



# Fosse Campus Leader for Maths **INFORMATION PACK**

Transforming Lives

[www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk)

Dear Applicant,

It is a privilege to introduce ourselves as Acting Principals of Fullhurst Community College and to thank you for expressing an interest in working with us. We are proud to serve a diverse community of over 1275 students, aged 11-16 years, on our two large campuses in south west Leicester.

As a school we passionately believe in making a positive difference to the lives of our students who come from one of the most deprived communities in the UK. With almost 50% of our students from disadvantaged backgrounds, it is imperative that all our staff work together to improve the life chances of the students that come to our school. Within our context the progress students make at Fullhurst is exceptional, something which was recognized in our most recent Good Ofsted inspection which states; "There is a clear sighted focus on improving GCSE outcomes, combined with a deep-seated moral commitment to serving the needs of the young people in the area, especially the most vulnerable."

As a school, we are very proud that in recent years we have been recognized as Department for Education Pupil Premium Secondary Regional Champion, Leicester Mercury School of the Year, Healthy Schools of the Year and were shortlisted for the Pearson's 2018 National School of the Year.

Due to both the success and the popularity of the college, Fullhurst has been expanding in student numbers over the past three years. At the start of the next academic year our expansion in numbers will be complete and we will accommodate 1500 students across our two sites. Our recently built Fosse Campus, is the base for Years 7 and 8 and over the road our Imperial Campus, is the base for Years 9,10 and 11.

If you want to be part of our continued success and believe in improving the life chances of young people from disadvantaged backgrounds, we look forward to receiving your application and accompanying letter explaining why you are a suitable applicant for the position. If you have any questions please do not hesitate to contact the college on 0116 282 4326 or via email [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk).

Unfortunately, at present we cannot arrange visits to the college, but there are virtual tours of both sites on our website.

Thank you again for expressing an interest in joining our team of amazing staff at Fullhurst.

Yours faithfully,  
C Bailey and C Heal  
Acting Principals

**FULLHURST COMMUNITY COLLEGE**

**Transforming Lives**

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## Reasons to join our team



We think Fullhurst is a fantastic school to begin your teaching career and we offer many opportunities for NQTs and RQTs.

- For all Early Career Teachers (ECTs) we adhere to the statutory guidance to support development.
- This entitles all ECTs to a reduced timetable, a mentor and access to development opportunities.
- We work with the approved providers and the local Teaching Schools Hub to deliver this programme.
- We encourage all ECTs to actively engage with the variety of opportunities they are provided with at Fullhurst to help their development, so that by the end of their induction period they are able to evidence consistently meeting all of the Teacher Standards in a sustained way.
- Development opportunities include mentoring and coaching, access to courses, lesson observations and the opportunity to observe experienced staff members.
- All ECTs will also have regular reviews of their progress and targets set to support their development.



# FULLHURST COMMUNITY COLLEGE

## Reasons to join our team



**Fullhurst Community College first opened its doors in 1991 and we have never been more excited about our future.**

### WE LISTEN TO OUR STAFF

Following a recent annual staff survey, 96% rated the performance of the college as good or very good. 97% said they would recommend the college to prospective parents.

### WE VALUE OUR STAFF

We have an active group of staff who form our Wellbeing Committee who work to ensure that effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils. We also hold Wellbeing Weeks each half term to provide knowledge, skills and tools to manage mental health and wellbeing. "Staff value the support they receive from senior leaders as well as the focus on their well-being." *Ofsted January 2018.*



