



**FULLHURST**  
COMMUNITY COLLEGE  
EST. 1991

# Standards and Progress Leader Humanities Information Pack





Dear Applicant,

It is a privilege to introduce myself as Principal and to thank you for expressing an interest in working with us here at Fullhurst Community College.

To be part of Fullhurst Community College is to transform lives. We are proud to serve a diverse community of over 1000 students, aged 11-16 years, on our large site in south west Leicester and are oversubscribed each year. As the first school in Leicester to be rebuilt under the 'Building Schools for the Future' programme, Fullhurst provides an exceptional environment in which to learn and work. Over the next four years we will expand from 1035 students to 1500 students. To facilitate this, a new build is being developed in conjunction with Leicester City Council on Ellesmere Road, the site of the old Ellesmere College.

In 2016, our Progress 8 measure was +0.48, the highest in Leicester and in 2017 it is +0.64, placing Fullhurst in the top 200 schools in England. This score is exceptional; demonstrating the strength of our curriculum and that all groups of Fullhurst students achieve beyond national targets. We are extremely proud of our students' progress and achievement which continues to increase year on year.

Fullhurst Community College was inspected by Ofsted in January 2018. The visit was the first short inspection carried out since the college was judged to be good in October 2012. We are very proud to announce that Fullhurst Community College continues to be good. The report states; *"Staff work hard to maintain the schools many strengths and improve the school further. There is a clear-sighted focus on improving GCSE outcomes, combined with a deep-seated moral commitment to serving the needs of the young people in the area, especially the most vulnerable."* Challenge Partner reviews, most recently in 2017, suggest the school has many outstanding features. In June 2017, Fullhurst was recognised by the Department for Education as Secondary Regional Champion at the Pupil Premium Awards and in December 2017, we were extremely proud to be announced as the Leicester Mercury School of the Year 2017.

Your involvement in our journey to outstanding cannot be underestimated. You will have ample opportunity to share in and enhance our current good practice. The potential for your own professional development is outstanding and we provide excellent support for new staff.

If you have any questions please do not hesitate to contact the college on 0116 282 4326 or via email [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

I look forward to receiving your application and accompanying letter, explaining why you are a suitable applicant for the position.

Yours faithfully

S Piggot  
Principal

*Transforming lives*

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# Transforming lives at Fullhurst Community College



Fullhurst Community College's priority is to provide the highest quality education for every student in a supportive and inspiring environment. Behind the iconic 1930s façade on Fosse Road South, the modern, well-equipped and recently refurbished facilities at Fullhurst are second to none.

It is our aim that students leave the college as successful, confident and responsible young people equipped with academic qualifications as well as the personal and social skills to enable them to succeed and make a positive contribution to society. We take great pride in seeing our students flourish and move on as confident young adults.

Fullhurst Community College was inspected by Ofsted in January 2018. The visit was the first short inspection carried out since the college was judged to be good in October 2012. We are very proud to announce that Fullhurst Community College continues to be good.

At Fullhurst Community College, we offer a broad and balanced curriculum designed to ensure that every student has the opportunity to fulfil their potential. Students follow personalised pathways for learning which meet their individual needs. All students learn more about the world around them in Citizenship and RE lessons and through our tutor programme. Careers education, information, advice and guidance is offered to students in each year at Fullhurst Community College including trips and workshops, work experience and mock interviews.

We strive to ensure that work is closely matched to students' abilities and rigorous enough to provide the challenge necessary for students to achieve their very best. We know that some of our students have individual learning needs which may affect their progress across the curriculum and we have a committed team of teachers and teaching assistants trained to support students with a variety of needs, able to facilitate in class support, small group work and individual one-to-one support. Students showing aptitude in specific areas will join our more-able groups which run in all curriculum areas.

The positive benefits of the Pupil Premium can be seen across the college and particularly in the increasing percentage of students making better than average progress. We were extremely proud to be announced as Secondary Regional Champion at the Pupil Premium Awards 2017. The award recognises the college's success in raising aspirations and ensuring disadvantaged students can fulfil their full potential. We're continually looking to improve the outcomes for our students.

## Our 2017 results:

- Fullhurst Community College's Progress 8 score for 2017 was +0.64.
- Fullhurst Community College's Attainment 8 score for 2017 was 45.12.
- 23% of all grades were A\* or A or grade 7,8 or 9.



