

# Job Specification

## Electrical Installation Lecturer

<b>Responsible to:</b>	Curriculum Manager
<b>Responsible for:</b>	N/A
<b>Grade of post:</b>	Grade 6, SP 22-25 Unqualified Grade 7, SP 26-37 Qualified
<b>Hours of work:</b>	37 hours
<b>Work location:</b>	Tamworth
<b>Code:</b>	HR2223-006A

**Job Purpose:** To achieve outstanding outcomes for students using a variety of teaching and learning strategies to engage and inspire learning. Develop course material that meets the needs of the students. Monitor the progress of students providing individual support for students to ensure successful outcomes. Support all aspects of the students' journey, including pastoral care and personal, social and welfare development. To lead on the recruitment, retention and achievement of students and contribute towards the pastoral care of students. To contribute to the added value via enrichment activities.

### Key Duties & Responsibilities

1. To deliver outstanding teaching, learning and assessment to all students
2. To teach on an appropriate range of courses including preparation and marking of students' work
3. To participate in activities concerning improvements in the quality of provision, the effectiveness of teaching and learning and assessment methods
4. To safeguard and ensure the wellbeing of students, including taking responsibility for reporting child protection matters
5. To undergo direct classroom observation and to take part in peer observation when appropriate
6. To keep up to date with subject specialisms, awarding body requirements and act upon changes with support from the College

### Other Duties and Responsibilities

- To carry out all duties in accordance with the College's Health and Safety, Safeguarding & Equality & Diversity policies and procedures, practices and procedures.

- To carry out any other duties as directed by your Line Manager.

### Safeguarding

The College considers that the job holder for this role should have a DBS Enhanced (Child and Adult) disclosure.

### Duties and responsibilities of the role:

<p>Communication – Oral and written</p>	<ul style="list-style-type: none"> <li>• Contribute to parents’ evenings, open events, student taster events and any other marketing events</li> <li>• Communicate with parents, guardians and careers with regard student performance</li> <li>• Explain procedures, regulations and course entry requirements to students, parents, guardians and careers</li> <li>• Maintain accurate student records that are detailed by using internal systems and liaise with curriculum and support staff to maximise outcomes of the students and course</li> <li>• Communicate effectively during team meetings, liaise with colleagues and ensure each system and procedure runs smoothly and methodically</li> <li>• Use various forms of communication, media, technology to deliver/teach students in a classroom environment</li> <li>• Communicate with stakeholders/customers timely, oral and written</li> <li>• Participate in recruitment assessment days with potential students</li> <li>• Presents information which has a positive impact on students, colleagues and key stakeholders</li> <li>• Actively promote Equality and Diversity/British Values through resources and teaching</li> </ul>
<p>Teamwork &amp; Motivation – internal or external, can be fixed, matrix, project groups</p>	<ul style="list-style-type: none"> <li>• Work with colleagues professionally and effectively in order to achieve targets set by Curriculum Manager and Head of Faculty</li> <li>• Engage and contribute to team meetings to monitor students’ progress and maximise achievements</li> <li>• Participate in recruitment activities to provide assessments or taster activities to increase recruitment</li> <li>• Support peers by sharing good practice in teaching, learning and assessment</li> <li>• Contribute to the quality of the provision by engaging in QLTs and the self-assessment/QIP process</li> <li>• Meet organisational and awarding body deadlines, individually and as part of the team, including IQA and EQA</li> <li>• Motivate students within your group to achieve MTG/ATG</li> <li>• Motivate and work closely with your team to achieve targets, manage student groups and to operate within and above awarding body standards</li> <li>• Liaise with teams to ensure highly effective cover is in place to support the student experience</li> </ul>
<p>Liaison &amp; Networking –</p>	<ul style="list-style-type: none"> <li>• Work with business support during enrolment and initial assessment activities to increase recruitment</li> </ul>

