

## Job Description –

Lecturer in T Level Health

Reporting to Head of Faculty: Human Behaviour



### The key purposes of this role are to:

- Maximising student achievements, positive experience and outcomes on your courses.
- Enhance the overall experience of students.
- Ensure that your team functions at a high-level and that marketing and administrative work is completed to a high standard.

	<b>This post is accountable for:</b>
Maximising student achievements, positive experience and outcomes on your courses.	Develop a culture of high aspirations for all students whereby they enjoy the subject & reach their potential.
	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, teaching staff, Pastoral Managers, Personal Tutors, Student Journey team and/or Progression Tutors to manage attendance and performance concerns across the course(s).
Enhance the overall experience of students	Ensure that the Health T Level team develops enrichment and enhancement activities for students.
	Support your team in developing the Health T Level 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.
Ensure that your team functions at a high level and that marketing and administrative work is completed to a high standard.	Ensuring compliance within your area to College Health and Safety, Safeguarding, Trips and E&D policies.
	Timely and accurate recording of student performance, behavioural, risk and skills information using College systems.
	Administering courses in accordance with College, Exam board and Faculty policies ensuring agreed deadlines are met and moderation 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.
	Ensure an equitable distribution of course and delegated Faculty administrative, developmental and routine work, ensuring that these tasks are carried out to a high standard.

	Produce comprehensive analysis of course performance & use this to compile & carry out quality improvement plans.
	Provide mentoring to probationers and staff undergoing competence or disciplinary processes.
	Taking responsibility for care of Health resources and rooms, reporting issues as appropriate.
	To visit students on industry placements and to develop good relations between the College and employers
	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.
	Identifying and reporting your training needs and those of the team. Undertaking continuing professional development in order to respond successfully to the challenge of teaching new student groups and to develop yourself.
	Ensuring that any complaints from students and/or parents are addressed promptly and effectively.
	Monitor staff performance & support the Faculty Head in dealing with issues such as lateness/absence/compliance issues/staff complaints. Communicate effectively with Managers and promptly escalate matters of a serious &/or chronic nature.
	Showing resilience in difficult periods, setting standards of behaviour and attitude that other staff aspire to and engaging in helping resolve wider College issues.
	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.

NOTE: The post holder may be required from time to time to perform other duties than those given in this job description. The particular duties and responsibilities attached to posts may vary without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and would not justify re-evaluation of the post.

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

This is a 1st level supervisory role and opportunities for training to support your development will be provided if that is something you identify as a priority in your appraisal.

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

<b>Indicators/ sources for reaching performance judgements (not exhaustive):</b>
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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
- 'Journal' Notes,
- Inspection reports
- student retention and attendance data
- Recruitment data
- MIS
- Team (inc assessment) records
- Marking
- UCAS Reference quality
- Line manager, peer and cross-college feedback
- External Quality Reports ( eg. Exam board)

## PERSONAL SPECIFICATION

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	A degree or equivalent in Health or related area
	Level 4 or above qualifications	Full driving licence including section D (minibus test)
	Full driving licence with insurance to use on College business	
<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 health and science issues
	Knowledge of T-levels and their aims/philosophy	Familiarity with Health T Levels
	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>	Experience teaching or working within health-related subjects/ sectors	Evidence of success in previous/current teaching roles
		Experience working in the mental health sector
		Experience working in the nursing health sector
		Experience working in a healthcare science

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.

**Job Description:** Personal Tutor (Lecturer)

**Reporting to:** Pastoral Manager 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

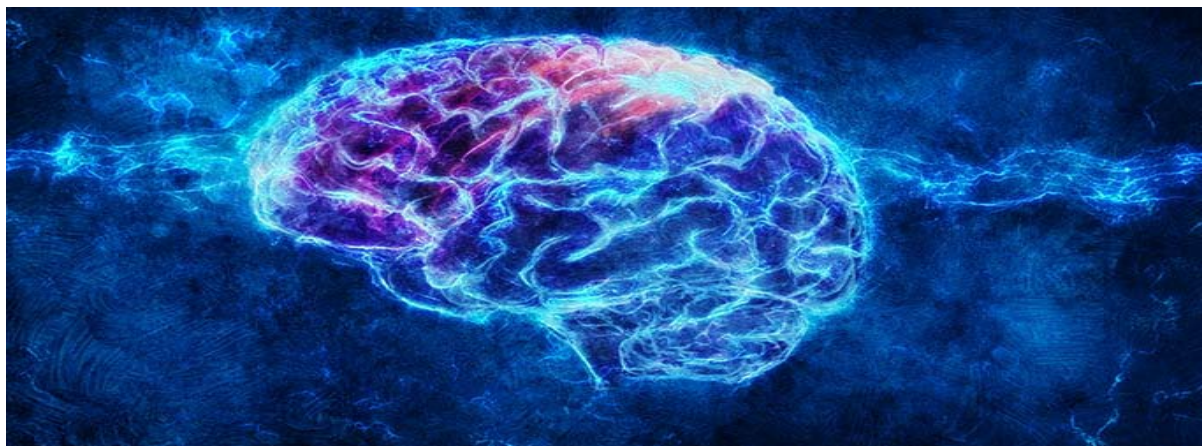
	<b>This post is accountable for:</b>
<b>Ensuring students survive, thrive and progress</b>	Successfully enrolling and inducting students into the College and developing both a sense of belonging and the resilience to succeed here
	Ensure that key College information is communicated effectively & in a 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
	<b>safeguarding</b> 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
<b>create a tutor group identity</b>	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
<b>provide students with a clear line of sight to employment, self-employment or HE;</b>	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
<b>performance manage your group of students</b>	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.

