**Job Description:**

|  |  |
| --- | --- |
| **Post:** | Construction T level Lecturer – South Downs Campus 0.14FTE |
| **Salary Grade:** | Salary: Grade 5, £30,060.83 - £39,281.98 – Actual Salary £4,908.52 - £6,199.48; This includes a Market Supplement of £700.00 which is reviewed annually (depending on qualifications and experience) |
| **Responsible to:** | Head of Faculty |
| **Responsible for:** | Leading on the design, implementation delivery of T level curriculum  |

**Key Purpose:**

|  |  |
| --- | --- |
| **1** | Assisting the Learning Manager in leading the development of the T level route / pathways that s/he is responsible for. This will include working with the Learning Manager and Director of Curriculum to ensure the growth and development of the provision. |
| **2** | Informing appropriate staff of the teaching and assessment requirements for core content and pathways that constitute the T level study programme; co-ordinating the design of assignments and assessment strategies and industrial placements  |
| **3** | Liaising with the Curriculum Verifier and ensuring the internal verification of the course takes place and reporting grades as appropriate.  |

**Key Responsibilities and Accountabilities:**

|  |
| --- |
| **For all T Level Lecture roles** |
| **A** | Maintaining accurate course records and information, including in preparation for internal and external audits. |
| **B** | To plan effectively and deliver high quality teaching, learning, assessment and support, leading to excellent attendance, retention and achievement. This will be included ensuring the application of industry related experience and a sound understanding of the sector in terms of the design and delivery of the T level study programme. |
| **C** | Ensuring with the Learning Manager that all course marketing and publicity materials are kept up-to-date and relevant. |
| **D** | Identifying staff development needs at course level and in consultation with the Learning Manager informing Teaching, Learning and Quality. |
| **E** | Ensuring students enter for appropriate exams/assessments and that results are communicated to the Exams Office following agreed College procedures.  |
| **F** | Setting up and maintaining appropriate tracking systems e.g. Promonitor for the recording of grades and monitoring progress of students. |
| **G** | Promoting good educational practice and ensuring that the course operates in accordance with College policies. |
| **H** | Acting as course mentor for new members of the course team and assisting in the appointment of part time staff as required. |
| **I** | Disseminating Awarding Body publications to the course team as appropriate and ensuring requirements are met. |
| **J** | To attend parents’ evenings, marketing and promotional events. |
| **K** | To work with employers to develop strong partnership to ensure curriculum is aligned to industry standard  |
| **L** | To work collaboratively with industrial placement advisors to ensure all learners are placed in appropriate industrial placements |
| **M** | To contribute to the College’s Assessment Review process as appropriate and engage in Quality Improvement procedures |
| **N** | Managing industrial placements in conjunction with employers and industrial placement advisor  |

**Cross-College Responsibilities and Accountabilities:**

|  |  |
| --- | --- |
| **1** | Fully support and adhere to the college approved strategies, policies and procedures. |
| **2** | Champion the College’s equal opportunities and health and safety requirements |
| **3** | Take responsibility for one’s own professional development. |
| **4** | Be responsible for safeguarding and promoting the welfare of young children, young people and vulnerable adults. |

*This job description is current as at the date shown below. In consultation with you, it is liable to variation by management to reflect or anticipate changes in or to the job. You are liable to undertake such other duties as may reasonably be required of you, commensurate with your grade, at your initial or present place of work or at any other of the College’s operational sites.*