<p>Liaison is making and maintaining individual work-related contacts; network is interconnecting group of people (internal and/or external)</p>	<ul style="list-style-type: none"> <li>• Maintain links with parents/guardians/carers, employers and other agencies to support student progression and welfare</li> <li>• Liaise with awarding bodies when organising samples for verification.</li> <li>• Network with colleagues at awarding body events and disseminate to teams</li> <li>• Liaise with companies / organisations when planning trips and visits</li> <li>• Contact facility staff to organise and book rooms for external users for networking days/afternoons</li> <li>• Work with internal groups to network, create and liaise to enhance the organisation's working practices.</li> <li>• Engage in networking opportunities with key stakeholders during events or CPD days</li> </ul>
<p>Service Delivery – customer is anyone receiving services</p>	<ul style="list-style-type: none"> <li>• Create a positive image of the organisation by being responsive and prompt in responding to requests</li> <li>• Respond to breakdowns, system or mechanical failures or predictable requests for help. For example, ensuring you have alternative options to deliver your session if systems fail</li> <li>• Respond to requests for information from employees, students, parents, or members of the public</li> <li>• Ensure teaching and learning is delivered to the organisation's standards</li> <li>• Maintain standards for the organisation's outsourced or in-house services. For example, awarding body standards or the organisations quality systems</li> </ul>
<p>Decision Making – relates to finance, physical resources, students, staff, and policy</p>	<ul style="list-style-type: none"> <li>• Show initiative and be willing to take part in making decisions within the role</li> <li>• Develop robust planning that will aid delivery across the provision</li> <li>• Decide on the right tools or techniques to be used to carry out a task</li> <li>• To make decisions on resources that will help increase the provisions outcomes. With a focus on student experience</li> </ul>
<p>Planning &amp; Organising – financial, capital and people</p>	<ul style="list-style-type: none"> <li>• Work in line with the organisations policies and procedures and ensure the timetabled day is adhered to</li> <li>• Produce schemes of work, assessment plans and complete the 5-minute lesson planner</li> <li>• Plan ongoing assessment and feedback for students to ensure progress is being made (feedback within 10 working days)</li> <li>• Deliver inspiring and motivating lessons with a variety of teaching, learning and assessment strategies to meet needs of the students</li> <li>• Ensure resources and teaching, learning and assessment contribute to the quality of the provision</li> <li>• Promote maths, English, ICT and employability skills to ensure students can prepare for their progression</li> <li>• Ensure students are prepared for formative and summative assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote high expectations of students learning</li> <li>• Set challenging targets to ensure students are achieving to their highest potential and achieve their MTG and ATG</li> <li>• Plan work experience for students on Study Programmes in collaboration with the Work Experience Officer</li> <li>• To contribute to the added value via enrichment activities.</li> </ul>
Initiative & Problem Solving – identifying actual/potential problems, considering/devising solutions, implementing. Consider acting within given boundaries.	<ul style="list-style-type: none"> <li>• Deal with student behaviour and attendance issues taking appropriate action</li> <li>• Monitor and track student submissions to ensure deadlines are met</li> <li>• Solving and using initiative in times of need</li> <li>• Solving routine IT system failures</li> <li>• Initiating new guidelines or procedures, such as those regulating use of finance or managing attendance</li> <li>• Develop and utilise strategies to ensure retention and achievement is maximised</li> </ul>
Investigation & Analysis – includes research	<ul style="list-style-type: none"> <li>• Engage in continual research to ensure teaching, learning and assessment is up to date and inspiring</li> <li>• Analyse course data to identify and respond to trends to improve the student experience</li> </ul>
Sensory & Physical Demands – uses senses singly or in combination and use of physical skills/ effort	<ul style="list-style-type: none"> <li>• Be confident and competent with specialised equipment as per subject specialist area</li> <li>• Use Microsoft 2016/365 online and standard office equipment</li> <li>• Use College systems to input data or finding information</li> <li>• Use audio-visual and other presentational equipment such as interactive whiteboards</li> <li>• Thorough use of college systems to capture information to create a detailed picture of the student journey</li> </ul>
Work Environment – conditions under which they work. Risk/H&S	<ul style="list-style-type: none"> <li>• Be confident and competent with specialised environment as per subject specialist area</li> <li>• Monitor classroom risk assessments to ensure the safety of all. Carry out visual risk assessments on equipment and reporting issues</li> <li>• Carry out risk assessment with groups of students on field studies in external environments and/or changing weather conditions</li> <li>• Comply and adheres to standard health and safety guidance regarding self and others, and reports concerns to others for action</li> <li>• Complete mandatory Health and Safety training</li> </ul>
Pastoral Care & Welfare – physical, mental health & wellbeing	<ul style="list-style-type: none"> <li>• Encourage, motivate and inspire students</li> <li>• Provide outstanding advice to students on employment and progression to support their chosen career</li> <li>• Provide academic and pastoral support to students, including referrals to other professionals and supports positive behaviour and attitudes</li> <li>• Initiate the disciplinary process and manage other performance issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure all students feel safe in college and they understand how to keep safe themselves in different situations</li> <li>• Report safeguarding issues to the Safeguarding team as appropriate</li> </ul>
Team Development – coaching, development of team (not others)	<ul style="list-style-type: none"> <li>• Assist colleagues with day-to-day tasks and help new employees settle in</li> <li>• Participate in the College induction process</li> <li>• Engage in activities to share good practice within teams</li> </ul>
Teaching & Learning -Support all types of teaching and learning support outside of immediate work team	<ul style="list-style-type: none"> <li>• Deliver outstanding teaching, learning and assessment</li> <li>• Maximise retention, achievement, attendance and progress of all students</li> <li>• Ensure an inclusive learning environment that reflect and value the diversity of students</li> <li>• Undertake the role of Personal Tutor to manage/facilitate pastoral and career guidance, monitor progress and targets</li> <li>• Act as a mentor for members of staff from outside the work team as part of a scheme</li> </ul>
Knowledge & Experience – knowledge acquired through education/ qualifications and experience	<ul style="list-style-type: none"> <li>• Working within a diverse environment of active students</li> <li>• Up to date knowledge of subject specialism</li> <li>• Outstanding expertise to deliver lectures and write authoritative material in a broad subject area</li> <li>• Experience of interpreting rules, procedures and regulations and provide advice to others on how they should be applied</li> <li>• Extensive knowledge and use of industry standards and regulations</li> <li>• Extensive knowledge and application of awarding body standards and procedures</li> <li>• Actively source information and upskill as per subject specialism</li> <li>• Experience of following established practice, procedure or techniques</li> </ul>

