



About the Role – Employment Details

Post Number	A032b
Job Title	SEND Lecturer (SLD Specialist)
Salary	£27,432.30 - £40,795.26 per annum (pro rata)
Contract Type	30 to 37 hours per week
Campus	Steam Mills Place, Cinderford Campus
Department	Steam Mills Place
Responsible To	Head of School for SEND
Holiday	38 days' annual leave, plus an additional 3 days during Christmas closure and auto enrolment into the Teachers' Pension Scheme.

About the Role – Meet the Team

Gloucestershire College is recruiting an experienced Lecturer to join our specialist provision, Steam Mills Place, based at our Cinderford Campus. This role involves teaching students with severe learning difficulties, creating engaging, individualised learning opportunities that develop independence, life skills, community engagement and employability, alongside English and maths for everyday life.

A career with us is about more than just a salary. We offer a supportive, values-led environment where you'll work with committed colleagues to inspire learners and make a real difference. We are passionate about learning, invest in our people, and support your professional and personal development.

We also offer an attractive benefits package – please click the benefits link to find out more.

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 through a sensory approach to planning.
- Plan and use a range of effective and appropriate teaching and learning techniques to engage and motivate learners, and to encourage development of independent living skills and engagement within their local community.
- 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.
- Use a variety of communication techniques to support student's opinions and decisions to be captured.



- 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.
- Work with learners and their families to address particular individual learning needs and overcome identified barriers to learning; supporting personal growth in preparing them for adulthood.
- Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback/engagement 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 appropriately with colleagues and external agencies to encourage student participation with the wider community and support agencies.
- Work with colleagues with relevant student expertise to identify and address literacy, language and numeracy development in own specialist area.
- Liaise with other agencies and produce reports for students, parents, Local Authority and other external agencies (as required).

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 this supports inclusion within their community.
- Encourage students 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

- Provide students with appropriate information about the organisation and its facilities, and encourage students to use the organisation's services, as appropriate.
- Provide effective learning support, within the boundaries of the teaching role.
- Work closely with outside agencies to support transition from education in to adult life, ensuring there is a supportive individualised timetable for life created.

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

Essential	<ul style="list-style-type: none"> – Experience of teaching SEND students (preferably in a special school or specialist post 16 centre) – Knowledge of own specialist area (SLD) is current and appropriate to the teaching context – PGCE, DTTLS, Certificate in Education (or equivalent) – A*-C GCSE English and Maths (or equivalent)
Desirable	<ul style="list-style-type: none"> – Experience of teaching 16+ – Specialist qualification in SEND – First Aid – Experience of using Total Communication or Makaton



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 – Specialist knowledge and proven track record of teaching students with multiple of the following SEN support needs: <ul style="list-style-type: none"> • Autism • Asperger syndrome • ADHD • Emotional and behavioural difficulties (EBD) • Dyspraxia, Dyslexia and/or Dyscalculia • Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD) – Teaching of students with severe learning difficulties at pre-entry level – 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 workload and reacting positively to changes as they occur – Provide constructive feedback to learners and colleagues where appropriate
Job Circumstances	<ul style="list-style-type: none"> – Able to travel between college sites (if required) – Undertake any training required for the role – 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.