JOB DESCRIPTION (CURRICULUM)

JOB TITLE: Teacher – Adult Skills Programmes (Salaried) **JOB NO:**

DIVISION: Education and Skills

GRADE: B

NO OF POSTS: 1   **SECTION:** Birmingham Adult Education Service

1.0   JOB PURPOSE

1.1   To plan, prepare and deliver high quality, learner-centred teaching, learning and assessment that inspire learners in face-to-face and virtual classroom learning.

1.2   To provide advice, guidance and support learners to achieve the best possible outcomes on their courses and progress according to their personal goals and aspirations.

1.3   To support the development of the programme in specified areas.

1.4   To share and promote good practice development and support others to develop their practice.

1.5   To contribute to quality assurance within the Faculty.

2.0   DUTIES AND RESPONSIBILITIES

2.1   To attend enrolment, assess learners and provide appropriate information, advice & guidance.

2.2   To arrive punctually, be in the classroom ready to teach at least 10 minutes before the start of the lesson and complete register as learners arrive.

2.3   To induct learners into their programmes, promote the right attitudes and behaviours to learning and complete relevant documentation.

2.4   To promote regular attendance and punctuality with learners, and address absence issues.

2.5   To carry out appropriate initial and diagnostic assessments with learners, ensuring prior attainment and starting points are recorded and that learners are in the right course and level, and use these in planning.

2.6   To identify and meet individual learners' needs, including additional support needs.

2.7   To use Individual Learning Plans with learners to negotiate and regularly review challenging and meaningful targets and actively involve learners in this process.

2.8   To track progress through one to ones and tutorials and make referrals to Learner Services when appropriate.

2.9   To plan the course by devising or modifying a Scheme of Work to suit ALL learners' needs.

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2.10   To prepare thoroughly for teaching sessions, ensuring clear learning outcomes and that all learners are engaged, challenged and supported, incorporating fully inclusive and differentiated learning and assessment approaches.

2.11   To use a variety of teaching strategies to promote active, collaborative and independent learning, and peer and self-assessment.

2.12   To develop and use a range of high-quality resources, including ILT and online platforms, to support learning outcomes and promote interactive and autonomous learning.

2.13   To use assessment for learning strategies during sessions to monitor learner understanding and progress, and to adapt sessions accordingly to maximise learner achievement.

2.14   To mark or assess learners' work and give learners specific, positive and forward-looking verbal and written feedback on what they have done well and what they need to do to improve.

2.15   To develop learners' English, Maths and digital skills as appropriate for the course.

2.16   To complete all documentation related to accreditation in a timely manner in the format required.

2.17   To foster good relations between different groups, challenge discrimination and promote diversity.

2.18   To provide pastoral care where relevant to learners in the group.

2.19   To comply with Health and Safety requirements within the work area and report any concerns to the staff responsible for the site.

2.20   To carry out learner satisfaction and impact of learning surveys with learners.

2.21   To provide information, advice and guidance to learners before, during and at the end of the course, including information on progression routes.

2.22   To attend induction, staff meetings and training.

2.23   To ensure the Tutor Course File is kept up to date and to the required standards.

2.24   To follow BAES processes for the withdrawal and transfer of learners.

2.25   To leave teaching areas in a suitable condition for the next class.

2.26   To comply with and promote the City Council's framework of policies and procedures at all times. Key policies include Equality and Diversity, BCC Code of Conduct, Safeguarding, Health and Safety, Probation, Managing Performance and Disciplinary.

2.27   To comply with and promote BAES's policies and procedures at all times. Key policies include OTLA Policy, Mentoring Policy, Peer Observation Policy, Marking Policy and my appraisal procedure.

2.28   To work effectively with colleagues, key partners and learners to support BAES's whole curriculum approach to safeguarding including Prevent and e-safety, and the whole organisation's approach to Equality, Diversity and Inclusion.

2.29   To check BAES email regularly for information.

2.30   To contribute to Service Self-Assessment by completing Self-Assessment reports of own practice

2.31   Ability to use IT packages and systems, e.g. Word, PowerPoint, Moodle, Padlet et. al. to devise resources and deliver learning.

2.32   To be a reflective practitioner, critically evaluate own practice, identify areas of strength and areas of development and seek out appropriate development opportunities.

2.33   To undertake additional tasks and responsibilities, appropriate to the grade, possibly at short notice, that are necessary for BAES to meet its obligations to learners, the Funding Body or BCC, which may be reasonably required.