### WHAT WE CAN OFFER YOU:

- A comprehensive induction process, with all new teaching staff offered a mentor.
- Commitment to providing a supportive and developmental culture for all staff, through an extensive CPD programme.
- Collaborative planning sessions, where dedicated time is set aside for the department to plan collectively and therefore reduce workload.
- Developmental lesson observations which are not graded.
- Free access to our fully equipped on-site gym and preferable rates for college facilities hire.
- Cycle to work scheme - designed to promote healthy travel to work and reduce carbon footprint.
- Eye care vouchers - help with your eye care if your work involves significant periods of time looking at a computer screen.
- Vectis discount card - an easy way to save in store on shopping, eating out and much more.
- Annual flu jab - to protect against those winter germs.
- Staff can always approach their line manager for assistance, but they also benefit from a dedicated team who provide a confidential counselling service offering telephone or face-to-face appointments, 365 days a year.
- We're committed to equality and diversity. We have our very own Stonewall Champion and are committed to equal opportunities for everyone.
- We provide a wide range of activities and events for staff to relax and enjoy across the year including staff BBQs and sporting activities.
- We are part of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme for support staff.

# FULLHURST COMMUNITY COLLEGE

## What staff have to say about our school



"Since joining as a fresh-faced NQT in 2012, I have seen Fullhurst go from strength to strength. The staff working here are an incredible team, which is reflected in the results, which continue to improve year on year. I have had the pleasure of teaching a diverse range of amazing young people at Fullhurst, many of whom still have strong ties to the college and keep us updated on their successes. Hearing about these positive outcomes is so rewarding and a big part of why I am still enjoying my time here six years later. I am proud to be part of the team as the college expands and very excited to see what happens in the future." **Mr T Jones**  
*Fosse Campus Leader for Communications*

"I started working in education in 1992 as a teaching assistant in a primary school. In 1994, I began working as a TA at a secondary school mainly with two students with SEN, this was a very unusual role at the time. When the students left I became a science technician at the school. I joined Fullhurst Community College as a science technician in 2005. I have seen lots of changes over the years, for the better. I have been through several Ofsted visits with the college attaining higher outcomes each time. Working here is very rewarding, the staff are a great team, working together for the benefit of our students both academically and in their own personal development. Expectations of students are high and staff work together to help them achieve their best. Fullhurst is also a fun place to be!"  
**Miss T Marlow** *Science Technician*





# FULLHURST COMMUNITY COLLEGE

## What staff have to say about our school



"I joined Fullhurst Community College straight after a successful School Direct programme and completed my NQT year here. Fullhurst have a fantastic NQT programme where you gain outstanding support to help you develop to become the best teacher you can. Two years later I was fortunate to be offered the position of Head of Physical Education. The reason I applied to work at Fullhurst is their ethos of transforming lives. I believe that as a teacher, you can provide every student with equal opportunities so that they can reach their full potential and that is exactly what Fullhurst offer. Working with a variety of students from completely different backgrounds, I find to be very rewarding and enjoyable. Every day something new can happen which keeps you on your toes! I love working here because you feel like you make a real difference to our students' lives in both their academic and personal development." **Miss M Bird** *Teacher of PE, Year 10 Standards Leader*

"I joined Fullhurst in 2014 as a Curriculum Leader in the Mathematics & ICT Faculty. I have been supported effectively throughout my time at the college which has allowed me to professionally develop quickly as an individual and enabled me to make a bigger impact on the outcomes of our students. It is clear that Fullhurst is relentlessly driven by a clear moral purpose of improving the life chances of all of our students. This is done not only through the curriculum we deliver but the huge variety of extra-curricular opportunities on offer. I am proud to be a part of the positive impact that Fullhurst Community College has on students, staff and the community". **Mr S Willcock** *Deputy Principal*



"I started working at Fullhurst Community College as the Standards and Progress Leader for Maths and ICT in September 2016. Having worked previously as a second in department at a different school in the city, I was ready to influence students' lives on a wider scale and this seemed the best opportunity to do so. When I stepped into Fullhurst Community College, I knew that this was where I wanted to work. The college's goals fall in line with my personal goal as a facilitator of learning, which is that 'every child irrespective of their background has the right to achieve and do well to the best of their capability'. The belief that teachers have in their students is the driving force behind our success. Students know that you genuinely want them to do well, and this dedication from both parties brings about the brilliant results the college continues to achieve. Staff development is also at the forefront of the leadership team and at Fullhurst I have been given opportunities to embark on courses to improve my leadership skills. Students at Fullhurst genuinely want to do well and the college provides them with the environment to do so. It is amazing to be part of the success story of a college which improves the lives of students in their community, giving them a chance to stand tall as equals with students from all over the country." **Mrs V Adeniyana** *Curriculum Leader Maths*

