



## About the Role – Employment Details

Post Number	A155
Job Title	Graduate Lecturer in Games Design and Development
Salary	Starting salary of £33,504.38 + £4000 joining bonus*
Contract Type	Permanent, 37 hours per week
Campus	Gloucester/Cheltenham
Department	Computing
Responsible To	Head of School
Holiday	38 days per year + bank holidays and Christmas closure
Pension	Teachers' pension

*\*payable to applicants on successful completion of 12 months service. For more information, please contact us at [people@gloscol.ac.uk](mailto:people@gloscol.ac.uk)*

## About the Role – Meet the Team

Gloucestershire College is recruiting a Graduate Lecturer in Games Design and Development for our Computing Team.

The purpose of this role is to deliver BTEC qualifications at Level 3 and the opportunity to teach on our HE courses including the top up degree dependent upon level of experience.

Teaching experience is not essential to join our team; we will work with you to make this your next success. We will fully support you to complete your teaching qualification and by joining an experienced team, your colleagues will guide and coach you to inspire and teach our students.

We will support you to provide a rich and immersive learning experience, supporting learners to work freely across a range of technical skills areas which reflect current industry practice.

To deepen and refine learners' skills over time, they need access to teaching and learning approaches that challenge them. This is supported by the five mandatory areas of content, which are common to subject content and the creative media industry and which are developed to give learners valuable transferable skills. The five content areas are informing ideas, problem solving, technical skills, professional practice and communication.

Your aim will be to deliver and assess technical skills in Graphic and lens, text, experience, sound, moving image, and character and environment. You will also support learners to provide work for assessment which is based on practical portfolios of work.





A career with us means much more than just a salary- we know that our people are our greatest asset.

We provide an empowering, values-based environment where we all play a part in inspiring a future generation, working towards an inspirational vision. We are passionate about learning and pride ourselves in developing our staff; we will support you both professionally and personally to develop all the skills necessary to make this your next success.

We value mutual respect and believe that trust, respect and civility bring out the best in people. We also work collaboratively utilising the different knowledge, skills and experiences we each have; we strive to create an environment where everyone can give of their best. Working with committed colleagues, we also offer an attractive benefits package, please click on the benefits link to find out more about the range offered.

We celebrate the fact that our students and staff, our partners and friends, are from different social and ethnic backgrounds, different faiths, sexual orientation and ages.

We are committed to equality, diversity and inclusion and we want our workforce to have an equal gender balance, represent a broad mix of people from minority ethnic backgrounds, LGBTQ+, those with a disability and we would encourage all applicants that identify with this to apply.

Your skills are more valuable than you realise.

Sharing your skills and inspiring the next generation can be incredibly rewarding. But don't take our word for it, hear from those who are already doing it.

[What's it like to teach in FE? – Share Your Skills \(teach-in-further-education.campaign.gov.uk\)](https://www.teach-in-further-education.campaign.gov.uk)

## **About the Role – Duties and Responsibilities**

### **Learning and teaching**

- Provide learning and assessment activities which meet curriculum requirements and the aims and needs of all the learners.
- Plan and use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence and learner autonomy.
- Select and develop a range of effective resources, including appropriate use of new and emerging technologies ensuring they are inclusive, promote equality and engage with diversity.
- Establish a purposeful and motivating learning environment where learners feel safe, secure, confident and valued.
- Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
- Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
- Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.





- Work with learners to address particular individual learning needs and overcome identified barriers to learning.
- Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
- Use mentoring and/or coaching to support own and others' professional development, as appropriate.
- Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
- Collaborate and communicate appropriately with colleagues and external agencies to encourage learner progress.
- Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.

### **Assessment**

- Devise, select, use and appraise assessment tools, including where appropriate, those which use new and emerging technologies.
- Develop, establish and promote peer and self-assessment as a tool for learning and progression.
- Design and apply appropriate methods of assessment fairly and effectively.
- Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
- Collaborate with others, as appropriate, to promote equality and consistency in assessment processes, participating fully in internal and external verification.
- Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
- Contribute to the organisation's quality cycle by producing accurate and standardised assessment information and keeping appropriate records of assessment decisions and learners' progress.