**Person Specification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **QUALIFICATIONS & TRAINING** | **Essential** | **Desirable** | **How assessed** |
| i | A recognised teaching qualification, Cert Ed or PGCE |  | Y |  |
| ii | Degree or industry standard knowledge and experience in related in pathway  | Y |  |  |
| iii | High level of specialist knowledge of relevant pathway / Occupational Specialist Content |  |  |  |
| iv | Maths, English and digital Skills level 2 or equivalent  | Y |  |  |
| v | **KNOWLEDGE, EXPERIENCE & UNDERSTANDING (CURRENT)** |  |  |  |
| vi | Ability to teach and willingness to develop teaching and learning skills and knowledge relating to pedagogy | Y |  |  |
| vii | Ability to offer successful pastoral support to cohort teaching group. |  |  |  |
| viii | Confident and creative in the use of IT to promote and enhance learning. |  |  |  |
| ix | Up to date experience and knowledge of relevant industry sector  | Y |  |  |
| x | Experience of deigning and delivering curriculum  |  | Y |  |
|  | **SKILLS & ATTRIBUTES** |  |  |  |
| xi | Excellent communication skills. | Y |  |  |
| xii | Sound understanding of and commitment to safeguarding and equality and diversity in the context of education. | Y |  |  |
| xiii | A passion for both your subject and for student success. | Y |  |  |
| xiv | A flexible and proactive approach; and an ability to react quickly to changes in circumstances and environment. | Y |  |  |
| xv | Self-motivated with the ability to be inspirational, innovative and display initiative. | Y |  |  |
| xvi | Ability to multi task and cope with a demanding work schedule. | Y |  |  |
| xvii | Ability to work with and influence a range of stakeholders such as employers, young people and colleagues across college  | Y |  |  |

Key to assessment methods:

* A = Application
* I = Interview
* P = Presentation
* MT = Micro Teach session

\*Please note that Qualified Teacher Status (QTS) is not deemed essential to the job description at point of entry to the role. The College does require all lecturers ultimately to have QTS. Therefore, all lecturers appointed without QTS will be required to be enrolled on a route to achieving QTS within the first year.

**Back ground information about T levels**

T Levels are new, two-year, technical study programmes, designed with employers to give young people the skills that industry needs. T Levels will provide a mixture of:

* technical knowledge and skills specific to their chosen industry or occupation
* an industry placement of at least 45 days in their chosen industry or occupation
* relevant maths, English and digital skills.

T Levels will become one of three major options when a student reaches level 3, alongside apprenticeships for students who wish to study and train for a specific occupation ‘on the job’, and A levels for students who wish to continue academic education.

When they complete a T Level study programme, students will be able to choose between moving into a skilled occupation or further study, for example, a higher or degree level apprenticeship, or higher level technical study, including higher education.

**Phase 1 T levels at HSDC - Starting September 2019**

1. **Construction: Design, Surveying and Planning**
2. **Digital: Digital Production, Design and Development**

Awarding organisations will need to ensure that students have an up-to-date knowledge of the legal and regulatory obligations relating to employment in the occupations relevant to the T Level and understand the practical implication of these on their work.

**Core Content**

The core content relates to the whole route, and the pathway that the Technical Qualification covers. This content will vary depending on the requirements of the route and the pathway or occupations covered by the scope of the Technical Qualification.

The core content focuses on students’ knowledge and understanding of contexts, concepts, theories, principles and core skills relevant to the T Level. This could include, where appropriate, assessment of knowledge, understanding and skills relevant to the route and the pathway. This breadth of content will help to ensure students are able to apply their skills in a variety of contexts and for a variety of different purposes.

The core content is assessed through an examination and a practical employer-set project. Awarding organisations can integrate knowledge in the employer-set project, to contextualise core skills.

**Occupational specialism**

Specialist content is structured into different occupational specialisms, which correspond to the apprenticeship standards listed on the occupational map covered by the T Level. Occupational specialisms ensure students develop the knowledge and skills necessary to achieve ‘threshold competence’ in the occupational specialism.

Lecturers of T levels will need to demonstrate industry standard experience and understanding in one or more of the following areas of occupational specialism. (See full document, T Level outline, for full details.)

**Construction: Design, Surveying and Planning T Level**

**Occupational Specialism: Surveying and design for construction and the built environment**

Experience and knowledge of:

• Measuring the built environment

• Analysing the built environment

• Designing the built environment

• Verifying delivery of the built environment

**Digital: Digital Production, Design and Development T Level**

**Occupational Specialism: Digital Production, Design and Development**

Experience and knowledge of:

• Analysing a problem to define requirements and acceptance criteria aligned to user needs

• Designing, implementing and testing software

• Changing, maintaining and supporting software

• Creating solutions in a social and collaborative environment

• Discovering, evaluating and applying reliable sources of knowledge

• Applying ethical principles and manage risks in line with legal and regulatory requirements when developing software