# FULLHURST COMMUNITY COLLEGE

## Recruitment Advertisement



**Post title:** Fosse Campus Leader for Maths (Maths Teacher)  
**Salary:** MPS/UPS (£25,714 - £41,604 pa) plus TLR2B allowance (£4,783)  
**Contract type:** Full time and permanent  
**Line Managed by:** Curriculum Leader  
**Responsible to:** Principal

**We are seeking a full-time, enthusiastic Maths Teacher to take on the role of Fosse Campus Leader for Maths, the role will be based at our Fosse Campus (working with Years 7 and 8). This is an opportunity for a passionate newly qualified or experienced teacher to join a strong and successful Maths faculty.**

As a college, we are very proud to have been the Department for Education Pupil Premium Secondary Regional Champion, Leicester Mercury School of the Year and shortlisted for the Pearson's 2018 National School of the year. Within our context the progress students make at Fullhurst is exceptional, something recognised in our most recent Ofsted inspection which stated: 'There is a clear-sighted focus on improving GCSE outcomes, combined with a deep-seated moral commitment to serving the needs of the young people in the area'.

We passionately believe in transforming the lives of young people from one of the most deprived communities in the UK. With almost 50% of our students from disadvantaged backgrounds, we know that our success is genuinely doing this. If you want to be part of our continued success and if you believe in improving the life chances of young people from disadvantaged backgrounds we look forward to receiving your application.



Further details, including the application form, are available from our website [www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk) or by emailing [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

A letter detailing why you are a suitable candidate for the position should accompany your completed application. Completed applications should be returned to The Principal, Fullhurst Community College, Imperial Avenue, Leicester, LE3 1AH or via email at [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

**CLOSING DATE: Monday, 8<sup>th</sup> November 2021 at 9.00am**

Fullhurst Community College is committed to safeguarding and promoting the welfare of all children and young people. Please note that an Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.



# Fullhurst Community College

## Job Description

### Fosse Campus Leader for Maths – TLR2b

The professional duties of all teachers, (other than the Principal) are set out in the School Teachers Pay and Conditions document (STCP) and describe the duties required of all main scale posts. In addition the particular duties expected of the post holder have been set out below:

<b>Reporting directly to:</b>	Curriculum Leader Maths and ICT
<b>Core Purpose:</b>	To ensure the effective day to day running of lessons in the Maths and ICT faculty on the Fosse Campus.
<b>Liaising with:</b>	<ul style="list-style-type: none"> <li>• Leaders for Teaching and Learning and Standards and Progress.</li> <li>• Fosse Campus leaders</li> </ul>
<b>Key Responsibilities:</b>	<ul style="list-style-type: none"> <li>• The effective day to day teaching of lessons, within the named faculty, at the Fosse Campus.</li> <li>• To support teaching and support staff within the faculty based at the Fosse Campus.</li> <li>• Working alongside the curriculum leader and other TLR holders in the faculty develop the curriculum for students at the Fosse Campus.</li> <li>• Provide and, where necessary, lead CPD.</li> </ul>
<b>Curriculum provision and development:</b>	<ul style="list-style-type: none"> <li>• Have an up-to-date working knowledge of developments and priorities of subject areas within the faculty</li> <li>• To ensure best practice across the curriculum.</li> </ul>
<b>Staffing Staff development: Recruitment/deployment of staff</b>	<ul style="list-style-type: none"> <li>• To work with Teaching &amp; Learning leaders to ensure staff development needs are identified and that appropriate programmes are designed to meet those needs.</li> </ul>
<b>Quality assurance</b>	<ul style="list-style-type: none"> <li>• To participate in the monitoring and evaluation including evaluation against quality standards and performance criteria</li> </ul>
<b>Management information:</b>	<ul style="list-style-type: none"> <li>• To assist in the use of analysis and evaluation of performance data</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To help ensure that all staff are familiar with faculty priorities</li> <li>• To ensure effective communication, as appropriate, with parents of students</li> <li>• To liaise with partner schools and other relevant external bodies where appropriate.</li> </ul>
<b>Marketing and liaison:</b>	<ul style="list-style-type: none"> <li>• To contribute to the development of effective subject links</li> <li>• Attendance where necessary at liaison events and the effective promotion of the College at open days/evenings and other events in partner schools and the wider community</li> </ul>
<b>Management of resources:</b>	<ul style="list-style-type: none"> <li>• To identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with other curriculum areas to ensure sharing and effective usage of resources.</li> </ul>