3.0   DUTIES AND RESPONSIBILITIES OF A TEACHER – ADULT SKILLS PROGRAMMES WITH SUBSTANTIVE CONTRACT

3.1   To participate in working groups as required, e.g. to devise core schemes of work.

3.2   To act as an additional internal verifier/moderator for a specified accreditation scheme or non-accredited internal moderation process.

3.3   To take part in Enrolment/Initial Assessment sessions in the months leading up to September as agreed with Programme Manager

3.4   To attend and contribute to regular team meetings, forums and newsletters to share good practice, resources and improve the quality of teaching, learning and assessment.

3.5   To provide cover for absent colleagues, which may include evenings or Saturday mornings.

3.6   To pilot new accreditations, courses and documentation with learners as requested and carry out evaluations.

3.7   To support in the development of new programmes by providing specialist knowledge

4.0   SUPERVISION RECEIVED

4.1   SUPERVISING OFFICER JOB TITLE: Programme Manager

4.2   LEVEL OF SUPERVISION

- Regularly supervised with work checked by supervisor.
- Left to work within established guidelines subject to scrutiny by supervisor.
- Plan own work to ensure the meeting of defined objectives.

5.0   SUPERVISION GIVEN
NONE

6.0   <u>SPECIAL CONDITIONS</u>

6.1   Annual leave should not normally be taken during main enrolment periods or term

6.2   Some duties must be undertaken on site whilst others, with the agreement of the line manager, can be undertaken elsewhere.

6.3   Time, location of work and work base may change to respond to the needs of the Service.

6.4   Evening and weekend work may be required.

6.5   Travel between sites required for which a casual car user's allowance will be paid. (Travel between home and work not included).

6.6   DBS check required if the member of staff is allocated work based in a school or a children's centre, will be working with adults who are vulnerable, or is a member of the safeguarding team.

6.7   This vacancy is exempt from the Rehabilitation of Offenders Act.

6.8   This job description will be reviewed and updated at intervals when necessary.

Right to Work in the UK documentation will be fully checked for all applicants. All non-UK applicants are required to apply for a certificate of sponsorship from Birmingham City Council and must be approved by the UKBA before any employment offer can be confirmed.

Observance of the City Council's Equal Opportunities Policy will be required.

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PERSON SPECIFICATION (CURRICULUM)

JOB TITLE: Teacher – Adult Skills Programmes (Salaried)

JOB NO:

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SECTION: Birmingham Adult Education Service

KEY: MOA (Method of Assessment): AF = Application Form, I = Interview, T = Test, P = Presentation, G = Group Exercise

	Experience, abilities, knowledge and qualifications / training In your application form please provide evidence of how you meet the below requirements for the role. Applications will be long listed against these requirements	
		MOA
1.	**Experience** • Substantial experience in effective course planning, individual learning planning, assessment and delivery, creating and adapting innovative materials and resources including ILT. • Substantial experience of teaching a relevant subject or subjects, and experience of teaching adults. • Substantial experience of delivering accreditation. • Experience of producing detailed and highly effective schemes of work, session plans and ILPs. • Experience of giving constructive feedback to learners in order to promote improvements. • Experience of actively and effectively promoting equality and diversity in the classroom. • Experience of using ILT effectively to improve teaching, learning and assessment.	AF AF AF AF AF AF AF

2.	**Abilities**	
	• Ability to meet the requirements of awarding bodies, individual courses, programme objectives and associated administration.	I
	• Ability to plan a coherent programme of learning and sessions with clear outcomes which provide flexibility to meet learners' individual needs.	I
	• Ability to use effectively a variety of teaching methods, to promote learning, learner collaboration and autonomy, peer support, assessment and evaluation.	I
	• Ability to devise and use a range of innovative learning resources, including ILT, to motivate and meet the needs of learners.	I
	• Ability to develop learners' English. Maths and digital skills.	I
	• Ability to communicate effectively and accurately in writing.	AF
	• Ability to communicate clearly and effectively verbally.	I
	• Effective interaction with people (individuals and groups) through highly developed interpersonal skills.	I
	• Able to use email for work purposes.	AF
	• Ability to use IT packages and systems, e.g. Word, PowerPoint, Moodle and other online platforms to devise resources and deliver learning.	AF
	• Self-motivated and passionate about teaching, learning and assessment.	I
	• High level of expertise in your subject area.	I / AF
	• Ability to recognise and refer safeguarding concerns.	I / AF
3.	**Knowledge**	
	• Clear understanding of the features of good teaching, learning and assessment that meets the quality standards required by Ofsted, ETF, accrediting bodies and stakeholders.	I
	• Understanding of how to support learners to develop their English skills.	I
	• Good knowledge of relevant websites and materials.	I
	• Knowledge of the different aspects of equality and diversity and practical understanding of how to promote it in the classroom.	I

