



Lecturer in Foundation Learning	
Reporting to:	Director of Education Pathways and Foundation Learning
Working Hours:	Part time (26.25 hours per week)
Salary:	Up to £35,496 (pro rata)
Annual Leave:	37 electable days plus 8 statutory days (pro rata)

Job Purpose

To deliver highly effective teaching, learning and assessment that supports students to maximise their potential and make positive, timely progress towards successful outcomes, further study and employment.

The role develops students' readiness for learning, supports their personal and social development, promotes sustained engagement, and enables them to understand and access appropriate future pathways.

Through the use of trauma-informed practice and a holistic approach to supporting young people who face a range of barriers to learning, the lecturer fosters a strong sense of belonging, confidence and aspiration within the college community.

Duties and responsibilities of the job

1. Teaching, Learning and Assessment

a.	As directed by the Curriculum Manager or Assistant Curriculum Manager, plan, prepare, teach, assess, report and monitor to ensure each lesson is to a consistently strong or exceptional standard. Share teaching, learning and assessment (TLA) good practice and celebrate students' and others' successes.
b.	Conduct initial assessments and record within the Students Individual Learning Plan, adapt teaching delivery to meet the requirements of the plan and monitor student progress frequently and report to Foundation Learning Managers.
c.	Ensure opportunities are created and realised for students to continuously develop their English and maths skills. Supporting them to attend these lessons and when required providing additional support – being adaptable in your approach to ensure students access learning.
d.	Work to ensure high levels of student attendance in all sessions and promptly complete class registers.

e.	Prepare and effectively use schemes of learning and lesson plans in line with college processes.
f.	Use and apply modern technology in TLA to enhance the learning experience and support progress of students, e.g. specialist software/resources, working to the college VLE standards.
g.	Ensure cohesive assessment plans are in place for all students across your allocated teaching to ensure effective student progress.
h.	Set coursework and related activities for individual students and provide timely, and constructive feedback to students to support progress.
i.	Mark and assess course work and provide effective verbal and/or written feedback to support progression in line with awarding organisation requirements and college processes.
j.	Monitor tracking of individual student progress across programme(s) and ensure action is taken to improve progress where possible.
k.	Use a RARPA process to engage students in their learning and progression, tracking their development over time.
l.	Embed Trauma Informed practices in the classroom, establishing both psychological and physical safety for students.
m.	Adapt teaching practice to meet any SEND/LLDD requirements of students. Ensure sufficient plans are in place for those with EHCPs and Individual Support Plans, meeting their desired outcomes/targets.

2. Cohort Lead

a.	Using initial assessment and other information to write and distribute student profiles.
b.	Work as a cohort lead, co-ordinated by the Assistant Curriculum Manager and Curriculum Manager, and engage with student services as required.
c.	Participate in student interviews and plan and deliver taster days, 'keep warm' activities, welcome days, enrolment and transition/induction activities. Use this data to plan early support, interventions and adaptive teaching practice for students.
d.	Support students through enrolment and induction.
e.	Complete one to one tutorials with students, review and set targets and record progress and outcomes on Pro Monitor or any other agreed format set by the college.
f.	Support students to participate in, and gain value from, the cross-college Personal Development programme, developing personal, employment and study skills, including careers guidance.
g.	To promote and support emotional, social and employability skills alongside students' studies.
h.	Prepare student reports and contribute to parents' evenings when required.
i.	Use the College Behaviour Management Policy as a positive way to support student success.

j.	To act as the key adult for students in this cohort and liaise with parents/carers in a supportive manner, working towards the best outcomes for students.
k.	Work collaboratively with the Inclusive learning and Dev team, Safeguarding and PD as well as other cross college support teams

3. Quality Improvement

a.	Attend team meetings to monitor and standardise practice, share information and good practice, and plan and implement improvements.
b.	Support students to participate in student forums and surveys and collate programme(s) 'student voice' feedback to support action planning for continuous improvement.
c.	Ensure and maintain standards and quality by engaging with and using the college quality systems.
d.	Contribute to the evaluation of TLA procedures to enhance the student experience and support Continuous Professional Development (CPD).
e.	Be accountable for contributing to programme(s) key performance indicators (KPIs) and their improvement.
f.	Ensure teaching and academic standard files are complete and up to date.
g.	In liaison with the Curriculum Manager or Assistant Curriculum Manager, undertake the role of Internal Verifier as required.
h.	Prepare for, and take a lead on, awarding organisation external quality processes with support from the Curriculum Manager or Assistant Curriculum Manager.
i.	Contribute to the Programme Team Review, including a Quality Improvement Plan for the programme(s) allocated.
j.	Contribute to the programme development by providing subject specialist information.