<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>• Individual Learning Plans,</li> <li>• Success Rate Data</li> </ul>

- Observation
- Corero Notes,
- Referrals to Senior Tutors,
- student retention and attendance data
- Destinations Data
- UCAS Reference quality
- Feedback from staff



## Lecturer in Health | Faculty of Human Behaviour

Dear applicant,

Thank you for taking an interest in the position of Lecturer in Health. This is a full-time teaching role across the level 2 and level 3 health programmes at the College.

Lecturers on the programme have been a mix of teachers with HSC or science background and colleagues who have joined from a Healthcare background. A balance is useful as the courses cover a wide range of skills and content but ultimately, good teaching and support for students is always the key.

A teaching or lecturing qualification is clearly an advantage but we are very open to applications from those with health sector experience. We are most keen to appoint a motivated and aspirational individual who is committed to continued professional development. We have a strong record of developing staff who have joined us from employment. All we ask is that you are prepared to work hard, and a desire to go above & beyond for our students. 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 undergoing a major building programme which includes a new T level building (below) which is front-centre of the College. This includes a large new teaching space and a 'mock' hospital ward which now homes the health department. This building and the neighbouring Digital Building have been designed to create professional working environments for our students to prepare them for their next step.



We are a top performing 6<sup>th</sup> form college, which was previously a tertiary college. Amongst the tertiary work we retain is some 16-19 vocational provision at levels 1 and 2, apprenticeships, a small amount of adult work including professional courses and HE. However, the vast majority of our c3000 students are doing level 3 programmes, mainly A Levels. Excitingly, the College is one of the first across the country which has been selected to deliver the new innovative T level qualifications. In November 2018 the college was graded as good with some outstanding elements.

We are located in a rural area with all the additional challenges that brings. Approximately two thirds of our students come in by coach each morning. In doing so they are choosing to come to us rather than our many competitors. We have survived and grown by listening to students (and parents) and delivering a great student experience and value added. Students come to us for the choice, the atmosphere and the freedom to develop in a safe and supportive environment.



In terms of a work setting, both the college & the Cotswolds in general, are impressive. The campus itself has seen 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 pre/post-work run.

The College is undergoing major building renovation and expansion in this area of our provision, and all engineering, construction and digital related provision will have brand new accommodation in the next academic year. This includes a contemporary new 'digital building' which is a major upgrade in technological teaching spaces for the College. We have approximately 350 staff including managers, lecturers and a wide array of support staff.

Faculty staff work closely and effectively in subject and department teams. There are five faculties comprised of related subjects, each line-managed by a Head of Faculty and Senior Professional with a course leader for each subject. We encourage our staff to be innovative and proactive, seeking improvements in teaching and learning and sharing good practice throughout the year. Our staff vary in tenure from 16 years to new arrivals in September 2023. Over two thirds of the faculty have been in post for 4 years or more, many of whom enrolled onto our teacher training course over the years.



Our core priority lies in raising achievement and retention rates and all staff are encouraged to contribute ideas, share resources and collaborate in the research and planning of new initiatives and materials. It is important that you are a good team player who is prepared to work closely with colleagues and you will be expected to share the student-centred approach that imbues everything we do.

Staff development takes a very high priority across college, underpinned by a robust performance management system. This encompasses externally and internally delivered courses, internal skill sharing, peer and management observations and visits to benchmark colleges. In short, you will be very well supported in this role.

Enrichment activities are a valued aspect of the student experience and can be a successful means of putting classroom learning into context; you will have the opportunity to become involved in their development and delivery.

In summary, as a college we are passionate about helping students become the best they can be in whatever they choose to pursue but we are also passionate about staff development, and providing the platform for individuals to become outstanding teachers.

If you think this matches your aspirations, we look forward to receiving your application, which you should address to Human Resources.

If you decide to apply, do give some thought to the 'further information' section of your application. We always ask that you include a letter in support of the application and find this particularly helpful at the short-listing stage.

If you have any questions about the post, please contact me on [dan.wixey@cirencester.ac.uk](mailto:dan.wixey@cirencester.ac.uk)

Dan Wixey

Head of Faculty  
Faculty of Human Behaviour