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4.	**Qualifications**	
	• A teaching qualification at a minimum of Level 5, e.g. DTLLS, Cert Ed, PGCE, IRR.	AF
	• An appropriate Subject Specialist qualification at a minimum of Level 3 or equivalent commercial experience/expertise in areas of shortage. If this is not held, gaining it within two years of appointment may be specified as a condition of employment in the letter of appointment.	AF
	• A minimum of a Level 2 (GCSE 9 - 4 or equivalent) English qualification. Candidates who do not meet this criterion will not be employed.	AF
	• A minimum of a Level 2 (GCSE 9 - 4 or equivalent) Maths. If this is not held, gaining it within two years of appointment will be a condition of employment.	AF
	• Assessor Award if this is a requirement of the subject. If this is not held, gaining it within two years of appointment will be a condition of employment.	AF
5.	**Training**	
	• Willingness to undertake training and appropriate accreditation required to act as Internal Verifier.	AF
	• A track record of active engagement with continuous professional development and application of learning to own practice.	AF
	• Critical awareness of strengths and areas for development in own practice and positive attitude towards improving practice or performance.	AF
6.	**Other**	
	• Willingness to work at a variety of BAES venues and to travel between sites as required	AF

Section 2 – Values and Behaviours
If your application is successfully long listed, you will be invited to the next stage in the selection process. In addition to the above requirements you will be asked to demonstrate competencies in the below areas. Competencies can also be described as behaviours. They describe 'how' we expect people to behave doing their job. Competencies will vary between job roles and different levels but an overview of them, as required by Birmingham City Council, are described below.

Values	Definition	MOA
We put citizens first	People who demonstrate this value will: • Make time to listen carefully to people to understand their needs • Treats all people with complete respect and understanding • Put themselves in the shoes of the residents to deal with their issues • Be patient and helpful • Always treat people with kindness – 'the human touch'	I
We are true to our word	People who demonstrate this value will: • Make time to build trusting relationships • Make sure people who are affected, are involved and kept well informed • Give people ongoing feedback that helps them improve their performance • Show they believe in what they say • Promptly address any problems	I
We act courageously	People demonstrating this value will: • Be unafraid to ask challenging questions • Have the courage to speak out on difficult issues • Use their initiative to do something different • Have difficult conversations when necessary • Embrace new ways of working to encourage change	I
We achieve excellence	People who demonstrate this value will: • Give their very best, every day • Look for ways to keep doing their job better • Help other people achieve and celebrate their goals • Recognise mistakes and does something to put it right • Ask for feedback to improve his or her performance	I

Behaviours	Definition	MOA
Work as Partners	People who demonstrate this behaviour will: • Communicate and collaborate all the time • Share our information in the right way • Value each other's strengths • Build meaningful and trusting relationships • Focus on shared goals & solve problems together	I
Think Ahead	People who demonstrate this behaviour will: • Work proactively • Understand what we need for the future • Build our capacity to meet future demands • Focus on the big picture • Focus on what we can do better	I
Trust and Empower Members and Staff	People demonstrating this behaviour will: • Take ownership over our development and performance • Encourage and value new ideas • Make clear our expectations of each other • Have open and honest conversations • Celebrate good performance	I
Value our Information	People who demonstrate this behaviour will: • Use information in the right way for the right reasons • Respect confidentiality and manage risk • Understand the importance of using our data correctly • Use our information to make informed decisions • Define what we need before we collect information	I
Put the Customer at the Centre of our Work	People who demonstrate this behaviour will: • Seek the customer's point of view • What we say we will do and learn from our mistakes and fix them • Recognise the impact our decision will have on customers • Keep the customer informed and manage expectations honestly • Simplify processes to be quicker and easier	I
Treat People Equally and Respect Differences	People who demonstrate this behaviour will: • Value our colleagues • Create a welcoming and positive environment • Encourage inclusivity • Listen to feedback and act on it • Recognise the impact of our actions on others	I