

Ref Number: TBC

Please ensure that you include the reference number on the front of your application form. Your application will not be considered unless it is printed clearly.

Position Applied for: **Pre16 Basic Skills HPL**

Salary: Hourly Paid Lecturer

Benefits include:

- **Generous annual leave entitlement**
 - **Staff Development Opportunities**
 - **Free use of College gym**
 - **Contribution to professional membership**
 - **Ride to work scheme**
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Closing Date: Sunday, 18th August 2024

Interview Date: Week of Monday, 26th August 2024

Equality of Opportunity

The college has a strong commitment to working towards the implementation of equality of opportunity in both service delivery and employment. The College's mission and strategic objectives directly support this aim. All employees are required to actively support the development, dissemination and implementation of this aim and related policies and programmes.

Safeguarding of Children and Vulnerable Adults

The College is committed to safeguarding and promotes the welfare of all learners and expects its staff to share this commitment. All posts in the College are subject to an Enhanced CRB check and barred person's list check.

This post meets the definition of Regulated Activity as prescribed by the Independent Safeguarding Authority.

Basic Skills HPL

Grade: HPL Lecturer
Faculty: Department of Pre16
Reports to: Assistant Director

Job Purpose

To undertake teaching and related duties that fully support students throughout their learning journey and provide them with a high quality learning experience.

Your role will include teaching 15-year-old students' foundational literacy and numeracy skills. These learners currently exhibit proficiency at a Key Stage 1 level, necessitating instruction in basic principles of literacy and numeracy. The candidate must be confident and fluent, possessing strong subject knowledge in teaching a wide range of literacy and numeracy topics:

Literacy Topics:

- Phonics: Teaching the sounds of letters and groups of letters to build decoding skills.
- Blending: Combining individual sounds to form words.
- Reading Comprehension: Understanding and interpreting text, developing skills to answer questions about stories and information texts.
- Vocabulary Development: Expanding the students' word bank and understanding of word meanings and usage.
- Writing Sentences: Constructing complete sentences with correct punctuation and grammar.
- Creative Writing: Encouraging imaginative writing through stories, poems, and personal narratives.
- Grammar and Punctuation: Understanding and applying the rules of grammar and proper punctuation marks in writing.
- Spelling: Learning common spelling patterns and rules.
- Handwriting: Developing legible and fluent handwriting skills.
- Storytelling: Enhancing oral language skills through the telling and retelling of stories.
- Listening Skills: Improving active listening and the ability to follow verbal instructions.

Numeracy Topics:

- Basic Arithmetic: Teaching addition, subtraction, multiplication, and division through various methods and practical applications.
- Number Bonds: Understanding the relationships between numbers, especially pairs that add up to a particular sum.
- Place Value: Recognising the value of digits in numbers and understanding the concept of tens, hundreds, etc.
- Counting: Developing skills in counting forwards and backwards, skip counting, and counting in various groupings.
- Shapes: Identifying and describing common 2D and 3D shapes and their properties.
- Measurement: Understanding and using units of measure for length, weight, capacity, and temperature.
- Time: Reading clocks, understanding units of time, and solving time-related problems.
- Money: Recognising coins and notes, calculating totals, and giving change.

- Fractions: Understanding and working with simple fractions, including halves, quarters, and thirds.
- Simple Data Handling: Collecting, organising, and interpreting data using charts and graphs.
- Problem-Solving Skills: Developing logical thinking and strategies to solve mathematical problems through practical and real-life contexts.

Aims of the Post:

- To develop, provide and oversee the full range of professional services associated with programmes of teaching, learning, assessment and student support in further and higher education.
- To undertake these professional duties as a member of a learning area, and contribute constructively and creatively to:
 - service planning, target setting, monitoring and review
 - the planning and allocation of work-loads and duties
 - the maintenance and improvement of service delivery
 - delivery of all forms of work-based learning (including apprenticeships)
 - Support and assessment (may include delivery in off campus locations e.g. employers premises)
 - improving efficiency and effectiveness in the use of resources and achievement of outcomes
 - establishing and maintaining effective team and other professional relationships
 - enhancing the team's performance and its accountability for such
- To promote the College, its aims, policies, and corporate standards at all times
- To ensure that the highest standards of customer service and care are provided at all times.

