

# Job Specification

## Digital and IT Lecturer & Programme Leader

<b>Responsible to:</b>	Curriculum Manager
<b>Responsible for:</b>	Digital and IT Lecturer & Programme Leader
<b>Grade of post:</b>	Qualified Rate - Grade 7 to 9 (SP 27-37)
<b>Hours of work:</b>	1.0 Full Time 37hrs a week
<b>Work location:</b>	Tamworth and Cannock Campus
<b>Code:</b>	HR2223-027A

### Job Purpose:

To deliver excellent learning experiences and opportunities for our students over a range of programs, including the delivery, assessment and monitoring of students' progress and that all college quality and standards are met and adheres to.

Supporting students possible progression onto other college courses and in supporting the recruitment, retention and achievement of students including contribution towards the pastoral care of students.

Leading on the programmes of study by supporting the Computing and IT team's curriculum delivery planning and assessment development, and in ensuring quality processes for both the college and awarding bodies are being met.

Undertake the Programme leader responsibilities for the department, supporting the wider team in their responsibilities and in assisting the Curriculum Manager where required.

To contribute to the added value via enrichment activities.

### Key Duties & Responsibilities

1. To be prepared for every lesson and ensure planning is visible in every lesson
2. To provide good quality learning resources to meet individual needs, ensure they are available in class and on the College VLE.
3. To enforce the student code of conduct, set expectations and challenge appropriately.
4. To be respectful to all learners and staff taking into account the awareness of protected characteristics.

5. To support students in developing their personal, social and employability skills, where appropriate.
6. To use ProMonitor/Markbook to set and monitor targets and record assessment for all learners.

### 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 an DBS Enhanced disclosure.

<p>Communication – Oral and written</p>	<ul style="list-style-type: none"> <li>• Contribute in 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 in team meetings to monitor students' progress and maximise achievements</li> </ul>

	<ul style="list-style-type: none"> <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 – 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>• Work with business support during enrolment and initial assessment activities to increase recruitment</li> <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>• Make contact with 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 organisations standards</li> <li>• Maintain standards for the organisation’s outsourced or in-house services. For example</li> </ul>

	awarding body standards or the organisations quality systems
Decision Making – relates to finance, physical resources, students, staff, and policy	<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>
Planning & Organising – financial, capital and people	<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 on going 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> <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> </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>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>
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 in regard to 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> <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> </ul>

	<ul style="list-style-type: none"> <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>Hold English and Maths GCSE Grade C qualification/hold Level 2 English and Maths or equivalent or prepared to work towards it following successfully achieving 80% or more in the diagnostic assessment and then achieving it in the probationary period</li> </ul>	X		
<ul style="list-style-type: none"> <li>Level 6/7 above in Computing, IT or other relevant digital subject specialism</li> </ul>	X		
<ul style="list-style-type: none"> <li>Teaching Qualification i.e. DTLLS, Cert Ed</li> </ul>	X		
<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>IQA qualification</li> </ul>	X		
<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>Industry experience in an IT related field</li> </ul>	X		
<ul style="list-style-type: none"> <li>Experience, subject specialism and relevant qualifications in IT and computing practices</li> </ul>	X		
<ul style="list-style-type: none"> <li>Experienced in a wide range of digital computing skills and practices, which may include PHP, Web Production and Design, IT fundamentals, creative software such as Adobe, and programming languages such as C#, HTML5, CSS and Visual Basic, networking.</li> </ul>		X	
<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>Suitable experience and/or the capacity to design and deliver teaching and learning or training</li> </ul>		X	
<ul style="list-style-type: none"> <li>Delivery of embedding English &amp; Maths skills, equality &amp; diversity alongside the main programme</li> </ul>		X	
<ul style="list-style-type: none"> <li>Experience of delivering to Awarding Body standards including marking and assessment work ideally BTEC and or OCR</li> </ul>		X	

<ul style="list-style-type: none"> <li>Understanding / Awareness to new T-Level computing developments</li> </ul>		X	
<b>Personal/Behavioural Attributes</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The ability to deliver excellence in teaching, learning and tutoring</li> <li>Awareness and understanding of service user's confidentiality</li> <li>The ability to recognize discrimination and to demonstrate an awareness of equality and diversity</li> <li>Excellent standard of written/verbal communication skills in order to provide appropriate feedback and fulfil the requirement of marking</li> <li>The ability to increase recruitment, retention and achievement whilst maintaining quality standards</li> <li>To ensure that the College's monitoring systems are fully used</li> <li>IT skills in Word/Excel/Powerpoint</li> <li>Able to manage classroom activity to ensure learning is maximise including online remote delivery practices</li> </ul>		X X  X  X  X	X      X X
<b>Other Requirements</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>Clean enhanced DBS record.</li> <li>Able to travel between sites timely</li> </ul>			

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