



## Lecturer in Foundation ESOL

### Job Description

<b>Faculty / Department:</b>	Foundation Studies	
<b>Responsible to:</b>	Head of Inclusion	
<b>Responsible for:</b>	N/A	
<b>Grade:</b>	Salary Range: £27,269 - £34,810 per annum pro rata (Grade 3 – 4, SCP 16 – 25)	<b>Hours:</b> 25.4 hours per week (16.5 teaching) Fixed term to June 2022

<b>Role Summary:</b>
<p>The successful applicant will join an established team that plans, implements, and delivers ESOL courses. The teaching commitment will be on the following courses:</p> <ul style="list-style-type: none"> <li>• Foundation ESOL</li> </ul>

<b>Main Duties and Responsibilities:</b>
<p><b><u>Work Processes and results</u></b></p> <ul style="list-style-type: none"> <li>• Teach effectively on a range of the Department’s curriculum programmes, which will include lessons, cover and the delivery of qualifications in college.</li> <li>• Thoroughly prepare suitable teaching, learning and assessment materials for a range of courses/levels and make use of a variety and appropriate learning and teaching methods.</li> <li>• Continue to develop the college’s new VLE platform and digital technologies as a method of delivering flexible teaching, learning and assessment.</li> <li>• To contribute to the internal and external quality assurance procedures in line with Awarding Body and college requirements.</li> </ul>

### **Team Work**

- To work closely with the other Departments, as well as with partner agencies.
- To work with the Head of Inclusion and other teachers in developing best practice in teaching, learning and assessment, ensuring standardisation and continuity.
- To attend and contribute to relevant meetings within the Department and the college.
- To work flexibly as directed by the line manager.

### **Communication / Documentation**

- Communicate effectively across a wide range of audiences.
- Have available an up to date scheme of work (showing methods of delivery and the development of wider skills) for each course/class taught and to provide a copy of this information to the Head of Inclusion by the start of the course.
- Using the college's central system, promptly and accurately update all class records including the register of attendance and tracking of student progress against targets.
- Keep records as required of all student assessed work and report progress or otherwise at appropriate meetings.
- Undertake the normal administrative duties required of lecturers including assistance with the initial assessment of learners during enrolment, induction and providing management information as required.

### **Personal Development / Performance**

- Demonstrate a commitment to continuing Personal/Professional Development.
- Ability to observe and define priorities and timetables in the achievement of strategic and operational objectives.
- Adhere to the College's environmental and sustainability procedures and seek to promote environmental sustainability within own area of responsibility.
- To keep up to date with curriculum initiatives, development of standards and general developmental and professional issues relating to the delivery of learning. Including proactive engagement with the college's CPD programme.

### **Equality, Diversity, Health and Safety and Strategy**

- A strong commitment to the principles and practice of equality and diversity.
- Take reasonable care of the Health and Safety of yourself and that of any other person who may be affected by your acts or omissions at work.
- Ensure as far as is necessary, that Statutory Requirements, Codes of Practice, Policies and

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Procedures, and Health and Safety arrangements are complied with.

- Follow all agreed Quality Assurance and Risk Management Systems operating in the College.
- To assess learners according to established guidelines, and provide a positive learning experience.

*This is not intended as an exhaustive list of duties or a restrictive definition of the post but rather, should be read as a guide to the main priorities and typical areas of activity of the post-holder.*

*These activities are subject to amendment over time as priorities and requirements evolve and as such it may be amended at any time by the line manager following discussion with the post holder.*



Measured by:	
A	Application
I	Interview
T	Test
P	Presentation
R	References
Po	Portfolio

## PERSON SPECIFICATION

### Lecturer in Foundation ESOL

Criteria Headings	Essential	Evidenced by	Desirable	Evidenced by
<b>Qualifications/ Education/ Training</b>	<ul style="list-style-type: none"> <li>Qualified teacher e.g. Cert Ed, PGCE or DTLLS or CET, or a firm commitment to obtain the required teaching qualification/or DELTA</li> <li>Level 3 qualification within subject area</li> <li>Degree level qualification</li> <li>Level 2 qualifications (GCSE A* - C or equivalent) in four subjects including Maths and English</li> </ul>	<p>A</p> <p>A</p> <p>A</p> <p>A</p>	<ul style="list-style-type: none"> <li>Possess a qualification in the delivery of ESOL e.g. Level 4 Certificate for ESOL Subject Specialist (or currently studying)</li> <li>First aid at work certificate (renewable every 3yrs) or willingness to attain this required qualification</li> </ul>	<p>A</p> <p>I</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful experiences of teaching learners of varied ages, backgrounds and abilities</li> <li>Experience of working with ethnic minority groups</li> <li>Relevant experience within the FE and/or</li> </ul>	<p>A/I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> <li>Recent and relevant experiences of developing ESOL programmes</li> <li>Familiarity with current developments in education and training</li> </ul>	<p>A/I</p> <p>A/I</p>

	community learning sector			
<b>Skills/ Aptitudes/ Competences/</b>	<ul style="list-style-type: none"> <li>Evidence that you are able to apply effective approaches to teaching to more than one level and target audience</li> </ul>	I/P	<ul style="list-style-type: none"> <li>Ability to speak a second language</li> </ul>	A/I
	<ul style="list-style-type: none"> <li>Evidence of delivering high quality and effective learning</li> </ul>	I/P	<ul style="list-style-type: none"> <li>An outstanding practitioner of ILT</li> </ul>	A/I
	<ul style="list-style-type: none"> <li>Demonstrate extensive range of knowledge, understanding and application of curriculum development, innovation and delivery strategies</li> </ul>	I/P		
	<ul style="list-style-type: none"> <li>Excellent communication and interpersonal skills</li> </ul>	I/P		
	<ul style="list-style-type: none"> <li>Ability to plan and prioritise</li> </ul>	I		
	<ul style="list-style-type: none"> <li>Excellent administrative and organisational skills</li> </ul>	I		
	<ul style="list-style-type: none"> <li>Able to work flexibly as part of a team</li> </ul>	I		
	<ul style="list-style-type: none"> <li>Evidence of understanding of differences between assessment and evaluation</li> </ul>	I		
	<ul style="list-style-type: none"> <li>Demonstrate that you take responsibility and ownership, e.g. meeting deadlines,</li> </ul>	I		

	sharing practice, following organisational policy and procedures			
<b>Other</b>	<ul style="list-style-type: none"> <li>• Demonstrate suitability to work with vulnerable adults including knowledge/understanding of safeguarding and Prevent</li> <li>• Demonstrate a positive approach to equality and diversity and customer service</li> <li>• Demonstrate an ability to take responsibility for your own and others Health and Safety at work</li> <li>• Knowledge of current relevant initiatives within FE, resource management and the vocational area of responsibility</li> </ul>	<p> </p> <p> </p> <p> </p> <p> </p>	<ul style="list-style-type: none"> <li>• Awareness and deep level understanding of equality and diversity matters in the workplace and community</li> </ul>	<p> </p>