# Fullhurst Community College

## Reasons to join our team



Fullhurst Community College first opened its doors in 1991 and we have never been more excited about our future. There are currently 1036 students and over 150 teaching and support staff, housed in an attractive traditional building with a modern extension which opened in 2008. We also have a large, well equipped sports complex and grounds. In order to meet the essential need for additional school places locally and to enable us to transform the lives of even more young people, Leicester City Council are planning to expand Fullhurst Community College into the nearby vacant site, formerly occupied by Ellesmere College. This is a tremendously exciting opportunity. Getting these state of the art new facilities will not only allow us to welcome more new students to our college, it will also help us to continue to raise standards.

### **We listen to our staff**

Following a recent annual staff survey, 96% rated the performance of the college as good or very good. 97% said they would recommend the college to prospective parents.

### **We value our staff**

We have signed up to work towards achieving the Wellbeing Award for Schools (WAS). This award focuses on ensuring effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils. *“Staff value the support they receive from senior leaders as well as the focus on their well-being.”* Ofsted January 2018

### **What we can offer you:**

- A comprehensive induction process, with all new teaching staff offered a mentor.
- Commitment to providing a supportive and developmental culture for all staff, through an extensive CPD programme.
- Collaborative planning sessions, where dedicated time is set aside for the department to plan collectively and therefore reduce workload.
- A comprehensive support structure.
- Developmental lesson observations which are not graded.
- Free access to our fully equipped on-site gym and preferable rates for college facilities hire.
- Cycle to work scheme - designed to promote healthy travel to work and reduce carbon footprint.
- Childcare scheme - allows money to be taken out of your salary before Tax and National Insurance.
- Eye care vouchers - help with your eye care if your work involves significant periods of time looking at a computer screen.
- Vectis discount card - an easy way to save in store on shopping, eating out and much more.
- Annual flu jab - to protect against those winter germs.
- Staff can always approach their line manager for assistance but they also benefit from a dedicated team who provide a confidential counselling service offering telephone or face-to-face appointments, 365 days a year.
- We're committed to equality and diversity. We have our very own Stonewall Champion and are committed to equal opportunities for everyone.
- We provide a wide range of activities and events for staff to relax and enjoy across the year including staff BBQs and sporting activities.
- We are part of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme for support staff.

# What staff have to say about Fullhurst Community College



"I started at Fullhurst in 2010 as an unqualified teacher, through the TeachFirst programme. I was greatly supported by colleagues in the maths faculty and across the college in those first couple of years in particular, and from day one enjoyed working with the incredible students we have here at the college. I have had the privilege of performing different roles here over the past few years, and have seen the college go from strength to strength in that time. Fullhurst is underpinned by its moral purpose. The culture of the college is driven by the want to give our students the very best experiences possible, enabling them to flourish academically and grow as young people. My favourite aspect of Fullhurst has always been the sense of community shown by the students, who in my opinion are incredibly accepting and supportive of one another."

**Mr T Hague**  
**Deputy Principal**

"I joined Fullhurst Community College in 2013 as a Cover Instructor. Having graduated from university at a later stage of my life, I wanted to make a contribution to society by working with teenagers from a similar background to my own. I initially started at Fullhurst Community College on a temporary contract because my intention was to apply to join a teacher training course after a few months. However, I quickly realised that working as a Cover Instructor was very stimulating and enjoyable and could be more than a 'filler' before a teacher training course. This, coupled with the fact that Fullhurst was keen to enable staff to develop their skills, persuaded me to accept a permanent position when it was offered. At Fullhurst, cover instructors are highly valued. We work closely with staff and students on a daily basis and assimilate ourselves in the workings of the school. This has enabled me to develop relationships of mutual respect and trust with colleagues and at the same time build positive relationships with my students. In my role I am fortunate to work with students from both an academic and a pastoral perspective. I enjoy the challenges which arise in my role whether they relate to behaviour or achievement and I take pride in the outcomes achieved during my lessons despite the fact that the regular teacher is not present. I joined Fullhurst because I wanted to make a difference to young peoples' lives. If you are genuinely interested in improving the lives of young people and you want to work with children from challenging backgrounds who have heaps of potential and great character then this could be the school for you."