### **Professional values and practice**

- Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship identifying the transferable skills they are developing, and how these might relate to employment opportunities.
- Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
- Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of resources.
- Conform to statutory requirements and apply codes of practice including appropriate consideration of the needs of children, young people and vulnerable adults and equality of opportunity.
- Keep accurate records which contribute to organisational procedures.
- Evaluate own contribution to the organisation's quality cycle.





## Access and progression

- Refer learners to information on potential current and future learning and career opportunities and appropriate specialist support services.
- Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.
- Provide effective learning support, within the boundaries of the teaching role.

## 2. General

- Take an active part in the performance review process.
- Comply with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy.
- Comply with and actively promote the College's Equality and Diversity Policy.
- Comply with and actively promote the College's Safeguarding Policy and Practices.
- Support the College's sustainability policies and recognise the shared responsibility of carrying out duties in a resource efficient way.
- Participate in enrolment.
- Undertake a first-aid qualification and participate in the first aid rota, as required.
- Undertake any other relevant duties as specified by your line manager commensurate with the level of this post.

## Our Shortlisting Criteria

<b>Essential</b>	<ul style="list-style-type: none"> <li>– Knowledge of own specialist area is current and appropriate to the teaching context.</li> <li>– Relevant industry experience.</li> <li>– PGCE, DTLS or Certificate in Education (or willingness to complete).</li> <li>– Minimum GCSE grade C or equivalent Level 2 in English and mathematics.</li> <li>– Willingness to undertake Equality, Diversity and Safeguarding training.</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>– Experience of teaching BTEC relevant subject at different levels.</li> <li>– Knowledge of own specialist area is current and appropriate to the teaching context.</li> <li>– Degree or equivalent qualification in relevant subject</li> </ul>





**The Perfect Person for us will demonstrate**

<p><b>Abilities</b></p>	<ul style="list-style-type: none"> <li>– Motivate and inspire young people to want to achieve their individual learning aims and qualifications.</li> <li>– Manage and handle conflict and challenging behaviour as it arises both inside and outside the classroom.</li> <li>– Excellent team player with good communication skills, including written, oral and non-verbal communication.</li> <li>– Communicate effectively and appropriately using different forms of language and media, including new and emerging technologies.</li> <li>– To manage own time effectively by planning and prioritising own work load and reacting positively to changes as they occur.</li> <li>– Provide constructive feedback to learners and colleagues where appropriate.</li> </ul>
<p><b>Job Circumstances</b></p>	<ul style="list-style-type: none"> <li>– Able to travel between college sites (if required)</li> <li>– Undertake any training required for the role</li> <li>– Hold an Enhanced DBS check with child barred list check or be willing to undertake a check.</li> <li>– This job description outlines the main duties at the time it was written. Tasks may change, but the role’s overall nature and responsibility remain the same. These changes are normal and don’t justify a change in the post’s grading.</li> </ul>

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or any information that would make you unsuitable to work with children. Generally, we are permitted to ask whether an applicant has any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance, as defined by The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This Order sets out the circumstances in which an individual can be asked about spent convictions (but not protected convictions or protected cautions) and when an employer can consider these. This includes "any employment as a teacher in a school or establishment for further education and any other employment which is carried out wholly or partly within the precincts of a school or establishment for further education, being employment which is of such a kind as to enable the holder to have access to persons under the age of 18 in attendance at the school or establishment for further education in the course of his normal duties."

As this role involves engaging in “regulated activity” relevant to children, and in line with our legal obligations, before filling out this application you should be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.





In line with KCSIE and having regard to all relevant guidance, there is a requirement for providing satisfactory references and online searches will be conducted for candidates. The purpose of this search is to identify any incidents or issues that have happened, and are publicly available online, which we may need to explore further as part of our pre-screening checks. The level of check undertaken will be consistently applied across all applicants and may include both social media and a general internet search.

