



About the Role – Employment Details

Post Number	A154
Job Title	Graduate Lecturer in Early Years
Salary	Starting salary of £28,294.77
Contract Type	Permanent, 37 hours per week
Campus	Gloucester, Cheltenham or Cinderford
Department	Early Years
Responsible To	Head of School
Holiday	38 days per year, plus bank holidays and Christmas closure
Pension	Teachers' Pension

About the Role – Meet the Team

Our Early Years team is comprised of 11 lecturers who work across our three campuses. We are a very supportive team with lots of different work sector and teaching experience which help us to deliver a broad range of subject matter at different levels to support our learners progressing into a variety of career choices. Teaching and learning in this department is fast paced and underpinned by comprehensive administration to track learner progress and to ensure we support all learners as individuals.

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.

Teaching and learning is the centre of all that we do and we value and respect this part of our role. All lecturers are supported by a Learning Coach from the cross-college Teaching and Learning team, as well as by regular supportive meetings with the Line Manager. We also have online resources to support all lecturers in their continued development of teaching and learning."

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





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.

About the College – Our Expectations

- Take an active part in Professional Development Conversations (PDC)
- Engage with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy
- Actively promote the College's Equality and Diversity Policy
- 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
- Participate constructively in college activities and to adopt a flexible approach to your work.
- 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





About You

Our Shortlisting Criteria

Essential	<ul style="list-style-type: none">– Appropriate Early Years qualification to at least degree level standard– Willingness to complete a teaching qualification
Desirable	<ul style="list-style-type: none">– Previous experience of teaching/tutoring Early Years, or related subjects.– Relevant sector experience

The Perfect Person for us will demonstrate

Abilities	<ul style="list-style-type: none">– Motivate and inspire young people to want to achieve their individual learning aims and qualifications.– Manage and handle conflict and challenging behaviour as it arises both inside and outside the classroom.– Excellent team player with good communication skills, including written, oral and non-verbal communication.– Communicate effectively and appropriately using different forms of language and media, including new and emerging technologies.– To manage own time effectively by planning and prioritising own work load and reacting positively to changes as they occur.– Provide constructive feedback to learners and colleagues where appropriate– Actively invites feedback from peers and customers to identify opportunities to improve.– Receptive to new ideas and learns from failures as well as successes.– Approaches difficulties with a positive attitude.– Openly communicates and resolves issues through helping not blaming others.– Treats others with respect and civility, building trust to bring out the best in people– Takes responsibility for playing a part in achieving GC's vision.– Takes responsibility for their own actions and work; committing to doing their best every time.– Committed to delivering the highest possible standards of customer service and undertaking the role to the highest possible standard.– Committed to safeguarding young people and vulnerable adults
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**Job
Circumstances**

- Able to travel between college sites (if required)
- Undertake any training required for the role
- Willingness to undertake safeguarding training
- Hold an Enhanced DBS check with child barred list check or be willing to undertake a check.
- 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.

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.

