

Job Title:	Teacher Functional Skills / GCSE
Responsible to:	Head of Teaching, Learning and Assessment
Grade of Job:	Teaching Scale
Hours:	Part time

Working as a qualified teacher within a Study Programme contract you will be delivering English and Maths to young people aged 14-18 at Entry Level, Level 1 and Level 2 and GCSE. As part of the Bridge Training teaching team you will help to develop a strong Functional Skills and GCSE programme that meets the needs of the students and the BTL curriculum.

The post holder should be a highly motivated teacher with a 'can do approach' to education, have extensive experience of OFSTED and will have been involved in the inspection process and demonstrate Good and Outstanding teaching practice. You will be responsible for planning, teaching and differentiation within the Functional Skills and GCSE curriculum and will ensure the effective delivery of a high quality learning experience for students.

Job Purpose:

- To carry out professional duties of a teacher in accordance with Bridge Training Ltd (BTLs) policies under the direction of the Head of Teaching, Learning and Assessment
- To be an effective professional who demonstrates knowledge within the vocational field, can teach, assess effectively, take responsibility for professional development and encourage the best in their students

Role:

The post holder will ensure the effective delivery of a high quality learning experience by planning for learning, teaching and classroom management to achieve progression of learning through;

- being fully accountable for the development of a Functional Skills and GCSE curriculum plan in line with contractual requirements and regularly review and monitor this plan to ensure it is consistent with the Bridge Training Limited (BTL) mission, strategic objectives, government priorities and local/regional need;
- leading vocational departments in the delivery and embedding of Functional Skills to ensure consistency across provision through the use of coaching and mentoring
- planning and delivering sessions which meet the needs of individual students development as identified through regular target setting on Individual Learning Plans (ILPs) by setting tasks which challenge students and ensure high levels of interest and attainment;
- setting appropriate and demanding expectations;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the BTLs policies and encouraging good practice with regard to punctuality, behaviour, standards of work and employability;
- using a variety of teaching methods including:
 - use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - select appropriate learning resources and develop independent study skills
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness by taking part, contributing and feeding back on lesson observations
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses and recognise the level at which the student is achieving;

- undertake formative and summative assessment of students as requested by examination bodies including the exam process and procedures;
- undertake assessment of students and participate in the BTLs system of reporting to parents.
- promote the general progress and well-being of individual students
- communicate, as appropriate, with parents of students and persons or bodies outside of BTL concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to the PSHE curriculum according to BTL policy;
- operate at all times within the stated policies and practices of BTL;
- establish effective working relationships and set a good example through presentation and personal and professional conduct;
- ensure every student has the opportunity to reach their potential and meet high expectations;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with other organisations;
- undertaking continuous professional and personal development including updating, practical/theory knowledge of your subject and comply with ETF training standards;
- comply with the company's Equal Opportunities Policy, Code of Conduct, Health and Safety, Safeguarding other relevant policy, procedures and legislation

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of BTL and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Key Duties

No	Description of Duties
1	To provide weekly planning documents (PFL or session plan) which comply with company guidelines which evidence the use of initial assessment and show the embedding of equality and diversity, functional skills, IAG and differentiation
2	To utilise planning time effectively to ensure all resources and teaching materials are produced in an appropriate and professional manner and are effective, up to date, relevant and reviewed as part of the ongoing lesson review process that meets the requirements of the SAR/QIP in relation to the retention and engagement of students
3	To attend 1-2-1 meetings with the Head of Teaching, Learning and Assessment on a regular basis and to update action plans and report progress
4	To track and record the speaking and listening element of Functional Skills has been achieved in individual vocational areas
5	To encourage students to become independent and take ownership of their timetables and achieve their targets as set within the ILP
6	To encourage learners to achieve their goals and targets through ongoing tutoring and one to one support and within the timescales as set in the ILP's
7	To take ownership of the department and be responsible for ensuring a realistic working environment within a cost effective delivery framework
8	Establish and maintain procedures with students which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes
9	To review and record individual learner progress in line with company policy and to the quality standards set by Awarding Bodies and other External Funding Organisations and to assess and verify ongoing learner work in line with best practice procedures giving accurate feedback to students and assessors