<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.</li> </ul>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>• To ensure students, based at the Fosse Campus, achieve sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment.</li> </ul>
<b>Additional duties:</b>	<ul style="list-style-type: none"> <li>• To identify resource needs and to contribute to the efficient/effective use of physical resources, including allocation, control and account of finances</li> <li>• To co-operate with other curriculum areas to ensure sharing and effective usage of resources.</li> </ul>
<b>Health and safety:</b>	<ul style="list-style-type: none"> <li>• It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions</li> </ul>



- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title

Signed: \_\_\_\_\_ Staff member

Signed: \_\_\_\_\_ Principal

Date: \_\_\_\_\_

# FULLHURST COMMUNITY COLLEGE

## Job Description



**Post title:** Main Scale Teacher

**Salary:** MPS / UPS

**Contract type:** Full time and permanent

**Responsible to:** Principal

**Line managed by:** Curriculum Leader

### CORE PURPOSE OF THE ROLE:

- To provide a high quality educational experience for all students by demonstrating the standards of knowledge, understanding and skills required for QTS
- To carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document and the Teaching Standards
- To deliver high quality care and guidance to each student in tutor group

### KEY RESPONSIBILITIES

#### KNOWLEDGE AND UNDERSTANDING:

- Have a secure up to date knowledge and understanding of subject specialism and understand progression in it
- Have up to date knowledge of teaching techniques and learning styles
- Understand how students' learning is affected by their physical, intellectual, emotional and social development
- Select and make good use of ICT and new technologies
- Be familiar with and implement the college's policies and procedures
- Select and make good use of appropriate strategies for literacy and numeracy development

#### PLANNING, TEACHING AND CLASS MANAGEMENT:

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and students being taught
- Plan effectively for clearly defined and accountable learning outcomes
- Plan in light of agreed Schemes of Work (SoW) and according to the college's agreed lesson plan format
- Plan homework activities according to agreed policies
- Plan for the active use of Teaching Assistants (TA's) (where available)
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met and momentum and challenge are maintained
- Ensure the health and safety of all students
- Facilitate the development of a range of key skills
- Establish high expectations of behaviour and attainment
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe positive learning environment in which students feel confident
- Be familiar with the SEN Code of Practice and the identification, assessment and support of students with special educational needs
- Be familiar with the individual needs of all learners and manage these appropriately
- Evaluate your teaching to improve effectiveness

### **MONITORING, ASSESSMENT, RECORDING, REPORTING, ACCOUNTABILITY:**

- Assess and record each student's progress systematically with reference to the college's current practice
- Make effective use of assessment information on students' attainment to guide their next steps and to inform planning and lesson delivery.
- Mark and monitor classwork and homework in line with agreed policies ensuring marking is informative and helps students to progress
- Continually monitor the progress of all students in each class against their target levels/grades
- Participate in standardisation activities as required
- Set targets as per college policy and use these to illustrate 'value added'
- Evaluate the progress of all students and complete reports for Curriculum Leader, students, parents and Principal as required
- Monitor homework for tutor group
- Keep data on attendance, punctuality, behaviour, rewards and sanctions for students in tutor group
- Implement college policies so students have positive attitudes to school, consideration for others and good behaviour
- Ensure each student has a progress file to record successes and achievements
- Provide positive communication with parents concerning students' progress, including holding progress review meetings with parents and the writing of annual reports
- Provide appropriate references or information as requested by others by using standard formats

