

Job Description**Lecturer in 'Construction' (Design, Surveying & Planning) T Levels****Reporting to Head of Faculty STEAM****The key purposes of this role are to:**

- Market, plan and deliver high quality teaching, learning and assessment on all the courses you teach.
- Ensure a high level of positive student outcomes on your courses
- Enhance the overall experience of students through your involvement in wider College life
- Ensure that an equitable share of team preparatory, marketing and administrative work is completed to a high standard

	This post is accountable for:
Planning and delivering high quality teaching, learning and assessment	Ensuring learning outcomes for lessons are planned with reference what we know about student needs and abilities in order to provide stretch and challenge for all
	Managing lessons to ensure that students are clear about expectations and make good progress
	The regular use of formative assessment to check learning
	Meeting College and team assessment/marking standards
	Providing clear guidance for LSWs supporting learning in your classes
	Identifying and reporting your training needs. Undertaking continuing professional development in order to respond successfully to the challenge of teaching new student groups.
	Taking some opportunities to develop literacy or numeracy and develop 'wider world' understanding (inc E&D) across each course
	Ensuring high quality resources and (where relevant) vocational experiences are available to students.
Ensure a high level of positive student outcomes	Insisting on high ambitions for all students.
	Ensuring academic performance targets are met for your classes.
	Completing registers, tracking documentation, reviews and references to deadline
	Timely and accurate recording of student performance, behavioural, risk and skills information using College systems.
	Liaising effectively with Parents, Senior Tutors, tutors, Student Journey team or SAMs to address attendance and performance concerns

Enhance the overall experience of students	Actively contributing to developing the curriculum based on national best practice in order to establish and maintain a reputation for excellence.
	Actively supporting students to engage with and contribute to the life of the College & beyond
	Actively contributing to the wider life of the College.
	Working collectively with other staff to ensure student safety and good student behaviour around College
	Ensuring compliance within your area to College policies and procedures. Particularly Health and Safety, Safeguarding, Trips and E&D policies.
Ensure that an equitable share of team preparatory, marketing and administrative work is completed to a high standard	Taking responsibility for elements of provision, activities and care of particular resources where required. This includes taking responsibility for curriculum leadership within your teaching teams on an equitable and/or rotation basis.
	Administering courses or delegated projects in accordance with College, Exam board and Faculty policies ensuring agreed deadlines are met and record keeping is of a high standard. Taking an equitable share of IV or moderation responsibilities within your subject teams including lead role on rotation.
	Effectively promoting and marketing your courses in line with College and Faculty initiatives including liaison with outside agencies where appropriate.
	Undertaking an equitable share of course and Faculty administrative, developmental and routine work, ensuring that these tasks are carried out to a high standard.
	Playing an active and positive role in the development of the Faculty and its courses
	Analysing available data in order to inform line managers, action planning and decision making.
	Actively participating in appropriate reviews, meetings, monitoring and evaluation within your Faculty and course teams.
	Ensuring with your co-lecturers that all classes as registered and have work set when team members are absent
	Taking an equitable share of mentoring new staff in the Faculty
Undertake such duties related to the work of the College as may be assigned, consistent with your level of responsibility.	

PERSONAL SPECIFICATION

We are seeking someone who closely matches the following criteria:

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Full teacher training qualification OR be willing to work towards one within two years	Documented evidence of continuing personal development
	A degree in a relevant subject	
SKILLS/ PERSONAL QUALITIES	Good organisational and interpersonal/team skills	Skills or experience in time management, prioritising
	The ability to relate to our students quickly and effectively	
	A focus on maximising student success	Understanding of how to raise performance
		Familiarity with the T level specifications / ethos
	Ability and/or willingness to design and lead on new units and qualifications	Evidence of innovation in designing or delivering courses
	IT skilled	
	Punctual and reliable	
	Enthusiasm, drive and the ability to work with limited direction	
	Able to cope effectively when things go wrong or practical difficulties emerge	
	The imagination and ability to organise enrichment activities within the curriculum	Interest in and enthusiasm for Green Construction / Technology related topics
EXPERIENCE		Evidence of success in previous/current teaching roles
		Experience of teaching a L3 vocational Technology course and /or other academic qualifications

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and do not justify a reconsideration of the grading of the post.

If you are a tutor, the Tutorial Job Spec will also apply. See below.

Annual targets for each element in this job description may be agreed annually with your Line Manager.

