Skills: ability to listen, show sensitivity and empathy in order to understand others' perspectives; ability to communicate effectively the audience, using written, verbal/oral skills.	
	c) Excellent organisation and planning, time and task management skills; ability to prioritise own work loads, working to tight deadlines.	
	d) Good interpersonal skills: patience and the ability to work with and relate to students of all ages and abilities and earn their respect and help them to develop to their full potential.	
	e) High self-motivated and enthusiasm about teaching and students work with an ability to inspire students to keep motivated.	
	f) Ability to work flexibly to meet changing needs.	
	g) Commitment to understand and promote equality of opportunity and diversity.	
	h) Commitment to understand and promote the College's Policies, including: Health & Safety; Safeguarding; Prevent; Data Protection Policy, including the General Data Protection Regulation (GDPR) 2018, and Equality & Diversity together with practical ideas for implementation in the job.	
	i) Able to demonstrate personal alignment to the College's corporate values (Student-Focused, Transparent, Ambition, Responsibility and Respectful), educational values and the Professional Standards for Teachers and Trainers in Education and Trainers in education and training.	

j) Good personal IT Skills.

ENHANCED DBS WITH LIST CHECK

The College requires an enhanced check of the Disclosure and Barring Service's (DBS) children's and adults' barred lists. The certificate document issued following an application to the DBS for a criminal records check must contain and align with the personal information provided by the individual and the result of the checks undertaken.

PROFESSIONAL STANDARDS FOR TEACHERS AND TRAINERS IN EDUCATION AND TRAINING

A. PROFESSIONAL VALUES AND ATTRIBUTES

Develop your own judgment of what works and does not work in your teaching and training.

- ❖ Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
- ❖ Evaluate and challenge your practice, values and beliefs.
- ❖ Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
- ❖ Be creative and innovative in selecting and adapting strategies to help learners to learn.
- ❖ Value and promote social and cultural diversity, equality of opportunity and inclusion.
- ❖ Build positive and collaborative relationships with colleagues and learners.

B. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Develop deep and critically informed knowledge and understanding in theory and practice.

- ❖ Maintain and update knowledge of your subject and/or vocational area.
- ❖ Maintain and update your knowledge of educational research to develop evidence-based practice.
- ❖ Apply theoretical understanding of effective practice in teaching, learning and assessment, and drawing on research and other evidence.
- ❖ Evaluate your practice with others and assess its impact on learning.
- ❖ Manage and promote positive learner behaviour.
- ❖ Understand the teaching and professional role and your responsibilities.

C. PROFESSIONAL SKILLS

Develop your expertise and skills to ensure the best outcomes for learners.

- ❖ Motivate and inspire learners to promote achievement and develop their skills to enable progression.
- ❖ Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.

- ❖ Promote the benefits of technology and support learners in its use.
- ❖ Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
- ❖ Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
- ❖ Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
- ❖ Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
- ❖ Contribute to organisational development and quality improvement through collaboration with others.