

Post Title:	Teacher (14-16 Learning Academy) Maths
Team:	Schools (14-16 Learning Academy)
Line Manager:	14-16 Curriculum Leader (Advanced Practitioner)
Grade:	Unqualified Teacher £28,362-£31,892 – Qualified Teacher £32,843-£44,112
Contract:	37 hours per week
Location:	Nuneaton
Job Ref:	REQ0000788

Job Purpose

We want all students across our 14-16 provision to have the very best learning experience, through an engaging, challenging and knowledge rich curriculum, sequenced and delivered by the very best teachers. The role will be based within one or more of our provisions, where students are taught in class sizes of no more than 15-20. The role will involve planning, delivering, and reflecting upon lessons within our provision, aimed at young people who are being home educated or not in mainstream education, and as a result may have gaps in their prior learning and knowledge. The role will involve working as part of a wider team to challenge learners to make positive progress in all areas. You can have a huge impact on the lives and education of young people working in this team supporting students who are choosing to be with us to complete their vital qualifications for the next step in their education.

We have three distinct provisions for students aged 14-16, Inspire (alternative provision and Turnaround), Elective Home Education (EHE), and Career Step. Our 14-16 provision provides an alternative and vital option for our community and partners in enabling young people who are at risk of exclusion, have been excluded or do not have the access to qualifications that they would ordinarily get through school.



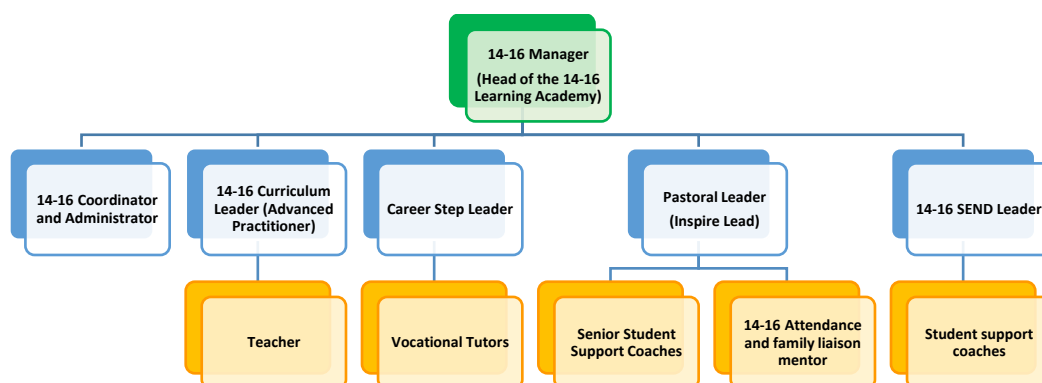
- **Career Step.** Our Career Step programme intends to offer students from local schools' access to vocational learning, qualifications, and facilities, that they are unable to access at school. This includes for example, courses in Construction, Hair and Beauty, Motor Vehicle, Games Design, Catering, Painting and Decorating, Public Services, Media and IT. Courses traditionally are for 1 day per week on site at one of our campuses, depending on the specialism a student is studying. This programme is flexible, and we can put together a bespoke offer that meets the needs of schools and students.

- **Inspire and Turnaround (Alternative Provision).** With the intent of providing an alternative to mainstream school provision and progression opportunities to technical, post 16 pathways, the College's Inspire programme has become an established provider within the North Warwickshire area. Students are enrolled with local schools or directly with the local authority. When at risk of permanent exclusion in mainstream settings, students are referred to Inspire which offers full time provision but in the context of small groups, with substantial pastoral support and specialist staff. Students are taught at least 4 GCSE subjects, with English Language, Maths, Biology and at least 1 other option, for example Geography. Students in addition access a range of vocational courses, functional skills and a personal development (PSHE) programme. We provide all students with careers education, information and guidance and many students continue with us into Post 16 courses and qualifications. This provision is currently available at our Nuneaton Campus. The programme is delivered in a bespoke building separate to the wider college. We accept direct entry referrals from schools as well as the local authority for this programme.

As part of our alternative provision offer, we also are developing a new turnaround 6th day provision for students who need extra support to remain or reintegrate into mainstream education. This provision will be based at both Nuneaton and Wigston. Our 10-week Turnaround (6th Day provision) programme is designed to support students to who have been permanently excluded from school or are at risk of this, to transition into Inspire or back into mainstream education. The programme includes a full 'plan, do, review', cycle, with the first 2 weeks focused on assessing and identifying the students' needs and working with them to look at their barriers to success. In weeks 3-7 we then implement an appropriate curriculum and strategies to meet the student's needs, ensuring they have access to English, Maths, personal development project work and 1:1 coaching and mentoring. At the end of the 10-week programme, following a review at week 7, students would either transition into inspire, which is most likely if they are in year 11 or we support their reintegration back into mainstream education, with on-site mentoring and support at the school they are going to attend.

- **Elective Home Education.** Provision for Electively Home Educated (EHE) students was initiated in 2018-19 following discussions with local authority partners, and in response to enquiries from parents in the local community. The EHE provision is now delivered at both our Nuneaton and Wigston Campuses, in dedicated accommodation, with classrooms, break out spaces for learners, and class sizes of no more than 15. The intent of the programme is "to provide excellent opportunities for learning and progression for home-educated students across North Warwickshire and South Leicestershire", We aim to ensure that all learners who join us succeed in their GCSE English and Maths qualifications, and as a result are ready to move on to further education, employment and training post 16, working closely with the wider college to enable this. This programme is available at our Nuneaton and Wigston Campuses. Referrals to this programme are only accepted from parents who are eligible.

