

TEACHER ROLE PROFILE February 2020

| Title Reports to Level | Teacher Assistant Academy Manager H24-38 (Unqualified maximum of H30) | Business: Harlow College Location: Harlow, Essex | |
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| ROLE IN CONTEXT | ROLE IN ACTION | NEED TO KNOW | NEED TO BE |
| <p>Context</p> <p>1. Success To be part of a forward looking FE college, currently a sector leader for innovation in learning, teaching and assessment. We aim to provide our students with “more than a qualification”, providing them with the skills to achieve excellent destinations and careers</p> <p>2. Culture To contribute to a results driven operation in a fast paced culture where flexibility, hard work and change are the norm and our core values are:</p> <ul style="list-style-type: none"> Students at the Heart Work together, achieve together Be ambitious, build futures Respect each other, share similarities and celebrate our differences <p>3. People Individuals not numbers, we believe all our people, both staff and students, have the potential to succeed in whatever they set their minds to and, at Harlow College, everything we do is about getting them there.</p> <p>Purpose and Dimensions</p> <p>Part of a team responsible for the delivery of the College’s learning, teaching and assessment strategy and strategic plan.</p> <p>1. Job Purpose Plan, deliver and develop the teaching, learning and assessment experience to enable learners (including Apprentices) to achieve their learning goals, in accordance with the College’s values and ethos.</p> <p>2. Key Partners/Relationships:</p> <ul style="list-style-type: none"> All students who are the responsibility of their delivery team Assistant Academy Manager Fellow team colleagues Support staff working with their delivery team The wider “Team Harlow” Parents and carers of students Employers and other stakeholders | <p>Core Areas of Responsibility</p> <ol style="list-style-type: none"> Design, plan, prepare and assess teaching and learning maximising achievement and progression of learners Produce schemes of work, lesson, learning & assessment plans and learning materials, including digital, that impact directly on the effectiveness of learning Deliver teaching and learning in accordance with the Learning, Teaching & Assessment Strategy (LTAS) Mark students’ work including formative and summative assessment of work Deploy an effective assessment and evaluation strategy that records student attainment using College systems, identifies areas of development and enables learners to make progress Manage attendance and take corrective action where necessary Provide tutorials and learning support, ensuring the welfare and academic needs of students are met and recorded in individual learning plans Co-ordinate as part of a team the learner experience, including enrichment, work placements and visits, resulting in high achievement Implement all the relevant processes as required by Awarding Bodies, including internal and external quality assurance, and the College’s own systems Promote and implement the College Equality and Safeguarding practises Work in accordance with the College’s policies and procedures Adhoc duties as required i.e. invigilation, open evening and enrolment duties <p>Critical Success Factors</p> <ol style="list-style-type: none"> Delivery of the annual targets set in each of the following areas: <ul style="list-style-type: none"> Retention, achievement and pass rates Attendance and punctuality Grades Value added and progress Student satisfaction Learners’ achievement of daily targets Destinations The LTAS is fully implemented Quality of the learning materials Achievement of annual appraisal/Power of 3 objectives | <p>Organisational Capabilities</p> <ol style="list-style-type: none"> Ability to work to the standards and set procedures that come with the necessary scrutiny when working in the public sector Achieves maximum benefit from limited resources Quickly adapts to change and sees it as an organisational “norm” Establish a purposeful learning environment that promotes and maintains appropriate behaviour, communication, respect for others, while challenging discriminatory behaviour and attitudes. <p>Be the Expert (technical knowledge, qualifications, experience, occupational competence and requirements, etc))</p> <ol style="list-style-type: none"> A degree or equivalent qualification, OR if applicable a minimum of a Level 3 qualification in the relevant vocational area and significant industrial experience Ideally has a teaching qualification or willingness to undertake study of a teaching qualification and attain qualified teaching and learning status Has Level 2 or equivalent Maths & English Has a TAQA or equivalent qualification or is willing to work towards this qualification, if required. Has curriculum knowledge and, where relevant, industrial experience in the relevant area Demonstrate practical experience of delivering high standards of teaching using appropriate teaching, learning and assessment strategies Demonstrate practical experience and aptitude in effective management of good behaviour in a learning environment Has a flair for motivating and engaging learners to learn and work hard Evidence of good organisation, planning and assessment skills Ability to plan, and apply themes and principles of E&D in teaching and learning Be able to understand and utilise digital technology Ability to work under pressure. To be self-aware, knowing how and when to ask for professional or personal help if required. Evidence of integrating safeguarding principles into working practices | <p>Teaching & Learning Competencies (core for all HC Principal Tutors and Teachers)</p> <p>1. Learning Orientated</p> <ul style="list-style-type: none"> Seeks feedback on their own performance from a variety of sources Shares learning with others Engages in development activities and achieves tangible progression Actively seeks to increase/improve knowledge and skills <p>2. Results Focused</p> <ul style="list-style-type: none"> Meets targets and job related outputs Remains focused on the priorities and delivers them relentlessly despite issues that may arise Resolves issues that affect targets being met <p>3. Quality Minded</p> <ul style="list-style-type: none"> Can evidence their contribution to the college’s Quality Improvement cycle (e.g. Power of 3, Health Check) Seeks ways to continuously improve the service/productivity of their working area Notifies quality performance in others and offers feedback accordingly Fully operates and adheres to the college’s QA processes <p>Role Competencies (specific to role)</p> <p>4. Innovative</p> <ul style="list-style-type: none"> Generates original and new ways of embedding learning Seeks cutting edge ideas/models of excellence and adapts them to suit the College and achieve success Finds ways around restrictions and limitations Is creative under pressure and/or with limited resource <p>5. Customer Focus</p> <ul style="list-style-type: none"> Actively seeks students views on what they want from the service provided Uses student feedback to continuously improve the student experience Responds to students’ concerns or complaints promptly and positively Provides support that is bespoke to the individual Professional and courteous in all transactions with students, clients, staff, partners and members of the public |

