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| **Job Role:** Teacher of Fabrication & Welding  **Reporting to:** Team Manager  **Base site:** Rolls Royce Learning and Development Centre, with travel to Rolls Royce sites. |
| **Hours per week** 37 hours per week, 52 weeks per year  **Contract Type** Academic  **Holidays** 35 per year plus 6 College closure days where applicable and 8 statutory days per year  **Salary** Non-qualified teacher £26,625; qualified teacher £29,841 to £40,080 per annum |
| **Job Purpose**  To provide a high-quality teaching and learning experience for Rolls Royce apprentices through the delivery of challenging and engaging delivery. You may also be required to deliver on other DCG sites. As part of this role, you will also have a small caseload of pipe welder apprentices that you will be responsible for reviewing and assessing in the workplace. |
| **Introduction**  The requirements that the College has of its Lecturing staff are outlined in this job description and also in the following documents:   * Professional Standards for Teachers and Trainers in Education and Training – England * The objectives set out in the Lecturers Scorecard – as updated annually * The Minimum Expectations for Teachers outlined in the Teachers and Team Managers Guidelines and Procedures   **Teaching Responsibilities**   * Carry out the effective day-to-day management of learners’ learning in accordance with the College’s objectives. * Inspire learners and colleagues identifying, interpreting and applying specific knowledge. * Raise retention and achievements for learners on a continual basis. * Embrace the educational possibilities of Information Learning Technology and take the responsibility for adapting teaching materials and one’s own practice in the use of ILT. * Manage learning flexibility within a variety of delivery modes. * Undertake a pastoral role. * Support and advise team members in effective delivery of the curriculum. * Create, deliver and evidence high quality learning materials. * Contribute towards the development of and deliver a unitised curriculum. * Promote equality of opportunity and recognition of diversity through teaching and learning * Continually assess the individual needs of learners. * Facilitate learning in large and small groups. * Communicate effectively with all levels of learners. * Identify and apply strategies to facilitate effective learning. * Work effectively within different learning environments. * Be familiar with a range of accreditation/specifications. * Demonstrate an awareness and understanding of learning opportunities from a variety of sources. * Demonstrate an understanding of the complex nature of the curriculum.   **Learner Progression Responsibilities**   * Ensure that learners progress well from their different starting points and achieve or exceed standards expected for their age * Help learners attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs * Maintain consistently high expectations of what learners can achieve, including the most able and the most disadvantaged * Where relevant, promote English, maths and other skills necessary to function as an economically active member of British society and globally * Have a secure understanding of the age group being worked with and have relevant subject knowledge that is detailed and communicated well to learners * Gather assessment information from looking at what learners already know, understand and can do and is informed by their parents/previous providers as appropriate * Use assessment information to plan appropriate teaching and learning strategies, including identifying learners who are falling behind in their learning or who need additional support, enable learners to make good progress and achieve well * Ensure that learners understand how to improve as a result of useful feedback and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this * Engage with parents, carers and employers to help them understand how learners are doing in relation to the standards expected and what they need to do to improve   **Learner Personal Development, Behaviour and Welfare Responsibilities**  Promote and support learners’:   * Pride in achievement and commitment to learning * Self-confidence, self-awareness and understanding of how to be a successful learner * Choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance * Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training * Prompt and regular attendance * Following of any guidelines for behavior and conduct, including management of their own feelings and behavior, and how they relate to others * Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media * Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating * Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain   **General Responsibilities**   * Comply with administrative procedures for the effective collection, interpretation and actioning of College management information * Provide professional customer service to both internal and external customers. * Ensure that quality standards are met, monitored and reviewed within the section * Fully participate in Team Meetings, professional development, events, discussions and any other activities commensurate with the duties and responsibilities of this post. * Demonstrate flexibility in responding to changing demands in personal, sectional or the College’s workload. * Take reasonable care of your own health, safety and welfare and that of any other person who may be affected by your actions or omissions whilst at work. * Undertake risk assessments for any new activity and ensure risk assessment checks are carried out for any ongoing activity. * Proactively promote and comply with all relevant College practice, guidelines, policies and procedures, and legislation, including but not limited to: Safeguarding, Equality and Diversity, Health and Safety, and Data Protection. * Carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job.   **Continuous Professional Development**   * Develop dual professionalism: ensuring vocational/academic knowledge and skills is kept up to date; and developing a knowledge and application of pedagogy. * Keep abreast of local and national developments that impact on learner experiences. * Demonstrate competencies commensurate with the position e.g. a high level of interpersonal skills, good time management skills, self-motivating, professional, proactive and creative in line with the Teachers’ Professional Standards * Desirable competencies include conflict handling, interviewing, undertaking research to benefit the college and proficient IT skills, an understanding of funding and how to access funding streams. * Take responsibility for one’s own professional development and continually update as necessary. Additionally, the set amount of CPD required by the College per annum must be accrued and Team Time attended. |
| **Person Specification** |
| **Competencies**  **Essential**   * High level of interpersonal skills * Good time management skills * IT proficiency - able to operate the necessary software including MS Office |
| **Knowledge & Experience**  **Essential**   * Industry experience within the welding & fabrication sector. * Experience of working in a Welding environment, including Fabrication.   **Desirable**   * Teaching experience. * Working with apprentices. * Experience of automated and mechanical welding processes. * An understanding of the complex nature of an education curriculum * An understanding of the sources of funding and their impact on curriculum design |
| **Qualifications**  **Essential**   * Certificate in Education/PGCE/Professional Diploma in Teaching or **willing to work towards** * Professional Subject Qualification at Level 3 **or** Advanced craft qualification if in vocational area * Assessor award or **willing to work towards** * Level 2 Maths * Level 2 English   **Desirables**   * Level 3 Maths * Degree in subject taught or HNC/D or willing to work towards * Level 2 IT qualification |

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