



# Role Profile

<b>Job title:</b>	English and/or Maths Lecturer	<b>Reports to:</b>	Teacher Development Lead
<b>Grade:</b>	SC4 £46,350-£51,500 Depending on experience and qualifications	<b>Last evaluated:</b>	
<b>Directorate:</b>	Apprenticeships & Industry Training	<b>LT area:</b>	Apprenticeships & Industry Training
<b>Location:</b>	NCC Based	<b>Budget responsibility (optional):</b>	

CITB aims to lead the construction sector by example to ensure fairness, inclusion and respect for all. We seek to build a workforce that reflects Britain's diverse population and people from under-represented groups are encouraged to apply for vacancies. Our main objective is to create a culture that helps all our customers strive towards a workforce that is reflective of today's society.

## Role purpose:

To lead on providing high quality English and maths education and training for all learners that reflects the specialist knowledge, skills and behaviours required in industry, society and by external awarding organisations.

## Key responsibilities and accountabilities:

1. Lead curriculum teams to embed the English and maths requirements of the Ofsted EIF into everyday teaching, learning and assessment practice.
2. Lead on supporting new vocational instructors and vocational assessors with specific English and maths support through their induction and probationary period.
3. Provide tailored support for vocational instructors and vocational assessors in the curriculum area who have been identified as having areas for development, related to English and maths through the teaching observation process.
4. Conduct Learning Walks on teaching colleagues to monitor the quality of delivery and the embedding of English and maths in the curriculum area.
5. Participate in Desk Top Evaluations and quality reviews, supporting managers and the quality team.
6. Lead on delivering CPD sessions to teaching teams related to English and maths.
7. Develop and deliver Personal Development lessons for all learners in the curriculum area.
8. Liaise with Awarding Bodies and End Point Assessment Organisation where appropriate.
9. Plan and deliver engaging and interactive practical and theory lessons, reflecting the specialist knowledge, skills and behaviours required in industry and society and aligned to the Teaching, Learning and Assessment Strategy.



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10. Develop high quality and inclusive teaching, learning and assessment resources.
11. Using the results of initial and diagnostic assessments and considering prior learning, provide individualised learning and support to ensure all learners needs are met.
12. Provide all learners with regular written and verbal feedback on their work and performance, so they are able to make future improvements.
13. Track and monitor learners progress using the Learner Management System.
14. Develop learners personal, English, maths and digital skills to support them to succeed in society and the world of work.
15. Work closely with the Apprenticeship Development Coaches and participate in the learner periodic review process, to ensue learners and employers are fully up to date with the progress being made.
16. Participate in the learner at risk process and implement strategies to ensure that all learners falling behind are quickly brought back on track.
17. Provide learners with information advice and guidance relating to career progression opportunities.
18. Follow all safeguarding policies and practices and be responsible for fostering a positive, inclusive and safe learning environment where all learners feel safe, included and supported.
19. Responsible for ensuring that all learners work safely and always follow all health and safety rules and regulations.
20. Establish and maintain strong relationships with relevant industry professionals, employers and other stakeholders, to ensure that specialisms are kept up to date.
21. Attend relevant workshops, conferences, and training sessions to keep up to date with changing teaching, learning and assessment methodologies.
22. Always display positive behaviours and attitudes to colleagues and learners.

We may, in consultation with you, need to vary these duties from time to time to respond to the changing requirements of the organisation. Such other duties will be commensurate with your skills, knowledge, and experience.

## **People Leadership / Team Leadership – where the role has direct or matrix reports.**

- No direct or matrix reports

## **Key contacts and relationships:**

- Senior managers
- Curriculum delivery teams
- Curriculum managers
- Learners
- Employers
- Assessment and verification team
- Support services teams



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- Safeguarding, welfare and health and safety teams
- Apprenticeship development coaches and managers
- Compliance and assurance team
- Quality team
- Industry training team
- External qualification awarding organisations

## Knowledge and Experience

### Essential:

- Educated to level 3 or above in English and/or maths.
- Level 5 teaching qualification (or commitment to achieve within two years of commencing course).
- Evidence of continuous professional development.
- Excellent verbal and written skills.
- Excellent organisational skills.
- Knowledge, skills, and experience in Microsoft Office 365.

### Desirable

- Higher level English and/or maths related qualification.
- Higher level education related qualification.
- Experience of delivering English and/or maths in an apprenticeship setting.

## Behavioural competencies (in order of importance):

- Fairness, Inclusion and Respect (FIR) level 3
- Works collaboratively level 3
- Drives for results level 3
- Leads by example level 3
- Communicating with Impact level 3
- Building capability level 3

## Special Conditions/Other Requirements: e.g., enhanced DBS, travel requirements, working arrangements

- Able to work non-standard hours as required
- Able to travel and make occasional overnight stops
- Full Driving Licence
- Enhanced DBS check



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## Version Control:

Version	Date	Author	Change
1.0	30/06/23	Gary Cumiskey	

## Version Control System

When creating this document or making any amendments to an existing document please: indicate the version of the document in the table above along with the date and a brief outline of the change(s) made. Please follow the control system examples below to ensure consistency and continuity.

- Version 0.1 Draft version.
- Version 0.2 (etc.) Update to draft version.
- Version 1.0 First finalised version. At this stage the document is ready to be 'issued' for Job Evaluation – but has not been evaluated
- Version 1.1 (etc.) Subsequent amendments to the first 'issued' version prior to evaluation.
- Version 1.1(E) The 'E' indicates that the role has been evaluated through the Job Evaluation process and a Grade has been agreed. This is now a 'live' version.
- Version 2.0(E) Indicated a major revamp that does not affect the role's Grade. For example where the role content is reviewed after a period of time.
- Version 2.0(N) Indicated a major revamp that is expected to affect the role's Grade and re-evaluation is required.
- Version 2.1(E) Indicates that the role has been evaluated through the Job Evaluation process and a Grade has been agreed. This is now a new 'live' version.