Indicators/ sources for reaching performance judgements (not exhaustive):

Performance will partly be judged using some or all of the indicators /sources but with line management judgement overall being the key criteria. This is not a comprehensive list and does not prevent or exclude any other source or indicator also being used, and needs to be read in conjunction with our College staff review policy

- Student Feedback (inc student survey)
- Parent feedback
- SOW
- Success Rate Data
- Observation
- Corero Notes,
- Inspection reports
- student retention and attendance data
- Recruitment and retention
- MIS
- Team (inc assessment) records
- Marking
- UCAS Reference quality
- Line manager, peer and cross-college feedback
- Value Added
- External Quality Reports (eg. E and Professional Studies)

Job Description: Personal Tutor (Lecturer)

Reporting to: Pastoral Lead for this element of your role



The key purposes of this role are to:

- induct and integrate your students into the College and the transition to student life and **ensure that they survive and thrive** here
- **create tutor group identity** around student ambitions and interest and provide tutorial activities which build upon this
- **provide students with a clear line of sight** to employment, self-employment or HE; developing their confidence and relevant skills in order to get there. To manage their individual ‘tutoring pathway’ to ensure that it is fit for purpose
- **performance manage your group of students** to ensure that they maximise their full potential
- **safeguard** and promote the welfare, equality and diversity of all students at Cirencester College

	This post is accountable for:
Ensuring students survive, thrive and progress	Successfully enrolling and inducting students into the College and developing both a sense of belonging and the resilience to succeed here
	Ensure that key College information is communicated effectively & in a timely manner
	Insisting on high ambitions for all students.
	Clearly and actively signposting support services, including learning support
	Contribute actively to College Induction Day and other student induction activities
	Liaising effectively with parents/carers and attend meetings/consultation evenings as appropriate
	Actively supporting students to engage with and contribute to the life of the College & beyond
	safeguarding and promote the welfare, equality and diversity of all students
	Actively contributing to pastoral meetings to ensure best practice is shared and issues resolved.
	Providing pastoral care, guidance and support for your tutees
create a tutor group identity	Providing clear frameworks for students in terms of expectations, policies and rights.
	Innovate and develop tutorial activities around student ambitions in order to equip them with the motivation, skills, experience and knowledge to successfully pursue their chosen path
	Developing an expertise in understanding routes into the career or HE path linked to your particular tutorial group(s)
	Ensuring that all tutees can identify with the tutorial group identity

	Delivering the basic tutorial programme
provide students with a clear line of sight to employment, self-employment or HE;	Closely monitor the quality of tutoring within your Faculty. Intervening whenever standards fall and providing staff development where needs are identified
	Proactively and robustly monitor attendance
	Providing first-level progression guidance and support to students completing UCAS and employment applications.
	Referring students to appropriate guidance staff for more in-depth guidance and support
	Writing UCAS and employment references for tutees
	Using student voice and feedback to constantly refine and improve provision
performance manage your group of students	Closely monitor the progress of individual students against targets (for example attendance, CPGs and assignment completion), intervening and promptly following up risk indicators or concerns.
	Liaising effectively with Senior Tutors, lecturers, Student Journey team, SAMs or counselling service to address attendance and performance concerns
	Checking and signing off any course change application in the first six weeks
	Initiate parent contact, meetings, warning letters and other key processes
	Complete annual Individual Learning Reviews to deadline.

Annual targets for each element in this job description may be agreed annually with your Line Manager.

Indicators/ sources for reaching performance judgements (not exhaustive):

Performance will partly be judged using some or all of the indicators /sources but with line management judgement overall being the key criteria. This is not a comprehensive list and does not prevent or exclude any other source or indicator also being used, and needs to be read in conjunction with our College staff review policy

- Student Feedback (inc. student survey)
- Parent feedback
- Individual Learning Plans,
- Success Rate Data
- Observation
- Corero Notes,
- Referrals to Senior Tutors,
- student retention and attendance data
- Destinations Data
- UCAS Reference quality
- Feedback from staff

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and do not justify a reconsideration of the grading of the post.

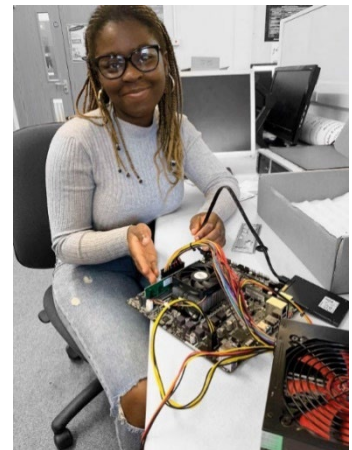
Required: April 8th onwards

Academic Salary range 3-14: £30,031 to £44,498



Dear prospective applicant,

Thank you for taking an interest in the position of lecturer in the STEAM faculty at Cirencester College. This post has arisen because we're right at the forefront of rolling out the Government's new T Level qualifications which we have been successfully delivering for 3 years. Our provision across the T Levels in the STEAM faculty is increasing each year, and we have recently added new qualifications to our established delivery of programmes.



We are a top performing 6th form college, which was previously a tertiary college. The vast majority of our c3000 students are doing level 3 programmes, mainly A Levels, but the College is one of the first across the country which has been selected to deliver the new innovative T level qualifications. We are also recruiting students to the Transition to T level programme, a level 2 preparatory course.

We are looking for an **Construction Lecturer** (Design, Surveying & Planning / Building Services Design / Civil Engineering) to join the STEAM faculty. We have a growing team with a variety of backgrounds and skills and can be flexible in how a new member of staff can be integrated into the team, and we encourage you to apply or contact us for a chat if you would like to know more.

