

Barking & Dagenham College

Job Description

Job title:	**Lecturer – SEND Complex Needs**
Reports to:	**Curriculum Manager**
Responsible for:	**n/a**
Grade:	**LEC 15-36**

Purpose;

College Values and Leadership Behaviours

All lecturers employed by Barking & Dagenham College are expected to subscribe to our shared value set and our leadership behaviours, which are intended to deliver our vision which is:

A *truly* great college – passionate about success!

Main duties and responsibilities

Barking & Dagenham College

Main Duties;

All lecturers within every college curriculum area are expected to:

Teach and assess on one or more of the courses delivered, or serviced, by the curriculum area and contribute to the development of existing and new, innovative provision, including the implementation of motivational, flexible and blended learning and cost effective teaching and learning styles.

Complete the administrative work associated with teaching efficiently and effectively, including timely completion of registers (which are auditable documents and a requirement by law), lesson planning documentation, schemes and records of work, E-ILPs, learner tracking and monitoring documentation and various forms of learner progression sheets.

Develop and implement learner-centred, learner assessment strategies in accordance with college policies (which place learners at the centre and emphasis the significance of constructive and developmental feedback for successful learning). Awarding Body assessment requirements must also be followed rigidly.

Adopt a consistent and constructive approach in dealing with learner discipline in accordance with the college's learner support and disciplinary policy.

Adopt procedures and practices to create safe working environments and enforce any health and safety standards in the area of work, ensuring all learners understand and comply.

Ensure that equipment and materials are treated with respect by classes for which they are responsible and that laboratories, computing rooms and other teaching areas are left clean and tidy.

Keep abreast of developments in their specialist field/subject area, especially in the theory and practice of education and the latest industry/sector training requirements/-standards.

Participate fully in staff learning and development activities, including teaching, learning and assessment practices, lesson observation and peer reviews, motivational dialogue as part of coaching/tutoring for learners, and undertake training or re-training and the acquire essential qualifications.

Undertake personal coaching/tutorial and pastoral responsibilities for designated learners in order to support learners in their own development and their future progression.

Participate in the marketing, recruitment, selection and interviewing processes for new learners and actively be engaged in induction activities for new learners.

Be an active course team member and participate fully in meetings, career conventions, staff learning and development training sessions, conferences, seminars, open evenings and learner assessment/progression evenings, in addition to teaching and administrative responsibilities.

Organise and take part in study trips with students, locally, to enrich their learning experience.

Participate in the curriculum area's cover rota by covering for absent colleagues.

Represent the curriculum team, or curriculum area or directorate on college committees, and/or working parties.

Keep up-to-date with quality improvement and enhancement initiatives and be aware of, and meet, service standards for the curriculum area. For success rates, the aspiration is to acquire a minimum of 80% success rate for Long and All qualifications.

Be an ambassador for the college and propose any ideas that may help to promote and extend the College's reputation and its business efficiency.

Work flexibly, which may include evening and weekend work. Evening work may be teaching or evening duty.

Be available to assist in other events for the college, including extra enrolment activities, Open Events, which may require additional hours including evenings and weekends.

Perform other duties as may be required by the Principal, Vice Principal, Assistant Director, Curriculum Manager/ Curriculum Team Leader or their representatives in order to ensure the efficient functioning of the college, living the college's values and behaving in accordance with our leadership behaviours.

As a list of general duties, the above is not exhaustive. The work of the Faculty as a whole is expected to develop and the holder of the post will be required to work flexibly with colleagues to facilitate this development

Main duties and responsibilities

Barking & Dagenham College

Main Duties cont.

Additional information

Candidates will hold a degree or professional qualification. They should also have a teaching qualification.

Non-qualified candidates must achieve the Preparing to Teach Award (PTLLS) within two years of the start of their employment with the college, and the Diploma in Teaching in the Lifelong Learning Sector (DTLLS,) within five years, as outlined in the further education teachers' qualifications (England) Regulations 2007 and 2001.

They must also be registered with the institute for learning (Ifl). Teacher-trained applicants must be able to show that they have participated recently in staff learning and development to update their teaching skills and to remain abreast of current development in teaching, learning and assessment. All candidates need to have excellent teaching skills and substantial relevant teaching experience.

Plan, deliver and assess highly differentiated learning for learners with complex needs, SEMH, communication difficulties and sensory needs.

Create, implement and maintain consistent, structured daily routines, using visual timetables, individual communication systems and appropriate sensory or movement breaks.

Apply Positive Behaviour Support (PBS) approaches proactively identifying triggers, supporting emotional regulation and responding safely and proportionately to physically challenging behaviours and dysregulation.

