

**Job Description -**

L3 AAT Lecturer

**Reporting to Head of Faculty for Business and Land****The key purposes of this role are to :**

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

	<b>This post is accountable for:</b>
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 the curriculum intent, literacy and numeracy, digication and entrepreneurial skills and develop 'wider world' understanding (inc E&D/Prevent) across each course.
	Ensuring high quality resources and (where relevant) vocational experiences are available to students.
	Work with the team in the planning, delivery and assessment of the Business Management, Finance and Accounting T Levels.
Ensure a high level of positive student outcomes	Insisting on high ambitions for all students.
	Ensuring academic performance targets are met for your classes through our college processes.
	Completing registers, tracking documentation, reviews and references to deadline.
	Liaising effectively with Parents, Pastoral team and Student Journey team to address attendance and performance concerns.

Enhance the overall experience of students	Actively contributing to developing the Business 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.
	Ensuring compliance within your area to College 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	Timely and accurate recording of student performance, behavioural, risk and skills information using College systems.
	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.
	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.
	Taking responsibility for elements of provision including care of particular resources and activities where required.
	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.
	Undertake such duties related to the work of the College as may be assigned, consistent with your level of responsibility.

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.

<b>Indicators/ sources for reaching performance judgements (not exhaustive):</b>
<p>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</p> <ul style="list-style-type: none"> <li>• Student Feedback (inc student survey)</li> <li>• Parent feedback</li> <li>• SOW and CI</li> <li>• Success Rate Data</li> <li>• Observation</li> <li>• Corero Notes,</li> <li>• Inspection reports</li> <li>• student retention and attendance data</li> <li>• Recruitment and retention</li> <li>• MIS</li> <li>• TeamS (inc assessment) records</li> </ul>

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| <ul style="list-style-type: none"> <li>• Marking</li> <li>• UCAS Reference quality</li> <li>• Line manager, peer and cross-college feedback</li> <li>• Value Added</li> <li>• External Quality Reports ( eg. E and Professional Studies)</li> </ul> |
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## **Cirencester College Expected Competencies**

In addition to the specific selection criteria, Cirencester College have a range of competencies we would expect from academic staff and which we will use to review performance. Incremental progression will be dependent upon having no significant weaknesses against these competencies.

**Applicants will need to be able to demonstrate these competencies at application or interview stage and headline terms should be addressed in your letter**

### **Values**

- Promoting college values and act with integrity, honesty and respect.
- At all times promote the college reputation
- Showing leadership and resilience in difficult periods, setting standards of behaviour and attitude that others aspire to, and engaging in helping resolve wider College issues. Having a 'can-do' approach

### **Focus on students**

- Identifying, understanding and giving priority to meeting the needs of our customers, to provide the highest standards of service
- Relentlessly focussing on adding value and improving outcomes for all students including closing equalities gaps
- Working with teams review, monitor and develop the whole student experience to ensure students enjoy their studies and reach their potential
- Continuously develop teaching, learning and assessment through training, sharing good practice and innovation

## PERSONAL PROFILE

We are seeking someone who closely matches the following criteria:

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	Full teacher training qualification OR be willing to work towards one within two years	Documented evidence of continuing personal development
	A degree or equivalent in Accounting, AAT standard qualifications	AAT, Accounting or Finance experience
		Full driving licence including section D (minibus test)
<b>SKILLS/ PERSONAL QUALITIES</b>	Good organisational and interpersonal/team skills	Skills or experience in time management, prioritising
	The ability to relate to our students quickly and effectively	Understanding of how to raise performance.
	A focus on maximising student success	Evidence of innovation in designing or delivering courses.
	The imagination and ability to organise enrichment activities within the curriculum	Interest in and enthusiasm for wider business and economic issues
	Familiarity with Accounting or Finance qualifications	Experience delivering L2 and L3 vocational Business, AL and Economics
	Ability and/or willingness to design and lead on new units and qualifications	
	IT literate	
	Ability to liaise with employers & assist with co-ordination of student work placements and employer masterclasses	
	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	
<b>EXPERIENCE</b>		Evidence of success in previous/current teaching roles
		Experience teaching in Accounting, Finance or Business
		Experience delivering training or working in the Accounting/Finance/Business sector

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.