**Ms F Bhattay**  
**Cover Instructor**

"I started working in education in 1992 as a teaching assistant in a primary school. In 1994, I began working as a TA at a secondary school mainly with two students with SEN, this was a very unusual role at the time. When the students left I became a science technician at the school. I joined Fullhurst Community College as a science technician in 2005. I have seen lots of changes over the years, for the better. I have been through several Ofsted visits with the college attaining higher outcomes each time. Working here is very rewarding, the staff are a great team, working together for the benefit of our students both academically and in their own personal development. Expectations of students are high and staff work together to help them achieve their best. Fullhurst is also a fun place to be!"

**Miss T Marlow**  
**Technician, Science**

“I joined Fullhurst Community College straight after a successful School Direct programme and completed my NQT year here. Fullhurst have a fantastic NQT programme where you gain outstanding support to help you develop to become the best teacher you can. Two years later I was fortunate to be offered the position of Head of Physical Education. The reason I applied to work at Fullhurst is their ethos of transforming lives. I believe that as a teacher, you can provide every student with equal opportunities so that they can reach their full potential and that is exactly what Fullhurst offer. Working with a variety of students from completely different backgrounds, I find to be very rewarding and enjoyable. Every day something new can happen which keeps you on your toes! I love working here because you feel like you make a real difference to our students’ lives in both their academic and personal development.”

**Miss M Bird**  
**Head of PE**

“I started working at Fullhurst Community College as receptionist back in 2008. I chose to work here because I had heard positive things and wanted to be part of a school that was evolving. After a time, I found myself really enjoying the engagement with the students, at this stage I knew I wanted to be in a role that offered more and found myself interested in the pastoral route. I became the Assistant Head of Year 8 and enjoyed this experience very much. Later I progressed to Head of Year, rolling with our year groups and every year group brought its own challenges and rewards. Four years on and I am now the static Head of Year 11 and loving it. I really enjoy this role as I get to see the students through their most crucial year and help support them through college applications and exams. It is also amazing to come and be a part of results day and makes it all worthwhile! I enjoy working here because I like being part of a team and we have a fantastic pastoral team that is dedicated and committed to helping our students achieve their best. I enjoy the daily challenges and I look forward to even more future successes.”

**Mrs R Buckle**  
**Head of Year 11**

“I joined Fullhurst as an NQT in 2002 and I am now Curriculum Leader for Science. The college has provided me with so many opportunities to grow as a leader and as a person that I feel it is only right that I give back to the college, the students and the community. Every day we work tirelessly with young people to transform their lives. To work in such a diverse college, with so many talented people, is humbling as well as being a privilege. For many of our students, the college provides the only advantage they will have in their lives. It is therefore very clear to me that the students, the college and the community deserve the very best teachers and the very best leaders”

**Miss S Thompson**  
**Curriculum Leader, Science**

“I started working at Fullhurst Community College as the Standards and Progress Leader for Maths and ICT in September 2016. Having worked previously as a second in department at a different school in the city, I was ready to influence students’ lives on a wider scale and this seemed the best opportunity to do so. When I stepped into Fullhurst Community College, I knew that this was where I wanted to work. The college’s goals falls in line with my personal goal as a facilitator of learning, which is that ‘every child irrespective of their background have the right to achieve and do well to the best of their capability’. The belief that teachers have in their students is the driving force behind our success. Students know that you genuinely want them to do well, and this dedication from both parties brings about the brilliant results the college continues to achieve. Staff development is also at the forefront of the leadership team and at Fullhurst, I have been given opportunities to embark on courses to improve my leadership skills. Students at Fullhurst genuinely want to do well and the college provides them with the environment to do so. It is amazing to be part of the success story of a college which improves the lives of students in their community, giving them a chance to stand tall as equals with students from all over the country.”

**Mrs V Adeniyi**  
**Standards and Progress Leader, Maths and ICT**

# Fullhurst Community College

## Recruitment advertisement



**Post title:** Standards and Progress Leader Humanities

**Salary:** MPS / UPS + TLR 1A

**Contract type:** Full time and permanent

We are seeking an outstanding practitioner, preferably with a specialism in Geography, to lead on achievement across our successful Humanities Faculty.

This role would see the successful applicant working under the leadership of the Humanities Curriculum Leader, alongside the Humanities Teaching and Learning Leader and within a faculty of 10 teachers and support staff.

The role, which has come about due to promotion, would be ideally suited to a successful classroom practitioner looking to take the next step in their career.