Use a trauma-informed, person centred approach to support learners with social, emotional and mental health (SEMH) needs.

Understand, implement and regularly review the provision, outcomes and strategies set out in each learner's Education, Health and Care Plan (EHCP).

Attend and contribute to EHCP Annual Reviews, preparing accurate evidence of learner progress, support needs, outcomes and recommended adjustments.

Work collaboratively with Speech and Language Therapists (SaLT), Occupational Therapists (OTs), families, carers and other professionals to embed agreed strategies in daily teaching.

Maintain accurate records of learner progress, behaviour incidents, regulation strategies in accordance with college policies.

Safeguarding Children and Vulnerable adults

Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.

Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

General

Be aware of, and comply with, legislations/competence standards relevant to the work of the Directorate.

Understand and comply with all college policies, including the Policy to promote Equality of Opportunity.

Assist as required during examination and enrolment periods.

Be conversant with Health and Safety and Safeguarding requirements.

Participate in the Staff Learning and Development, Review and Appraisal Scheme.

Undertake such duties and/or hours of work as may reasonably be required of you, commensurate with your grade and general level of responsibility, at your main place of work or at any other establishment for which the College provides services.

NB; In consultation with you, this job description is liable to variation to reflect actual contemplated or proposed changes to your job.

Personal Specification – V2

Post Title: Lecturer – SEND	We will assess your match to the criteria from:		
Key: E – Essential D – Desirable	Appl. Form	Tests	Interviews
1. Education / Qualifications			
Have a degree (D)	√		√
Possess a teaching qualification with a relevant subject specialism or be prepared to undertake a further education teaching qualification (E)	√		√
A recognised qualification or accredited training in Positive Behaviour Support (PBS), or willingness to undertake this within an agreed timeframe. (E)	√		√
2. Experience			
Have recent and relevant experience of teaching 16- 25 year old learners with challenging behaviour (E)	√	√	√
Have recent teaching and assessment experience in **either Functional Skills English or maths** (E)	√	√	√
Recent teaching and assessment in a vocational subject. (D)	√		√
Be or be prepared to become a member of the Institute for Learning and undertake CPD activities as required. (E)	√		√
Experience of teaching or supporting learners with complex learning needs, including learners who are pre-verbal or use alternative and augmentative communication (AAC). (E)	√		√
Demonstrable experience of supporting learners who present physically challenging behaviours, emotional dysregulation and/or SEMH needs, using safe respectful and proactive approaches. (E)	√		√
Sound knowledge of EHCPs and experience of translating identified needs, provision and outcomes into teaching, assessment and individual support.(E)	√		√
Ability to establish and maintain structured daily routines and adapt them to individual communication, sensory and regulation needs. (E)	√		√
3. Skills & Abilities			
Ability to deliver excellent teaching, learning and assessment pedagogic practice (E)	√	√	√
Be able to deliver a variety of pedagogic strategies to suit a variety of learning styles (E)	√	√	√
Have the ability and interest to contribute to learner enrichment activities (E)	√		√
Possess excellent interpersonal and team development skills and have the ability to contribute to the team and its goals. Be able to work independently and as a member of the team (E)	√		√
Be well organised, reliable and punctual (E)	√		√
Possess good IT and administrative skills and be able to keep accurate tracking records of learners' progress, keep an up-to date schemes and records of work. (E)	√		√

Ability to contribute effectively to EHCP Annual Reviews and work with families, and multi-agency teams. (E)	√		√
Training in approved de-escalation and physical intervention approaches, where relevant to the role and college policy. (E)	√		√
Experience using visual communication systems, Makaton, PECS, sensory strategies and individualised behaviour support plans.	√		√
4. Knowledge & Understanding			
Enthusiasm for the subject and ability to impart this to motivate learners (E)	√	√	√
Have an awareness of health and safety regulations and how they apply to the post (E)	√		√
Be able to demonstrate knowledge of and commitment to equal opportunities and how to incorporate it into teaching and learning (E)		√	√
A clear commitment to the principles and practices of every child matters (ECM), equality and diversity and the safeguarding of children (E)	√		√

5. Safeguarding Children & Vulnerable Adults			
Understanding of Safeguarding Legislation and its application within the educational sector (E)	√		√
Commitment to Safeguarding and promoting the welfare of children and vulnerable adults. (E)	√		√
6. Equality & Diversity			
An understanding of and commitment to all aspects of equality and diversity. (E)	√		√

How to apply:

https://jobs.bdc.ac.uk/vacancies

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www.bdc.ac.uk