Duties and Responsibilities:

The main duties of the post are as follows:

TEACHING

1. Teach **Basic Skills HPL to Pre16 learners** in accordance with the College *Standards for Teaching and the Promotion of Learning*.
2. Deploy a wide range of teaching and student-centred learning strategies that ensure (a) the most effective learning, continuation, achievement and progression of students, and (b) the most effective use of teaching time and other resources.
3. Stimulate and promote effective, student-centred, independent learning strategies for students of all levels of ability.
4. Ensure full implementation of the College's admissions (entry) and induction phase activities for students.

4. Undertake continuous (formative) and summative assessments of students.
5. Contribute to the development and design of course and course modules.
6. Contribute to planning and scheduling process of both student and learning and the overall programme.
7. Contribute to the development of learning resources and flexible learning strategies.
9. Act in compliance with all course examination, assessment and validation requirements.

MARKETING

1. Advise on the development of new business services and solutions, and new market opportunities.
2. Assist directly in the marketing of courses and the College generally, including liaison with schools, employers, training agencies, universities, and attendance at marketing events; and foster partnerships with other agencies where appropriate.

QUALITY

1. Ensure the full implementation of *course review, evaluation and development*, and other quality assurance processes as required by College policy; and work pro-actively to secure constant *quality improvement* and student completion and achievement of the highest possible standards.
2. Undertake regular and systematic monitoring of achievement of all targets set for your area of work.
3. Undertake a pro-active role in the *performance review, quality audit, self-assessment, and staff development and training* processes.

MANAGEMENT OF PEOPLE, RESOURCES & PROCESSES

1. Undertake course leadership.
2. Collect, organise and maintain information and other records as required by College policies and systems.
3. Undertake all administrative duties in accordance with College and any relevant external requirements.
4. Manage all resources under your control effectively and efficiently, and in accordance with College rules and regulations.
5. Assist with the specification of equipment, accommodation and other resources required for the full development of the team's programmes.

6. Work at all times as part of a learning area and undertake team leadership and management roles as required.

GUIDANCE & TUTORING

1. Undertake the role of personal tutor to groups of learners.
2. Undertake entry phase activities such as the interviewing, assessment, selection and induction of students.
3. Organise and supervise student placements as required.
4. Delivery of all forms of work-based learning (including apprenticeships)
4. Support and assessment (including delivery in off campus locations e.g. employers premises)
6. Play a full role in the maintenance of *students' discipline*, operation of the College's student disciplinary policy, and the maintenance of high standards of campus life generally.
6. Ensure full implementation of College policy on *student representation* at course level.

GENERAL

1. To maintain the highest standards of professional behaviour at all times (including compliance with the *staff code of conduct*), and a positive and customer focused approach.
2. To promote the best image, reputation and interests of the College at all times, and in all circumstances.
3. To act at all times in full compliance with any relevant statutory requirements and all College policies, rules, and regulations.
4. To partake in any duty or other rota as required.
5. To carry out such other duties consistent with the professional status of this post at the direction of your line manager, a member of the faculty directorate or member of the College Executive

Person Specification

The following qualities are all deemed essential to the requirements of the post. The College will, therefore, be seeking evidence of these in the selection process, which will include application form, an assessment centre, interview(s) and references. The College is seeking to appoint highly skilled, dynamic, flexible and committed people with the potential to help us realise our mission and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

a) Qualifications

- Bachelor's degree in English, Maths, or a related field.
- Teaching qualification PGCE
- Level 2 English and Maths and ICT

b) A Good Understanding of and Strong Commitment to:

- the principles underpinning the College's mission and strategic objectives, including equal opportunities
- a business-like and customer focused approach to education and training
- widening access to further and higher education, and boosting student completion and achievement

c) Excellent Skills, Knowledge & Experience Related to:

- teaching/training and assessment within the specialisms of the post
- experience of teaching learners aged 14-18 is essential
- areas of business, industry or public/voluntary service relevant to the courses' markets

d) The Following Abilities:

- to teach enthusiastically and professionally
- to stimulate and promote effective learning among diverse and challenging learners
- effective communication skills with customers (both as learners and as corporate clients), and professional colleagues
- effective and flexible team work within a professional environment

- to utilise flexible work methods (including application of information and communications technology) as a learning, assessment and administrative tool
- to undertake innovatory developments in all aspects of the curriculum and its delivery

e) A Successful Track Record of:

- previous employment (graduates without a previous employment history may be shortlisted in certain circumstances)

Please note: Prior to confirming an appointment to the college, individuals are asked to complete a medical questionnaire in order that the College's Medical Health Contractor can ascertain their medical fitness for the post.