

Job Description & Person Specification



Advanced Practitioner (0.6 FTE) With option of additional teaching hours (0.4FTE) (2 posts)

Salary: £42,919 pa inclusive based on working 36 hours per week

Hours: 22 hours per week plus option to increase to 36 hours as set out above

Leave: 47 days annual leave plus bank holidays based on 36 hours per week.

Responsible to: Assistant Principal - TLA and Quality

Work closely with: Curriculum delivery staff including teachers, assessors, coaches, facilitators, Student Learning Advisors (SLA), Employability Coaches, iLearn assistants, Student Support Assistants (SSA). Curriculum Quality Team Managers (CQTM) and Directors, Quality Improvement Team

Location: This post will be based at Main Campus, Isleworth, working at least one day a week at the Skills & Logistics Centre, Feltham

Job Purpose: As a member of the quality team, the Advanced Practitioner will support the delivery of outstanding education and training, working with individuals and departments to enthuse and champion high quality teaching, learning and assessment across the college. They will provide targeted coaching, mentoring and support, deliver training and tailored professional development and advocate the sharing of best practice.

1. Curriculum and Quality

- a) To work with individuals and departments to promote, teach, model and secure a high standard of teaching, learning, assessment across all curriculum areas and provision across the college, including those new to teaching or who require upskilling and enhancement.
- b) To support and develop a culture of sharing good practice and professional achievements, maximising every opportunity to showcase best practice across the college.
- c) To celebrate and share effective teaching, learning and assessment practice across the college and work with CTQMs to identify development needs within their curriculum areas, and inform, develop and support action plans and drive interventions that secure rapid improvement and align with College priorities for the provision of consistently high standards of education and training.
- d) Design and deliver training, mentoring and professional learning activities to effectively support delivery staff to develop their practice including the development of digital literacy skills and utilisation of learning technology.

- e) Maintain up to date knowledge of educational and pedagogical research to drive innovation in teaching practice, coaching teachers to improve their practice, for example through modelling effective 'teaching to the top' techniques.
- f) To embody excellence in standards of teaching, learning and assessment and support staff to be reflective practitioners, empowering them to critically review, change and take appropriate actions and development to improve classroom performance and behaviour and enhance their practice.
- g) To network and be an ambassador for teaching, learning and assessment both internally and externally and motivate and inspire any individual partaking in the coaching process.
- h) To support the effective induction, training and development needs of new staff in their initial probationary period.
- i) To maintain records and evidence of activities undertaken, to report on progress and assess impact on teaching, learning and assessment and effectiveness in the role.
- j) To work productively as a part of the quality team and with the Assistant Principal for Quality collegiately striving to improve teaching and assessment and secure the best possible outcomes for learners.
- k) To play a full and active role in the securing evidence based improvement at curriculum and who college level in respect of teaching, learning and assessment through quality improvement and assurance processes including but not limited to lesson visits, learning walks, curriculum audits and deep dives.
- l) Support College action plans and intervention initiatives for improvement and development.

2. Curriculum and Quality

- a) Lead and co-ordinate cross college coaching, mentoring and support to secure improvements and enhance the quality of teaching, learning and assessment
- b) Work with CTQM's to improve the quality of teaching, learning and assessment, support new teachers to be effective practitioners and enhance the overall learner experience and outcomes
- c) Undertake lesson visits and learning walks to identify and share good practice and identify opportunities to support and enhancement of teaching practice.
- d) Lead the development of ongoing CPD and support strategies and interventions to raise standards and encourage reflection and innovation among all delivery staff.
- e) Co-operate and lead any staff development activities required to effectively carry out the duties of the post
- f) Work closely with the Quality Improvement Team to improve teaching, learning and assessment.
- g) Encourage collaborative working and sharing of good practice about teaching, learning and assessment.
- h) Encourage peer observation, team teaching and visits to other colleges.
- i) Promote the value of self-reflection and independent development.
- j) Ensure supportive staff induction, coaching and target-setting for teaching improvements and strong mentoring and staff development for individuals.

4. Student Support

- a) Contribute to promoting good student discipline.
- b) Use innovative teaching, learning and assessment strategies to support learner success.

5. Resource Management and Health and Safety

- a) Promote the safe learner concept and support curriculum delivery staff to ensure this in their everyday practice.

6. External focus/liaison

- a) Keep up to date with developments in teaching, learning and assessment ensuring the latest pedagogical approaches and innovative strategies are shared and utilised with curriculum teams

7. General

- a) Deliver an agreed teaching allocation within an appropriate curriculum area.
- b) Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- c) Comply with all relevant policies and procedures.
- d) Act with honesty and integrity to maintain high standards of ethics and professional standards.
- e) Undertake such other duties at appropriate levels of skill & responsibility as may be required.

Person Specification

Please study the items in this person specification carefully when completing your application form. We need evidence and practical examples of how well you meet each criterion.

