**Job Description**

*(This is a description of the job as it is as present constituted. It may be necessary, from time to time, to update job descriptions to ensure that they relate to the job as then being performed. Therefore, management reserve the right to make changes to your job description, commensurate with your grade/level in the organisation, after consultation with you).*

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| **Post Title:** | **Beauty Therapy Learning Practitioner** |
| **Post Reference:** | **N/A** |
| **Reports to** | **Curriculum Manager** |
| **Department** |  |
| **Grade** | **018-025** |
| **Contract** | **Teaching** |

### Role Purpose

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| * Plan, deliver and assess high quality learning, teaching & assessment. * Ensure excellent student experience, progress, and destination. * Support and maintain links with internal and external stakeholders creating a career focused curriculum and outstanding learning opportunities. * General responsibilities; adherence to and compliance with all college policies and procedures. |

### Role Responsibilities

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| **Learning, Teaching and Assessment Responsibilities**   * Planning and preparation of high-quality, sequenced learning through career-focused schemes of learning, session planning and resources. * Assist with the creation of high-quality digital learning platforms and resources developing the digital literacy and future-readiness of students. * To provide an excellent experience to students through exemplary learning, teaching and standards of assessment. * Teach students to high standards using appropriate and varied student-centred approaches, embracing learning technologies to enhance the student experience. * Develop and share subject pedagogy within and across teams to maintain currency and accuracy. * Actively engage in reflective practice and contributing to the wider Professional Development programme. * Preparation of effective formative and summative assessments to meet awarding organisation standards and student needs. * Carry out assessment providing constructive feedback to support improvement and raise aspiration. * Maintain specified assessment plans and records. * Participate in the College`s quality assurance, quality enhancement and quality improvement processes. * Contribute to the online Course File records for use within the team. * Contribute to the maintenance of accurate records and documentation to support the Programme Leader   **Student Experience Responsibilities**   * Set and maintain high expectations ensuring a high-quality student experience through all stages of the student journey, including monitoring and reviewing all aspects of student progress (on and off-campus). * Contribute towards a high-quality student induction to ensure the Right Student is on the Right Course (RS:RC). * Monitor student attendance, punctuality, behaviour and progress and take appropriate action when required, ensuring recorded in college online systems. * Liaise with curriculum and learning support staff to ensure appropriate and high-quality academic support is provided as required. * Set, monitor and maintain high expectations of student behaviour, attitudes and personal development. * Set, monitor high standards of attendance expectations and follow up where necessary * Actively engage in Student Voice activities. * Participate in college recruitment and marketing events where required   **Stakeholder Responsibilities**   * Contribute to the development of the wider curriculum by participating in relationships with internal/external key stakeholders to provide the best possible opportunities for students. * Lead on links with stakeholders; employers, schools and community groups.   **General Responsibilities**   * Take responsibility for own continuous Professional Development including industry updating to maintain pedagogical and industry currency. * Attend and proactively contribute towards course, faculty and College level meetings. * Maintain appropriate professional behaviours and attitudes. * To have due regard and take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults. * To uphold British Values, the college values and responsibilities with regard to equality and diversity. * To understand and adhere to college Health and Safety policies and guidelines ensuring compliance with statutory legislation. * Undertake such other duties as are reasonably allocated either permanently or from time to time. * Work at any of the College sites on a temporary or indefinite basis. * Contribute to additional tasks to support such as Enrolment / Invigilation when required |

**Values Based Approach: ‘Specialism’ Learning Practitioners / Specialist SEND Practitioners**

**Valued Behaviours:** We’re not just interested in what you can do, but also how you do it. We expect our staff to carry out their role in a way that reflects our values through their behaviours. We’ll be looking for evidence of these behaviours throughout the recruitment and selection process.

