

|  |
| --- |
| **Job title:** Teacher of Housing - Professional Construction  **Reporting to:** Team Manager Professional Construction  **Base:** The Roundhouse / Hudson Building |
| **Hours per week** 7.4 hours per week, 52 weeks per year  **Contract Type** Academic – fixed term (1 year with potential for extension) – Part-time 0.2 FTE  **Holidays** 35 per year pro rata plus 6 College closure days where applicable and 8 statutory days per year pro rata  **Salary** Up to £44,218 per annum pro rata |
| **Job Purpose**  To manage a high-quality teaching and learning experience within both practical and classroom environments, which will encourage retention and achievement through dynamic delivery and the effective practical application of theory-based knowledge in both FE and HE (up to level 5) settings. |
| **Introduction**  The requirements that the College has of its Teaching 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 Teachers 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. * 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. * Be proactive and creative in line with the Teachers’ Professional Standards. * Undertaking research to benefit the College. |
| **Person Specification** |
| **Competencies**  **Essential**   * High level of interpersonal skills * Good time management skills * IT proficiency - able to operate the necessary software including MS Office to support the delivery of programmes between Level 2 and Level 5 |
| **Knowledge & Experience**  **Essential**   * Able to teach modules relating to housing qualifications from CIH   **Desirables**   * A minimum of 2 years work experience in a housing (housing related) organisation at officer level or above, for example, homelessness charity, local authority, sheltered accommodation, housing organisation. |
| **Qualifications**  **Essential**   * A housing (housing related) qualification at level 4 (Certificate) or above. * A teaching qualification **or** willing to complete a teaching qualification within 1 year of commencing * An assessor qualification **or** willing to complete an assessor qualification within 1 year of commencing * Level 2 Maths * Level 2 English   **Desirable**   * Recent industry related professional development * Professional level membership of a housing professional body, for example, CIH or IRPM. * Masters/Level 7 related qualification * Fellowship – Higher Education Academy (FHEA) |