## PERSON SPECIFICATION

<b>Education/Qualifications</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>Teaching qualification i.e. DTLLS, Cert. Ed/PGCE or equivalent (or a commitment to work towards in line with contractual requirements)</li> <li>An appropriate level of qualification to teach various levels within the subject area</li> <li>A minimum of a level 3 qualification in the subject specialism</li> <li>GCSE A* - C in Maths and English (Grades 9 – 4) or equivalent</li> <li>Safeguarding, Prevent, Equality and Diversity, GDPR and Health and Safety training to be completed within one month of appointment</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>x</li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>Relevant qualification the level above what is being taught</li> <li>Assessor and/or IV qualified</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>
<b>Experience and Technical Skills</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>Experience of delivering teaching, learning and assessment in Further Education or a similar setting</li> <li>Delivery of maths, English and employability skills within a vocational programme</li> <li>Proven knowledge of subject specialism and relevant qualifications in the vocational/subject area</li> <li>Experience of delivering awarding body requirements including marking and assessing work and engaging in IQA activity</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li></li> </ul>
<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>Experience of different awarding bodies, setting up new programmes</li> <li>Experience of working with awarding bodies in external assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>
<b>Personal/Behavioral Attributes</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>Deliver outstanding teaching, learning and assessment</li> <li>Excellent verbal and written communication skills</li> <li>Excellent levels of accuracy and attention to detail</li> <li>Highly effective organizational skills</li> <li>Ability to recognize discrimination and demonstrate an awareness of equality and diversity</li> <li>Delivery of maths, English and employability skills within a vocational programme</li> <li>Up to date industrial/professional upskilling of vocational area</li> <li>Up to date knowledge of the Ofsted inspectorate process</li> <li>Relates well to people from all backgrounds and treats everyone with respect and is consistently helpful, positive and collaborative</li> <li>Presents information which influences and has a positive impact on audiences</li> <li>Deadlines are met, prioritising effectively when issues or timescales conflict</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> <li>x</li> </ul>	<ul style="list-style-type: none"> <li>x</li> <li>x</li> <li>x</li> <li></li> <li>x</li> <li>x</li> <li></li> <li></li> <li></li> <li>x</li> <li></li> </ul>
<b>Other Requirements</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>Ability to move between sites in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>x</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Safety Critical Role</b> Subject to Enhanced DBS			

**S/L = Short Listing    I= Interview    A=Assessment**