

# Job Description & Person Specification



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

<b>Salary:</b>	<b>£42,919 pa inclusive based on working 36 hours per week</b>
<b>Hours:</b>	<b>22 hours per week plus option to increase to 36 hours as outlined above</b>
<b>Leave:</b>	<b>47 days annual leave plus bank holidays based on 36 hours per week.</b>
<b>Responsible to:</b>	<b>Assistant Principal – Teaching, Learning &amp; Quality</b>
<b>Work closely with:</b>	<b>Curriculum delivery staff including teachers, assessors, coaches, facilitators, Student Learning Advisors (SLA), Employability Coaches (EC), iLearn assistants, Student Support Assistants (SSA). Curriculum Quality Team Managers (CQTM) and Directors, Quality Team</b>
<b>Location:</b>	<b>This post will be based at Main Campus, Isleworth, but requires at least one day a week working at the Skills &amp; Logistics Centre, Feltham</b>
<b>Job Purpose:</b>	<b>As a member of the quality team, the Advanced Practitioner will work with individuals and departments to support high quality teaching, learning and assessment across the college.</b>

### 1. Curriculum and Quality

- a) To work with individuals and departments to provide targeted coaching and mentoring to support new and existing staff to develop and enhance their practice.
- b) Lead and co-ordinate cross college CPD and staff development, and undertake coaching, mentoring and support to secure improvements in and enhance the quality of teaching, learning and assessment.
- c) Design and deliver targeted and focused training and professional development activities to support delivery staff to develop their practice including the development of digital literacy skills and utilisation of learning technology.
- d) Work with CTQMs to address identified development needs within their curriculum areas and use focused actions and intervention strategies with individuals and teams to secure rapid improvement, aligning with College targets and priorities.
- e) Undertake lesson visits and drop ins and take part in deep dives to identify good and best practice, identify areas for improvement and highlight opportunities to support and enhance teaching, learning and assessment.
- f) To advocate, support and develop a culture of sharing of good practice, celebrating and showcasing best practice across the college and encouraging staff to collaborate in order to replicate his across all curriculum areas and provision across the college, for example through peer observation and team teaching.

- g) Maintain up to date knowledge of educational and pedagogical research to drive innovation in teaching practice. Cascade this to staff, motivating, inspiring and supporting them to explore and trial new opportunities to enhance their practice.
- h) To network and be an ambassador for teaching, learning and assessment both internally and externally.
- i) To embody excellence in standards of teaching, learning and assessment, champion the importance of continued professional development and support staff to be reflective practitioners, empowering them to critically review and adapt teaching, learning and assessment strategies to secure the best outcomes and experience for students.
- j) To support the effective induction, training and development needs of new staff in their initial probationary period and support any staff following capability with regards to required improvements in teaching, learning and assessment practice.
- k) To maintain records and evidence of support and development interventions and activities and report on progress, assessing the impact on teaching, learning and assessment.
- l) Support College action plans and intervention initiatives for improvement and development.

### 3. Student Support

- a) Contribute to promoting good student discipline and ensure their understanding of and compliance with college Shared Values and Standards for Success.
- b) Share and support the use of innovative teaching, learning and assessment strategies to support student success and secure the best outcomes for students.

### 5. Resource Management and Health and Safety

- a) Promote the importance of health and safety and risk assessment and support curriculum delivery staff to embed this effectively into their everyday practice.
- b) Liaise with colleagues to support delivery staff to access and utilise resources to enhance teaching, learning and assessment.
- c) Share any concerns with the CQTM and Health & Safety Manager.

### 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.
- b) Maximise opportunities to network and engage with staff in similar roles, for example within other colleges/providers.

### 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) Ensure all mandatory training is up to date.
- d) Comply with all relevant policies and procedures.
- e) Act with honesty and integrity to maintain high standards of ethical and professional standards.
- f) 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. Please provide 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 and 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
  - A consistently pro-active, positive and clear approach
  - Setting and maintaining high standards
  - Commitment to supporting and developing others
  - Effective communication and collaboration
  - Regular, consistent and structured contact
6. Confidence with and possession of excellent **digital and 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:** 11 March 2025  
**Reference No:** 1APL01  
**Interview date:** w/c 17 March 2025

# Conditions of Service

<b>Contract:</b>	Permanent Full time or part time
<b>Hours:</b>	22 hours per week or 36 hours per week
<b>Salary:</b>	The salary offered for this post will be £42,919 based on working 36 hours per week.
<b>Pension:</b>	Staff are entitled to participate in the Teachers Superannuation Scheme subject to its terms and conditions.
<b>Annual Leave:</b>	47 days per annum plus public holidays based on working 36 hours per week.
<b>Teaching Qualifications:</b>	<p>The provisions of Statutory Instrument No 1209 (The Further Education Teachers' Qualification (England) Regulations 2001 &amp; 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 &amp; 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>
<b>Probation:</b>	<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>
<b>Disclosure</b>	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 a course to ensure you meet the standards required to undertake your role.**