With a Progress 8 score of +0.64, Fullhurst is one of the top 200 schools nationally. Additionally, we are very proud to be the Department for Education 2017 Pupil Premium Secondary Regional Champion and 2017 Leicester Mercury School of the Year.

As a college, we passionately believe in transforming the lives of young people from one of the most deprived communities in the UK. With over 50% of our students from disadvantaged backgrounds, we know that our success is genuinely doing this.

If you want to be part of our continued success, if you believe in improving the life chances of young people from disadvantaged backgrounds and if you are committed to success for yourself and your subject we look forward to receiving your application.

Further details, including the application form, are available from our website [www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk) or by emailing [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

A letter detailing why you are a suitable candidate for the position should accompany your completed application.

Completed applications should be returned to Mrs Ruth Sharp, Assistant Business Manager, Fullhurst Community College, Imperial Avenue, Leicester, LE3 1AH or via email at [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

**Closing date: Monday 30 April at 9am**

Fullhurst Community College is committed to safeguarding and promoting the welfare of all children and young people. Please note that an Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.

# Fullhurst Community College

## Job Description



**Post title:** Standards and Progress TLR

**Salary:** MPS / UPS + TLR 1A

**Contract type:** Full time and permanent

**Responsible to:** Curriculum Leader

### Framework

The professional duties of all teachers, (other than the Principal) are set out in the School Teachers Pay and Conditions document (STPC) and describe the duties required of all main scale posts. In addition the description of the requirements of the post of Standards and Progress Leader at Fullhurst Community College, in accordance with the criteria for the award of a Teaching and Responsibility payment, have been set out below.

### Core purpose of the post (Reporting directly to Curriculum Leader)

- Overall responsibility for standards and progress.
- Raising achievement across the faculty.

### Key accountabilities (Liaising with Leader of Teaching and Learning in the faculty)

- To ensure all faculty staff are data literate.
- To mentor and coach staff.
- To take part in learning walks.
- To contribute to the CPD programme.
- To play a key leadership role and to make a major contribution to the development of the college; to lead, develop and enhance teaching and achievement of learners.
- To establish and maintain effective tracking systems for student progress across the faculty.
- To implement focused intervention based on tracking to secure better progress.
- To share accountability for achieving the highest standards of student attainment and achievement of identified students.
- To support teachers across the curriculum to develop and enhance strategies for teaching; to support students in developing qualities which promote learning; to assist faculty teams in evaluating their provision for learners.
- To record and use data on students' prior and ongoing performance/learning characteristics to inform effective target setting and interventions and enable students to fulfil their potential.
- Leading, developing and enhancing the teaching practice of others to overcome students' barriers to learning.
- Shared accountability for leading, managing and developing strategies to secure achievement of students across the curriculum.
- To submit reports and collate data to enable college to meet criteria for faculty funding.
- To contribute to professional learning of colleagues with regard to meeting the needs of students.

### Operational / strategic planning

- To monitor and track attendance, behaviour and progress of targeted cohort.
- To assist in the implementation of school policies and procedures, for example, equal opportunities, health and safety etc.

- To work relentlessly in pursuit of this vision; to win confidence of stakeholders in systems for supporting learners and securing a calm learning environment for all students.
- To contribute to an annual faculty improvement plan and a self-evaluation as part of overall school evaluation processes.

### **Curriculum provision and development**

- To lead in development of inclusive practices, deploying team members to make best use of expertise.
- To keep up to date with national developments in faculty related practices and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

### **Staffing, staff development, recruitment/deployment of staff**

- To work with team members, leaders of services and leadership team to ensure staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To contribute to performance management and to act as team leader for a group of staff with the faculty.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure the effective, efficient deployment of support and teaching staff to secure the best outcomes for learners.
- To participate in the college's ITT programme.

### **Quality assurance**

- To ensure the effective operation of quality control systems including standardisation and moderation.
- To assist in the process of the setting of targets within the team and work towards their achievement.
- To contribute to the college's procedures for lesson observation.
- To participate in the monitoring and evaluation of team members in line with agreed college procedures including evaluation against quality standards and performance criteria.

### **Management information**

- To ensure the maintenance of accurate and up to date information relating to the faculty.
- To assist in the use of analysis and evaluation of performance data.
- To assist in the production of reports on examination performance, including the use of value added data.