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| **Values** | **Valued behaviours** | |
| **Authentic**  **We are who we say we are, we do what we say we do** | We are professionals in our practice | We are experts in our field |
| **Respectful**  **We value the opinion of others and the contribution they make** | We are keen collaborators | We are intuitively inclusive |
| **Ambitious**  **We are determined to achieve our vision and goals** | We inspire and motivate | We stretch and challenge |
| **Innovative**  **We work hard to create a dynamic, forward looking culture** | We experiment to excel | We are digital daredevils |

**Qualifications:** Qualifications underpin your teaching professionalism and subject expertise. They also support you to be a professional in your teaching practice, and an expert in your field.

However, as a learning organisation, we welcome applications from unqualified individuals and we will support you to become qualified and excellent in transforming people’s lives.

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|  |  |  | **Assessment Method** | | | |
|  | **Essential** | **Desirable** | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| **Teaching, assessing and quality assurance qualifications** | | | | | | |
| Level 5 Diploma in Education and Training or equivalent, or commitment to complete within the first two years |  | « | « | « |  | « |
| Level 3 Assessor qualification, or commitment to complete |  | « | « | « |  | « |

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| **Subject specific qualification** | | | | | | |
| Minimum Level 3 qualification in industry specific | « |  | « | « |  | « |
| **English, maths and digital qualifications** | | | | | | |
| Minimum Level 2 Maths qualification | « |  | « | « |  | « |
| Minimum Level 2 English qualification | « |  | « | « |  | « |
| Microsoft Innovate Educator or Digital/IT qualification at level 2 or commitment to work towards |  | « |  |  |  | « |

**Skills and Experience:** We’re keen to hear about what you can bring to the role based on your current skills and experience.

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|  | | | **Assessment Method** | | | |
|  | **Essential** | **Desirable** | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| **Skills and Experience** | | | | | | |
| *Delete row if not required – only for technical / vocational teachers*  Minimum of two years industry experience, with up-to-date knowledge of industry standard practice | « |  |  | « | « | « |
| Working collaboratively with students and colleagues to review student progress, supporting achievement of learning and personal development goals | « |  |  | « |  | « |
| Planning and delivering sessions that are safe, inclusive, stretching, and relevant to learners | « |  |  | « |  | « |
| Creating inclusive learning experiences by applying knowledge of special educational needs, disabilities or vulnerable learners | « |  |  | « |  | « |
| Developing students’ confidence, autonomy and thinking skills, using pre-entry / initial assessment processes and student-owned SMART targets | « |  |  | « |  | « |
| Providing constructive and timely feedback to support student progress and achievement | « |  |  | « |  | « |
| Using fair methods of assessment | « |  |  | « |  | « |
| Maintaining accurate records of individual students’ progress and achievements | « |  |  | « |  | « |
| Using students’ feedback and achievement to plan and improve the quality of education | « |  |  | « |  | « |
| Engaging students to establish standards of behaviour, mutual respect and safe working | « |  |  | « |  | « |
| Using digital technologies safely, effectively and to promote innovative learning | « |  |  | « |  | « |
| **Knowledge and Understanding** | | | | | | |
| Engagement in relation to educational research, pedagogy, and assessment | « |  |  | « |  | « |
| Use creative approaches to developing students’ mathematics, English, digital and wider employability skills | « |  |  | « |  | « |
| Embed motivational, coaching, and skills development strategies to help students to progress and achieve | « |  |  | « |  | « |
| **Other** | | | | | | |
| Evidence of undertaking professional development to maintain knowledge and skills | « |  |  | « |  | « |
| Use self-reflection and feedback from students, peers, colleagues and stakeholders to identify and act on areas for own improvement | « |  |  | « |  | « |
| Suitable to work with children and young people (Certificate of criminal record check via DBS) | « |  | « | « | « | « |
| Acting within statutory frameworks which set out professional duties and responsibilities in FE and / or HE | « |  |  | « |  | « |
| Keeping students safe and well, including working with experts in relation to safeguarding, Prevent, and welfare issues, and to uphold British Values | « |  |  | « |  | « |