### **OTHER PROFESSIONAL REQUIREMENTS:**

- Establish and maintain effective working relationships with professional colleagues and parents
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
- Take responsibility for own professional development identifying and pursuing opportunities for Continuing Professional Development (CPD) to improve teaching and learning
- Evaluate the impact of all CPD on teaching and learning and share outcomes as appropriate
- Contribute to writing sections of improvement plan and SoW as directed by Curriculum Leader
- Ensure health and safety guidelines are adhered to, be involved in health and safety audits/reviews

### **ADDITIONAL REQUIREMENTS FOR TEACHERS ON U2 AND U3:**

- Mentor and coach other teachers in aspect of CPD
- Observe others and be observed to share good practice and teaching techniques to impact on other classrooms
- Be involved in mentoring of Initial Teacher Training (ITT) and Newly Qualified Teacher (NQT) students with the Curriculum Leader in terms of monitoring progress and improving techniques



# FULLHURST COMMUNITY COLLEGE

## Person Specification



**Post title:** Main Scale Teacher

**Salary:** MPS / UPS

**Contract type:** Full time and permanent (part time considered)

**Responsible to:** Principal

**Line managed by:** Curriculum Leader

### QUALIFICATIONS:

Essential	Desirable	Notes
Qualified teacher status	Commitment to continuing professional development activities	Application form
Degree or equivalent in a relevant subject		Application form

### PROFESSIONAL ATTRIBUTES

Essential	Desirable	Notes
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation	Application form Letter of application References Interviews
Hold positive values and attitudes and adopt high standards of behaviour in their professional role		
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity		
Communicate effectively with young people and colleagues		
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being		
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people		
Recognise and respect the contributions that colleagues, parents and carers can make to the		

development and well-being of young people, and to raising their levels of attainment		
Have a commitment to collaboration and cooperative working where appropriate		
Evaluate their performance and be committed to improving their practice through appropriate professional development		
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified		
Act upon advice and feedback and be open to coaching and mentoring		

## PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Essential	Desirable	Notes
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential	Application form Letter of application References Interviews
Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications	
Know a range of approaches to assessment, including the importance of formative assessment	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs	
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment	Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them	
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses,	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people	

attainment, progress and areas for development, including action plans for improvement		
Have a secure knowledge and understanding of their subjects/ curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments		
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach		
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities		
Understand how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences		
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching		
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people		
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies		
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people		
Know the local arrangements concerning the safeguarding of children and young people		



Know how to identify potential child abuse or neglect and follow safeguarding procedures		
Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support		

## PROFESSIONAL SKILLS

Essential	Desirable	Notes
Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge	Application form Letter of application References Interviews
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning	Promote collaboration and work effectively as a team member	
Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback	
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion		
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress		
Develop concepts and processes which enable learners to apply new knowledge, understanding and skills		

Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
Teach engaging and motivating lessons informed by a well-grounded expectation of learners and designed to raise levels of attainment
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
Review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the college
Make use of the local arrangements concerning the safeguarding of children and young people
Identify and use opportunities to personalise and extend learning through out-of-college contexts where possible making links between

in-college learning and learning in out-of-college contexts		
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the college's behaviour policy		
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners		
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills		
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them		
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil		

## EQUAL OPPORTUNITIES

Essential	Desirable	Notes
Must be able to recognise discrimination in its many forms and willing to put the college's equality and diversity policy into practice		Application form Letter of application References Interviews
Commitment to equal opportunities and equal value for all students		



## OTHER CONDITIONS

Essential	Desirable	Notes
Able and willing to attend/achieve further training/qualifications where appropriate		Application form
Able and willing to attend/achieve further training/qualifications where appropriate		Letter of application
		References
		Interviews