### **Communications**

- To help ensure that all members of the faculty are familiar with its aims and objectives.
- To ensure effective communication, as appropriate, with parents of students.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

## **Marketing and liaison**

- To contribute to the college liaison and marketing activities e.g. the collection of material for press releases.
- To contribute to the development of effective subject links with partner schools and the community.
- Attendance where necessary at liaison events in partner schools and the effective promotion of the college at open days/evenings and other events in partner schools and the wider community.
- To actively promote the development of effective links with external agencies.

## **Management of resources**

- To identify resource needs and to contribute to the efficient/effective use of physical resources, including allocation, control and account of finances.
- To co-operate with other curriculum areas to ensure sharing and effective usage of resources to the benefit of the college and the students.

## **Pastoral system**

- To contribute to cross curricular work including PSHE, citizenship and enterprise education.
- To be a lead tutor within the pastoral system responding to the needs of Heads of Year.
- To assist in the implementation of the behaviour management system (Behaviour for Learning) so that effective learning can take place.

## **Teaching**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

## **Learning outcomes**

- To ensure students achieve sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment.
- To ensure students are well prepared for any tests and examinations.

## **Additional duties**

- Performance manage appropriate number of teaching and support staff within faculty.
- Attend strategic and operational meetings of college leaders as and when required.

## **Health and safety**

- It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified.

This job description is current at the date shown, but in consultation with you, may be changed by the Principal / Director of Resources to reflect or anticipate changes in the job commensurate with the grade and job title.

# Fullhurst Community College

## Person Specification



**Post title:** Standards and Progress TLR

**Salary:** MPS / UPS + TLR 1A

**Contract type:** Full time and permanent

**Responsible to:** Curriculum Leader

### Qualifications

Essential	Desirable	Notes
Qualified teacher status.	Commitment to continuing professional development activities.	Application form
Degree or equivalent in a relevant subject.		Application form

### Professional attributes

Essential	Desirable	Notes
A proven track record of successful outcomes.	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	Application form Letter of application References
Experience of improving outcomes outside your own classroom.		Interviews
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.		
Hold positive values and attitudes and adopt high standards of behaviour in their professional role.		
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.		
Communicate effectively with young people and colleagues.		
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.		
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.		

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment		
Have a commitment to collaboration and co-operative working where appropriate.		
Evaluate their performance and be committed to improving their practice through appropriate professional development.		
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.		
Act upon advice and feedback and be open to coaching and mentoring.		

### Professional knowledge and understanding

Essential	Desirable	Notes
Knowledge and understanding of effective leadership methods.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Application form
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.		Letter of application Demonstration of teaching ability
Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those related to public examinations and qualifications.	References Interviews
Know a range of approaches to assessment, including the importance of formative assessment.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them.	
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	

Have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy including: the contribution that their subjects / curriculum areas can make to cross-curricular learning; and recent relevant developments.		
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.		
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.		
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.		
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.		
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.		
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.		
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.		
Know the local arrangements concerning the safeguarding of children and young people.		
Know how to identify potential child abuse or neglect and follow safeguarding procedures.		
Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.		

## Professional skills

Essential	Desirable	Notes
To give effective feedback to colleagues on the quality of teaching and learning. This feedback is development and positively impacts upon teaching and learning.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject / curriculum knowledge.  Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally  Promote collaboration and work effectively as a team member.  Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	Application form
Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.		Letter of application
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context.		References
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.		Interviews
Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range.		
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.		
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.		
Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.		
Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.		
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.		
Teach engaging and motivating lessons informed by a well-grounded expectation of learners and designed to raise levels of attainment.		
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.		

Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.		
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.		
Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.		
Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.		
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.		
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the college.		
Make use of the local arrangements concerning the safeguarding of children and young people.		
Identify and use opportunities to personalise and extend learning through out-of-college contexts where possible making links between in-college learning and learning in out-of-college contexts.		
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the college's behaviour policy		
Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.		
Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.		
Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.		
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.		

### Equal opportunities

Essential	Desirable	Notes
Must be able to recognise discrimination in its many forms and willing to put the college's equality and diversity policy into practice.		Application form

Commitment to equal opportunities and equal value for all students.		Letter of application References Interviews
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**Other conditions**

Essential	Desirable	Notes
Able and willing to attend/achieve further training/qualifications where appropriate.		Application form
Must satisfy relevant pre-employment checks. An Enhanced DBS (Disclosure and Barring Service) statement will be obtained for the successful applicant.		Letter of application References Interviews