Organisation Structure



Main Duties and Responsibilities

Duties will include, but not be limited to:-

- Ensure high quality teaching and learning, achievement and progress of students in the Faculty by:
 - Teaching a given timetable ensuring that individual students meet their personal targets.
 - Planning and delivering high quality lessons that enable pupils to know and understand more than they did at the start of the lesson and which encompass high quality feedback and opportunities for pupils to apply their learning.
 - Managing student behaviour effectively, ensuring that the classroom is a safe and secure environment.
 - Effective marking and feedback
 - Setting appropriate homework
- Design and contribute to the development of curriculum plans and sequence within the Faculty and subject area.
- To promote a love of subject and a love of learning with students.
- Assess student progress in line with faculty guidance and NWSLC policies and expectations, including the marking and assessment of mock examinations, in class assessments and other set work.
- Providing information on students' progress to students, parents and leaders in line with faculty expectations.
- Monitor student achievement in classes against annual targets with a focus on key groups including Disadvantaged, Most Able, Gender, English as an Additional Language and Special Educational Needs and Disabilities.
- Management and supervision of student trips and visits.
- Delivering as needed the 14-16 Personal Development programme.
- Making effective links in lessons to students' personal development, careers education and British values.
- Administration and organisational activities as needed for your own classes and subject.
- Undertaking continued professional development.
- To liaise with pastoral team.
- To contribute to the overall vision, values, ethos, aims of NWSLC.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Generic for level

- Actively involved in the collaborative approach to cross college working
- Continuation of personal development as agreed at appraisal.
- Engaging actively in the performance review process.
- Addressing and delivering the appraisal targets set by the line manager.
- Effectively communicate with parents and ensure that families are supported as active participants in their child's education, e.g. through parent's evenings.
- Taking a proactive approach to Safeguarding requirements and ensuring that there is total compliance with its requirements to safeguard and protect the welfare of staff and students.
- Leading by example in playing an active and full part in the life of the college community, to support and promote its distinctive aim and ethos and to encourage staff and students to follow this example.
- Actively involved, promoting and developing the College's corporate policies.
- Taking responsibility for the Health and Safety and undertaking risk assessments as appropriate.
- Promoting and practising Equality of Opportunity and challenging to prevent prejudice.
- Identify good practice, areas for development and strategies for sharing and support.
- Ensure all information required by the managers is produced accurately, timely and efficiently.
- Perform any other reasonable duties as requested by the line manager.

To undertake any other duties within the spirit of the job description and commensurate with the grading of the post.

Key Contacts

Internally:

- Students aged 14-16
- 14-16 Faculty Manager
- Executive Director Schools
- Assistant Principals
- Quality Team
- Pastoral Co-ordinator
- Exams Office

Externally:

- Parents/Carers
- Local Authority
- Schools
- Subject Associations

NWSLC Way

This role requires you to be an ambassador for the College, following the “NWSLC Way” framework by promoting and adhering to the College values and behaviours. The ‘NWSLC Way’ is to help each other to take pride in what we do and work together to realise our full potential, to nurture an environment of trust, to inspire colleagues to improve and develop, aspire to always deliver a high quality service and to create an environment of continuous improvement.

The College Values underpin our work and are NWSLC – Nurturing, Work ready, Sustainable, Leading and Collaborative.

Safeguarding and Promoting the Welfare of Children

All work in the College involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post holder must be aware of the College’s policies which safeguard and promote the welfare of children, and adhere to their guidelines. An Enhanced DBS check will be required for all roles at the college.

Person Specification

Requirements	Essential (E) or Desirable (D) Requirements	Measured By: a) Application form b) Selection Process
Appropriate teaching qualification, e.g. PGCE/QTS or equivalent or be prepared to gain this within 2 years of appointment	E	A B
A relevant degree and/or professional qualification, within the specialist subject area	E	A B
Experience of teaching to Key Stage 4 (Year 10-11). This can be in any setting e.g. mainstream schools, alternative or specialist setting.	E	A B
Literacy and numeracy to at least level 2 standard	E	A B
Competent in the use of a range of IT applications including those within Microsoft Office	D	B
Experience of setting, marking and assessing pupil work including mock examinations	E	A B
Experience of marking GCSE examinations for an awarding body.	D	A
Experience of working with students who have gaps in their education, knowledge and understanding.	D	A B
Experience of working with students who need additional support (SEND/Behaviour)	D	A B

An ability to focus on the needs of individual learners from a range of backgrounds, with diverse and complex learning needs	D	B
A willingness to undertake continued professional development activities to meet the needs of the provision, and it's quality improvement plan	E	B
An understanding of 'safeguarding' and its importance within the College.	E	B
An understanding of Equal Opportunities and its importance at the College.	E	B

Where the post holder cannot demonstrate desirable criteria at the point of appointment, it is expected that there will be a willingness to agree a timeframe and work towards achievement of each desirable criteria.

Agreement

At the time of producing the above is an accurate representation of the job role. Following consultation with you, it may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.