

Job Description

Lecturer in Digital

Reporting to Head of Faculty STEAM



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

| | This post is accountable for: |
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| 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 |
| | Planning, delivering and 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/internal moderation 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 and courses including 2 weeks annual self-directed PD. |
| | Taking opportunities to develop literacy or numeracy and develop 'wider world' understanding across each course including embedding learning from the tutorial programme where relevant |
| | Ensuring high quality resources and (where relevant) vocational experiences or work placements 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. |
| | Ensuring new students settle quickly into our class, understand what you expect of them and what they can expect from you and support them to stay on track and in College. |
| | Completing registers, tracking documentation, reviews and references to deadline |
| | Timely and accurate recording of student performance, behavioural, risk and skills information using College systems. |
| | Ensuring that your student understand the impact of absence on outcomes and liaising effectively and proactively with Parents, Pastoral Staff and the Student Journey team to address attendance and performance concerns |

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| 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, including offering enrichment activities. |
| | 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, GDPR, Safeguarding, Trips and Equalities 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 rooms and resources where required. This includes taking responsibility for coordination of courses (including course documentation and meetings) within your teaching teams on an equitable and/or rotation basis. |
| | Administering courses or delegated projects in accordance with College, Awarding Body 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 or employer groups where appropriate and providing copy and photo opportunities for the marketing Team. |
| | 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 with a view to continuous improvement. |
| | 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, covering lessons where required. |
| | 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. |

- You may be a personal tutor as part of your role. Where this is likely, an additional job description for that role is included below.

PERSONAL SPECIFICATION

We are seeking someone who closely matches the following criteria:

| | ESSENTIAL | DESIRABLE |
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| 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 |
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| 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 | Adaptable and flexible to changing nature of business need |
| | Punctual and reliable | |
| | Enthusiasm, drive and the ability to work with limited direction | |
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| | | Ability and/or willingness to design and lead on new units and qualifications |
| | 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 other subjects |
| EXPERIENCE | | Evidence of success in previous/current teaching roles |

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.


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
- ALPs and 6 Dimensions and other performance data
- Observation
- Student Journal
- Inspection reports
- Student retention and attendance data
- Recruitment and retention
- MIS
- Team (inc assessment) records
- Marked work and other formative and summative feedback
- UCAS and reference quality
- Line manager, peer and cross-college feedback
- External Quality Reports

Personal Tutor role. Some lecturers are also personal tutors.

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| Job Description: Personal Tutor (Lecturer) Reporting to: Pastoral Lead for this element of your role |  |
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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: |
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| Ensuring students survive, thrive and progress | Successfully 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. |

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| | 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 |
| | Helping to deliver the 'Education for Life' tutorial programme. |
| Provide students with a clear line of sight to employment, self-employment or HE; | Proactively and robustly monitor attendance |
| | Referring students to appropriate guidance staff for more in-depth guidance and support |
| | Providing first-level progression guidance and support to students completing UCAS and employment applications. |
| | 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 pastoral staff, lecturers, Student Journey team 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 Pastoral Managers,
- 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.

Lecturer in Digital T Levels

Required: 1st September 2023

Academic Salary range 3-14: £27,864 to £42,528



Dear prospective applicant,

Thank you for taking an interest in the position of **Lecturer of Digital T Levels** in the STEAM faculty at Cirencester College. The STEAM faculty includes the digital provision of T levels in: Digital Production, Design and Development / Digital Support and Services (incl. Cyber-Security) / Digital Business Services; as well as our level 2 provision in Transition to Digital. Cirencester College is taking a lead role nationally in the implementation of a range of new innovative T Levels, and this is an exciting opportunity to mould the Digital T Levels into genuinely contemporary qualifications, providing flexibility in skills development in a wide range of digital disciplines, preparing learners to be employment ready, or as a stepping-stone to further study in Higher Education.



Teaching of Digital TL takes place in the brand-new spectacular 'digital building', which is specifically designed to foster the ethos of T Levels as a space to encourage professionalism and academic excellence in student progress.

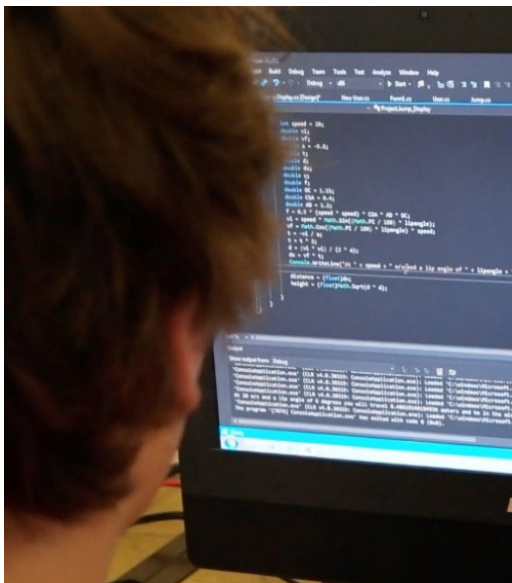
As a lecturer, you will work closely with the entire Digital team of 3-5 lecturers and a technician. All lecturers are focussed on planning and delivering great sessions to engage and support students, constructively marking student work, monitoring student performance and implementing appropriate interventions where necessary to ensure students have the very best chance of succeeding. You will also contribute to marketing events and parents' evenings to support the philosophy that the College is the outstanding Digital provider in the region.

We are looking for a lecturer to primarily teach on the range of 3 TL qualifications and level 2 Transition to TL. The role includes the opportunity to be involved in a variety of other courses, including T levels in Engineering, depending on your specialisms.

We are a top performing 6th form college, which was previously a tertiary college. The vast majority of our c2800 students are doing level 3 programmes, mainly A Levels, with a rapidly expanding number of TL students as the College is one of the first across the country which has been selected to deliver the new innovative T level qualifications.



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.



Unlike schools, the college has its own pay scale which currently runs from 3-14: £27,864 to £42,528. 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 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 think this matches your aspirations, we look forward to receiving your application, which you should address to Human Resources.

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