



## About the Role – Employment Details

Post Number	A082
Job Title	SEMH Lecturer
Salary	£27,432.30-£40,795.26 Per annum
Contract Type	Permanent 37 hours per week
Campus	Alexandra Warehouse
Department	Quayside Centre
Responsible To	Head of SEND
Holiday	38 days' annual leave, plus an additional 3 days during Christmas closure

## About the Role – Meet the Team

Gloucestershire College is recruiting a Lecturer for our Quayside Team, who is able to personalise learning opportunities for our SEMH cohort of students.

The purpose of this role is to create individualised learning opportunities focused on the learner's destination, developing independence and supporting employment. As a SEMH lecturer you will be able to teach across the curriculum; predominately functional skills maths and English classes, alongside a selection of personal and social development sessions.

## 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. Encouraging development of independence and employability skills through workshops, employer activities and community engagement initiatives.
- 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.





- Effectively monitor learner's EHCP targets and contribute towards their annual review through accurate recording of distance travelled towards their outcomes.
- 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 the You

### Our Shortlisting Criteria

<b>Essential</b>	<ul style="list-style-type: none"> <li>– Experience of teaching learners with additional needs; in particular SEMH needs or gaps in education due to individual circumstances</li> <li>– Experience of teaching Functional Skills</li> <li>– PGCE, DTTLS, Certificate in Education</li> <li>– A*-C GCSE English and Maths (or equivalent)</li> <li>– Willingness to undertake Equality and Diversity and Safeguarding training</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>– Experience of teaching 14+</li> <li>– Specialist qualification in learning difficulties or mental health and wellbeing</li> </ul>

## The Perfect Person for us will demonstrate

<b>Abilities</b>	<ul style="list-style-type: none"> <li>– Motivate and inspire young people to want to achieve their individual learning aims and qualifications</li> <li>– Specialist knowledge and proven track record of teaching learners with multiple of the following support needs: <ul style="list-style-type: none"> <li>· Anxiety</li> <li>· Barriers to learning such as eating disorders, prior bullying and/or traumatic experiences</li> <li>· Learners with gaps in education</li> <li>· Mental health issues</li> <li>· ADHD</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>· Asperger syndrome</li> <li>· Autism</li> <li>· Dyspraxia, Dyslexia and/or Dyscalculia</li> <li>· Emotional and behavioural difficulties (EBD)</li> <li>· PDA</li> <li>– Teaching of learners with a wide range of abilities</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>
<b>Job Circumstances</b>	<ul style="list-style-type: none"> <li>– Able to travel between College sites (if required)</li> <li>– Enhanced with barred status DBS criminal record disclosure (or willingness to undertake)</li> <li>– Saturday hours may be required</li> <li>– The ability to deliver content remotely and online if required</li> </ul>