1. Educated to degree level or equivalent, in a relevant curriculum specialism, with a recognised teaching qualification
2. **Proven track record of planning and delivery high quality teaching, learning an assessment.**
3. Evidence of **continuous professional development**
With a focus on
 - Innovative and current pedagogical teaching strategies
 - Sharing of good and best practice
4. Sound **specialist knowledge and experience** of effective pedagogical techniques
With a focus on:
 - Innovative and impactful teaching, learning and assessment
 - inspirational teaching and learning
 - Effective assessment strategies
5. Ability to **work effectively with others**
With a focus on
 - pro-active, positive and clear approach
 - set and maintain high standards
 - support and development of others
 - regular, consistent and structured contact
6. **Excellent IT skills**
With a focus on:
 - Using technology to deliver high quality teaching, learning and assessment
 - Experienced and confident practitioner with progress tracking systems such as ProMonitor, Markbook, ProPortal and Onefile
7. Experience of implementing and monitoring **quality assurance** processes that have led to tangible improvements in teaching, learning and assessment
With a focus on:
 - Planning and delivering effective CPD and staff development
 - Knowledge and application of varied teaching and learning strategies including learning technology
8. **Communication:** ability to identify strategies and interventions to address development needs and support ongoing development of delivery staff
With a focus on:
 - clarity and appropriate communication of key priorities and actions
 - structured and purposeful, outlining clear expectations
 - effective coaching, mentoring and support
 - listen and empathise

9. Ability to practise the principles of **collaborative working**

With a focus on:

- consultation and involvement
- consensus and decision-making
- supportive structures and processes

10. Have an awareness of Prevent and Safeguarding.

Equality and diversity

West Thames College champions excellence, integrity, equality and respect.

This means we aspire to the highest achievements for our students and the best possible working environment for our staff.

The whole college community - women and men, younger and older, from different , social and ethnic backgrounds, a variety of faiths, cultures and languages, lesbian, gay and straight, disabled and non-disabled – we are all treated with the same respect and entitled to the same chances to succeed.

We champion diversity because we know that a rich mix of people makes the college a more productive and creative place to study and work.

And we champion equality because it is the right thing to do.

Closing date: 5 November 2024
Reference No: TBC
Interview date: TBC

Conditions of Service

Contract:	Permanent Full time or part time
Hours:	22 hours per week or 36 hours per week
Salary:	The salary offered for this post will be £42,919 based on working 36 hours per week.
Pension:	Staff are entitled to participate in the Teachers Superannuation Scheme subject to its terms and conditions.
Annual Leave:	47 days per annum plus public holidays based on working 36 hours per week.
Teaching Qualifications:	<p>The provisions of Statutory Instrument No 1209 (The Further Education Teachers' Qualification (England) Regulations 2001 & 2007) apply to this post.</p> <p>Lecturing staff whose employment commences on or after 1 September 2001 are required either to have upon commencement of employment, or to obtain within a specified period after commencement, certain teaching qualifications as specified by the further Education Teachers' Qualifications Regulations 2001 & 2007. The type of qualification required and the time period for acquiring it, depend on a number of factors, including the type of post that is held, the teaching that is undertaken, and whether the lecturer works full-time or part-time.</p>
Probation:	<p>Employees who commence their employment between 1 September and 31 May inclusive will be subject to 26 weeks probation before their employment can be confirmed as permanent.</p> <p>Employees, who commence their employment between 1 June and 31 August, and those with term time only contracts, will be subject to 36 weeks probation period before their employment can be confirmed as permanent.</p> <p>The extended period of probation is to ensure that there is an adequate period of "normal" working during which to provide support and assess an employee's performance.</p>
Disclosure	The post will be offered subject to an enhanced Disclosure satisfactory to West Thames College which will be conducted by the Disclosure and Barring Service.

Additional information for teaching applicants

West Thames College is committed to striving towards being an outstanding college.

As part of our commitment we offer our staff an entitlement to strong and supportive line management along with staff development opportunities and we provide 3 dedicated Development Days per year for specific staff training.

IT Skills

To enable us to meet our target of being outstanding we require that our teaching staff have a minimum level of IT skills:

- ability to use Outlook
- ability to use WORD
- ability to use EXCEL
- ability to research via the internet
- ability to undertake basic IT trouble shooting

Literacy Skills

Teaching staff are required to possess specific levels of literacy skills.

You will be required to provide evidence that you possess literacy skills at Level 2 which is equivalent to GCSE English, grade C or above. If you are unable to provide this evidence you will be required to complete a skills test to assess your literacy skills.

The assessment consists of 40 questions and the pass mark is 30. The assessment can last up to one hour.

Induction

We offer support and guidance to all new staff via our induction process. To identify the training needs and support required for new staff our selection process for lecturers will consist of the following:

1. A formal panel interview where you will be assessed against the person specification criteria.
2. A micro teach. You will be given a topic on which to prepare a micro teach and will be required to present this to a panel. If the topic is given on the day you will be given preparation time.

Training needs identified at interview will form part of your individual Induction training plan.

If you do not possess the minimum requirement upon entry into the organisation your manager will identify your needs via the Induction or Probation process and you will be enrolled onto an in-house course to ensure you meet the standards required to undertake your role.