**Values Based Approach: Programme Lead Engineering**

**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/ Advantageous if…** | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| **Teaching, assessing and quality assurance qualifications** | | | | | | |
| Minimum Level 5 PGCE, Diploma in Education and Training or equivalent | « |  | « | « |  |  |

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| **Subject specific qualification** | | | | | | |
| Appropriate degree in or closely related to Engineering | « |  | « | « |  |  |
| **English and Maths qualifications** | | | | | | |
| Minimum Level 2 Maths qualification | « |  | « | « |  |  |
| Minimum Level 2 English qualification | « |  | « | « |  |  |

**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** | | | |
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| **Skills and Experience** | | | | | | |
| Development, delivery & assessment of level 3 programmes | « |  |  | « | « | « |
| Leading and contributing to internal quality assurance processes relevant to the FE / HE sector |  | « |  | « |  | « |
| Working collaboratively with students and colleagues to review student progress, supporting achievement of learning and personal development goals | « |  |  | « |  | « |
| Experience of taking ownership and accountability of students’ progress |  | « |  | « |  | « |
| Developing and/or leading a programme(s), taking into account all aspects of the learner journey |  | « |  | « |  | « |
| 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 initial assessment processes and student-owned SMART targets | « |  |  | « |  | « |
| Developing appropriate and fair methods of assessment and providing constructive and timely feedback to support student progress and achievement | « |  |  | « |  | « |
| Maintaining accurate records of individual students’ progress and achievements | « |  |  | « |  | « |
|  | **Essential** | **Desirable/ Advantageous if…** | **Assessment Method** | | | |
|  | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| 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 |  | « |  | « |  | « |
| Participating in curriculum planning processes |  | « |  | « |  | « |
| **Knowledge and Understanding** | | | | | | |
| Engagement in relation to educational research, pedagogy, and assessment |  | « |  | « |  | « |
| Use creative approaches to develop students’ Maths, English, digital and employability skills | « |  |  | « |  | « |
| Embed skills development strategies to help students to progress and achieve |  | « |  | « |  | « |
| Evidence of undertaking professional development to maintain knowledge and skills and share through communities of practice | « |  |  | « |  | « |
| Evidence of keeping up to date with industry/subject specialism knowledge, skills and behaviours | « |  |  | « |  | « |
| **Other** | | | | | | |
| Engage with stakeholders including employers and the community to improve the learner journey |  | « |  | « |  | « |
| Use self-reflection and feedback from students, peers, colleagues and stakeholders to identify and act on areas for own improvement |  | « |  | « |  | « |
|  | **Essential** | **Desirable/ Advantageous if…** | **Assessment Method** | | | |
|  | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| Application of an organised approach to work, with effective time management | « |  |  | « | « | « |
| Demonstration of a friendly, approachable and supportive demeanour with students and colleagues, as well as when working with all external stakeholders | « |  |  | « | « | « |
| Showcase a collaborative way of working; able to work as a team as well as independently when necessary, in your role as a Programme Leader, Lecturer and member of the Sixth Form team | « |  |  | « | « | « |
| 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 | « |  |  | « |  | « |