A teaching or lecturing qualification is clearly an advantage, but we are equally open to applications from those with experience, or graduates possessing a relevant degree with energy and ideas but who have yet to achieve a teaching qualification. Relevant employment and/or practical experience would be an important factor. We are keen to appoint a motivated individual who is committed to continued professional development. We have a proven track record of taking inexperienced staff, training them through our recognised teacher training (PGDE) programme and producing some of the very strongest teachers. All we ask is that you have a good Honours degree in a relevant subject, an eagerness to work hard, and a desire to go above & beyond for our students. Those with the mindset, attitude and dedication gained from military service are also welcome to apply as this job will



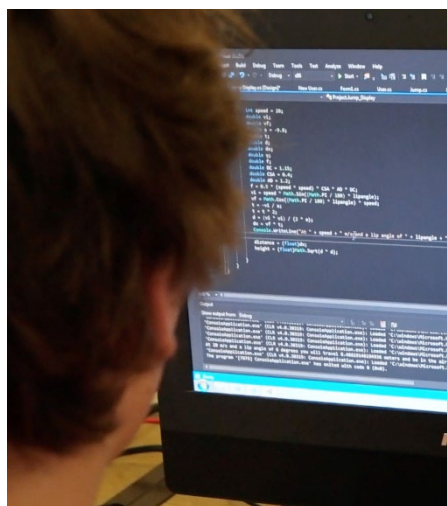
require the skills of innovation, resilience and creative thinking to truly flourish in this role. This role is compatible with the Taking Teaching Further (TTF) initiative. TTF is designed to help unqualified teachers gain experience and train to be a qualified teacher. This includes benefits such as a reduced timetable, team teaching opportunities and access to a teaching qualification while you work. Qualified lecturers should be able to demonstrate a track record of outstanding results, as you will be joining a highly ambitious culture.

The College is seeking to expand its provision in STEAM, and with a growing need for skilled students in the Green Construction sectors, the successful candidate will have the opportunity to contribute to a major development in our provision and resources. The College is currently undergoing major building renovation and expansion in this area of our provision, including a contemporary new 'digital building' which houses a 'Construction' computer suite and is a major upgrade in technological teaching spaces for the College, and a 'TL Building' which houses brand new Construction classroom alongside the Engineering workshops.



Unlike schools, the college has its own pay scale which currently runs from 3-14: **£30,031 to £44,498**. We have approximately 350 staff including managers, lecturers and a wide array of support staff.

We are located in a rural area with all the additional benefits & challenges this brings. Approximately two-thirds of our students come in by bus each morning. In doing so, they are choosing to come to us rather than our many competitors. We have grown by listening to students (and parents) and delivering a great student experience, as well as excellent raw and value-added results. Students come to us for the choice of subjects we offer, the socially relaxed but academically focused atmosphere, and the freedom to develop in a safe and supportive environment.



You would be joining a top performing college, & much of this success is down to the fact that we have been very clear about where we wanted to go, have strong values and a well embedded 'Ciren-Way' of going about things, and a group of staff capable of achieving excellence. We have a strong tradition of sharing good practice at the College and within the STEAM Faculty. We also have well-established links with a group of benchmark Colleges, with whom we share ideas and discuss emerging challenges of the day (such as the introduction of T levels, etc).



New ideas are shared most weeks at Monday cross-College staff development sessions and this also provides a good way to get to know teachers of other subjects. These sessions have been hugely supportive to both new staff & those with many years of experience. New teachers to the college and/or the profession will also receive further support to help them familiarise themselves with the college.

The Faculty of STEAM (Science, Technology, Engineering, Arts & Maths) includes 30+ lecturers, from a wide variety of disciplines. The faculty is home for many of the new T level qualifications and is leading the way nationally; all teaching staff have a strong sense of collegiality, working hard to support each other and students to reach outstanding achievement.

As a lecturer your main role will revolve around planning & delivering lessons, marking student work, monitoring student performance and implementing appropriate interventions where necessary to ensure students have the very best chance of succeeding. You may also be required to contribute to marketing events and parents' evenings. For the tutor element of the role, you will be supported by many other teachers in the STEAM faculty who also act as personal tutors, as well as the Progression Tutors and Pastoral Managers.

The job-specification (including the tutor role) provides a list of the skills and experience we are looking for, but above all we need someone absolutely committed to achieving the best possible outcomes for students and with the energy, drive and clarity of mind to help us achieve them.

In terms of a work setting, both the college & the Cotswolds in general, are impressive. The campus itself continues to see considerable investment in new buildings. It is situated on the edge of town, adjacent to the Bathurst Estate. The grounds of the Estate stretch for miles, with many staff using these to unwind, whether this be for a spot of lunch, a lunchtime stroll or a post-work run.

In summary, as a college we are passionate about helping students become the best they can be in whatever they choose to pursue.

If you would like to visit the College or ask questions to find out more then please contact the Head of Faculty for STEAM, liam.nolan@cirencester.ac.uk
Yours sincerely

Liam Nolan
Head of STEAM Faculty
Science Technology Engineering Art Mathematics





New T Level Building, including T Level Construction