

## Policy Document No: Per 1.1.1

### Lecturer (Qualified/Unqualified) Job Description

**Job Title:** LECTURER (QUALIFIED/UNQUALIFIED)

**Establishment:**

**Responsible to:**

**Brief description of job:**

A Post 16 lecturer plays an important role in the provision of further educational and vocational programmes and instruction to full classes of students at the school aged 16 and over. The job involves working closely with a variety of other people, making the ability to develop quality relationships vital. The role also calls upon a range of personal qualities and the ability to deliver well planned programmes to students with complex special needs. It involves responsibility for directing other staff in the classroom and also involves the supervision and appraisal of others involved in delivering the curriculum.

**Main Duties and Responsibilities:**

Teaching

- 1 To maintain an up to date understanding of Special Educational Needs (SEN) principles, definitions and basic practice. This includes an awareness of the roles and responsibilities of those who contribute to SEN programmes.
- 2 To effectively co-ordinate the post 16 work across the school in at least one given subject area or cross-curricular theme, as Subject Leader as set out in policy.
- 3 To communicate and consult with parents/carers and other appropriate people, participating in student focused meetings as required.
- 4 To recognise, value and raise the achievement of students. This will involve:
  - a. An awareness of the strengths and limitations of different forms of assessment.
  - b. Effectively using more specialised assessment techniques to help plan and deliver teaching and support.
  - c. Implementing and developing Individual Education Plans (IEPs) effectively, ensuring that specific targets and approaches prescribed are used.
  - d. Being familiar with and participating in moderation and assessment procedures applying to any externally validated qualifications and national curriculum assessment, including special arrangements for students with SEN.
  - e. Keeping up to date records, preparing and writing accurate and understandable assessment reports for reviews.
- 5 To use effective teaching strategies and lesson structures to deliver the curriculum by:
  - f. Being familiar with curriculum requirements and making full use of assessment information to develop, adapt and evaluate teaching strategies to give maximum benefit to students with SEN.
  - g. Identifying appropriate learning outcomes and developing a range of approaches which reduce barriers arising from impairments and help students to attain achievable targets.
  - h. Thoroughly planning and preparing courses and lessons and contributing to broader developments as requested.

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- i. Sequencing and structuring learning experiences and environments to develop organizational and problem solving skills to encourage independent learning.
  - j. Selecting and managing resources, using specialised materials including ICT, as appropriate, to enable maximum access to the curriculum and to promote independent living skills.
  - k. Being aware of the effects on learning and behaviour of medical treatment, medication and therapeutic regimes, adjusting targets and approaches accordingly.
  - l. Working collaboratively with multi disciplinary teams to make best use of expertise.
  - m. To ensure a high standard of display to provide a stimulating and challenging environment.
- 6 To develop communication, literacy, numeracy skills and ICT capability. This includes:
- n. Maintaining an understanding of communication to enable the students capability to be assessed and developed.
  - o. Providing a wide range of actual and simulated opportunities to develop receptive and expressive language.
  - p. Working collaboratively with Teaching Assistants, SALTs, psychologists and ICT specialists to extend students' listening, speaking, reading and writing skills.
  - q. Understanding the relevance of strategies aimed at promoting literacy, numeracy and IT skills.
- 7 To promote social and emotional development, positive behaviour and, where appropriate to the age group taught, to prepare for adulthood. To be demonstrated by:
- r. Working with parents/carers and other agencies to agree approaches to each student's personal development.
  - s. Fostering perseverance and concentration by structuring tasks and learning so that students are clear about what is expected of them.
  - t. Promoting student's knowledge and skills in personal, social, health, sex and relationship education to help them meet the challenges arising from disability, behaviours and situations.
  - u. To promote a happy and stimulating atmosphere, encouraging positive behaviours by using legitimate strategies.
  - v. Using positive, consistent and non-confrontational approaches to challenging behaviours as set out in the Group's policy on behavioural support.
  - w. Linking classroom teaching with any appropriate extra curricular activity or award scheme likely to encourage a mature response to real opportunities and challenges.
  - x. Encouraging the development of independent living skills appropriate to adult life.
- 8 To participate in the process of preparing students for transition, where appropriate. This may include writing summative reports, liaising with adult agencies, visiting placements and accompanying students on visits.

### General

- 1 To attend for work reliably and punctually.
- 2 To know where Hesley Group policies are kept and to be aware of and follow their contents.

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- 3 To participate in arrangements for your supervision and appraisal. This includes undertaking training and development to keep abreast of current developments and to meet identified needs. (There is a requirement to maintain the ability to demonstrate, when assessed, any relevant national professional standards in operation).
- 4 To ensure that performance of staff for whom you are responsible is monitored, and that the process of supervision and appraisal, as set out in Group policy, is reliably followed and recorded. This includes identifying their training and development needs and making every effort to have those needs met.
- 5 To supervise and, so far as is practicable, teach any post 16 students whose teacher is not available, as requested, except where the absence exceeds 3 days, unless the covering teacher is timetabled for less than 75% of the timetable or all other reasonable means of providing a supply teacher have been exhausted without success.
- 6 To ensure that people with whom you have contact have equal opportunities, to acknowledge their individual differences and uphold their rights and responsibilities, including the right not to be discriminated against, as set out in law and by Hesley Group policies.
- 7 To remain vigilant and do everything possible to protect students/residents and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report any incident of this nature you witness, hear about or suspect.
- 8 To undertake break and other supervisory duties.
- 9 To act as mentor to newly appointed education staff.
- 10 To promote a positive image of the Group whilst representing the school in a professional capacity.
- 11 To perform such duties that are reasonably compatible with the role as assigned by the Head from time to time.

### Communication and working relationships:

- 1 To actively support and promote positive and professional working relationships, giving and receiving constructive feedback aimed at developing the quality of relationships and the team's performance.
- 2 To attend meetings (which may sometimes occur outside education hours) and check communication books, notice boards, diaries and pigeon holes daily to actively find information. There is an expectation that you will communicate information in a clear, legible, objective and professional manner, in a variety of ways, using the required level of confidentiality. This includes the use of e-mail and computer-based systems as they come into use.

### Health & Safety:

In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to understand the hazards in the workplace, to comply with safety rules and procedures and to ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes managing a safe and secure environment for staff and students.

This duty includes checking that any person entering Hesley Group property has a right to do so and their visit is recorded in accordance with Hesley Group procedures.

### Your Contribution:

Efficient execution of the tasks on your job description will ensure that the school will offer a good service to our customers. You will therefore be making contributions to other employees, matters affecting individual students, the achievements of the group as a whole and enhance our relationship with parents and local authorities.



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Prepared by ..... HR Dept. .... Date: ...5/04/05.....

Jobholder ..... Signed ..... Date: .....

Manager ..... Signed ..... Date: .....