4. Continuous Professional Development

a.	Participate in staff development activities to support Continuous Professional Development (CPD) and keep a Professional Development Portfolio (PDP) to evidence personal development and impact on practice.
b.	Actively participate in the College performance management processes, including appraisals to support personal and professional development and enhance student experience.
c.	Complete all mandatory training as required in line with college expectations.

5. Other responsibilities and duties

a.	Participate in staff and student recruitment campaigns, interviews, Open Days and promotional/information events.
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b. Work with employers, cross-college staff and other stakeholders as required to develop and deliver high quality curriculum.
c. Contribute to and support delivery of the college strategic plan.
d. Comply with the departmental operating plan and contribute to action plans as needed.
e. Ensure equality of opportunity and promote diversity in all aspects of college life with reference to Ofsted vulnerable student groups and protected characteristics.
f. Analyse and selectively implement the calendar of key equality and diversity events across the programme.
g. Ensure all safeguarding policies and procedures are followed.
h. Maintain student destination data to inform self-assessment and quality improvement.
i. Any other duties connected with the post as are reasonably required from time to time.

Qualifications / Skills / Knowledge / Qualities

It is crucial that the successful candidate shares our student-focussed values, equality of opportunity and parity of esteem for staff and students.

At Plumpton College we are:

- Ambitious and Progressive
- Enterprising
- Professional
- Passionate about everything we do
- Supportive

Essential criteria for the post
Hold a degree / professional qualification or equivalent.
Hold a relevant teaching qualification for level of programme/course or be willing to gain a relevant formal qualification.
Have strong knowledge of EHCPs and upcoming SEND reforms
Show evidence of or potential to teach to a consistently strong or better standard.
Level 2 or higher qualifications in both English and Maths.
Demonstrate knowledge of the key barriers impacting young people accessing education and employment.
Demonstrate a strong desire to work collaboratively as part of a high performing team.
Have a strong desire to see students succeed, evidenced by good or better key performance indicators for allocated programme(s).

Clear understanding of the needs of students and how these may be met. Knowledge and experience of implementing trauma informed practices.
Demonstrate a clear understanding of the factors affecting student welfare and best practice in maintaining and enhancing student behaviour and safeguarding.
Excellent communicator with highly developed interpersonal skills.
Willing and able to develop curriculum, teaching and learning materials in subject specialisms as part of continuous development.
Comprehensive and well-developed IT skills.
Skills and experience in problem solving and a flexible and adaptable approach.
Is able to work in a fast paced and ever adapting environment
Desirable criteria
Previous safeguarding training or training linked to SEND.
Previous training in trauma informed and adapted practices

CONDITIONS OF EMPLOYMENT

Working Hours

Basic working hours are from 08.30 to 17.00 Monday to Friday but some flexibility will be required to meet the needs of the business. Specific working arrangements will be discussed at the interview stage. This is an all year-round post. There will be some evening and weekend working required to support departmental activities, and whole college recruitment and promotional events.

Annual Leave

The holiday year is from 1 September - 31 August each year. The annual leave entitlement for this role is 37 working days, plus 8 bank holidays and up to 5 efficiency days when the college closes at Christmas. Annual leave is bookable subject to business needs and should be planned and agreed with your Line Manager. Annual leave sheets will be available from the start of the new holiday year.

Continuous Professional Development (CPD)

This post will be entitled to CPD for skills updating, personal and professional development. All CPD must be planned, agreed and booked with your Line Manager.

Benefits

The candidate appointed to the post will automatically become a member of the Teacher Pension Scheme and pay contributions as determined by annual salary levels. The pension scheme includes life assurance cover, and the College will also pay a contribution towards your pension. There is also free car parking and a competitively priced dining room service.

Equality and Diversity

Plumpton College is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and eliminating unfair discrimination on any basis. This means that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

Criminal Record Check via the Disclosure Procedure

The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of certain old offences when asked about their criminal record as they may be defined as 'spent'. There are exemptions to this if the individual is offered a post which involves contact with children or regular work at an establishment exclusively or mainly for children.

The post you have applied for falls into this category and, therefore, requires a criminal background check.

If a job offer is made, you will be asked to apply for a DBS Disclosure Certificate. The Disclosure Certificate will contain details of current and "spent" convictions, cautions, reprimands or warnings held on the Police National Computer, excluding certain specified old and minor offences.

The DBS Disclosure will also indicate whether information is held on government faculty lists of those individuals who are barred from working with children or vulnerable adults (if applicable).

The post-holder cannot begin employment with the College until the DBS Disclosure Certificate is received and considered by the Principal.