10	To provide timely information to Internal Verifiers in line with the Verification annual plan and ensure assessment outcomes are actioned prior to the next review
11	To participate in relevant standardisation meetings and share best practise and resources in Teaching, Learning and Assessment
12	To engage in the employability programme and arrange one external employer visit per year and one guest speaker per term
13	Incorporate IAG within teaching, signposting learners to relevant opportunities and careers path
14	To accurately complete and provide Attendance Registers to admin ready for input daily onto PICS system.
15	To achieve a minimum average of 80% attendance within the classroom environment and to set monthly individual targets for all students who are below 100%
16	To achieve a targeted % rate for achievement (as set against the company's KPIs) in achievement against the vocational qualification
17	To achieve a targeted % rate for retention (as set against the company's KPIs) in retention against the vocational qualification
18	To review (termly) and record individual learner progress on the ILP in line with company guidelines and requirements to internal and external quality standards
19	To participate in Lesson Observations in line with Company Policy and evidence progression in each observation through reduction in action points
20	To peer observe a teacher in another discipline (annually)
21	Participate in the BTL parents evening and careers event (termly)
22	Maintain course and CPD files and all other administrative duties associated with effective subject and course delivery and requirements of Professional Development.
23	To ensure that stock requirements are managed and requested in an effective and timely manner and within budgetary restraints
24	To prepare, maintain and monitor all health & safety standards in the training environment through high levels of housekeeping
25	To manage individual timekeeping and attendance in line with the agreed outcomes of the company for the individual
26	Ensure a high level of confidentiality at all times and ensure effective communication takes place in line with company and safeguarding regulations and to liaise with the IAG Manager for access to confidential learner files.
27	To carry out duties in accordance with procedures specified in the Quality Assurance Manual and assume joint responsibility within the training team for the quality, accuracy and timeliness of all teaching and admin tasks within the organisation.
Name:	
Position:	
Signature:	
Date:	

PERSON SPECIFICATION

1. Qualifications	Essential	Desirable	How tested
Hold relevant professional qualifications to a minimum of at least a Level 3 in subject specialism	Yes		
Willingness and ability to undertake further professional development in line with contractual, business needs and national developments	Yes		
Hold a recognised Teaching qualification	Yes		
Hold a recognised assessor award and verifier qualification		Yes	
2. Experience			
Have teaching experience in Functional Skills and GCSE and relevant up-to-date CPD in subject specialism	Yes		
Have a proven track record of managing and supporting a diverse groups of students		Yes	
Experience of addressing individual learner needs, both inside and outside the class setting		Yes	
Have experience of identifying, developing and sharing innovative and creative teaching resources	Yes		
Experience of working with students who may have little experience of education and training		Yes	
3. Skills and Abilities			
Knowledge of the ways in which students learn effectively	Yes		
The ability to deliver a high standard of teaching, learning and learner support	Yes		
The ability to teach creatively adapting to the needs of a variety of students and willing to explore new teaching and learning strategies	Yes		
The ability to plan, monitor and review targets to meet deadlines while giving due attention to quality	Yes		
Excellent interpersonal skills	Yes		
To enjoy working with young people	Yes		
Ability to carry out administration effectively and prioritise and organise own work load		Yes	
A keen interest in the use and development of e-learning	Yes		
Ability to work, influence and motivate at all levels of the organisation and the willingness and ability to work as part of a team		Yes	
To have aspirations and expectations for their students and themselves	Yes		
4. Qualities			
The ability to evaluate, reflect and continue to improve		Yes	
Be able and willing to teach across the range of courses offered	Yes		
Be committed to improving the quality of teaching and learning	Yes		
To be flexible, energetic, adaptable and have the ability to use initiative	Yes		
To be dedicated to the success of the students, BTL and themselves	Yes		
A flexible and responsive attitude to the likely changing demands of the post		Yes	