

## Job Description

**Title of Job:** Lecturer in Adult ESOL (19+)

**Section:** ESOL & Adult Essential Skills

**Responsible to:** Adult ESOL Curriculum Lead

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**Purpose:** Responsible for delivering high-quality teaching, learning and assessment within the Adult ESOL curriculum. The postholder will support learners to achieve their language, employment, further learning and personal development goals while contributing to curriculum development, quality improvement and course leadership activities. This may include delivery of ESOL qualifications and related adult learning programmes.

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**Conditions of Service:** As set out in the Norwich City College Contract for Lecturing Staff

**Salary:** £34,421.00 - £41,074.00 per annum, Band 3 qualified lecturers

**Hours of work:** 37 hours per week, 52 weeks per year

**Annual Leave:** Annual Leave entitlement is 42 days plus 8 bank holidays per annum

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You will be required to undertake the following duties as required by your Head:

1. To undertake all forms of pedagogic work including (but not limited to) teaching and associated outreach duties (including in employers' premises), residential, open and distance learning courses and student placements.
2. To carry out all organisational and administrative work, preparation and marking associated with teaching responsibilities. To include (but not limited to) the provision of lesson plans, schemes of work and assessment schedules.
3. To contribute to College administration and the administration of education and training programmes.
4. To participate in staff appraisal and related activities and undertake staff development and training arising from this or from the needs of the College.
5. To participate in appropriate team and course meetings.
6. To provide initial curriculum related advice and guidance, and carry out interviewing, induction, assessment and examination (including invigilation activities) of students as required.
7. To undertake student attendance monitoring, follow up and reporting as appropriate.

8. To assist with the capture of student data relating to retention rates, examination and other assessment results, student progress, placement details, student destinations and student satisfaction surveys.

9. To maximise the use of college resources, including (but not limited to) the use of available ICT/ILT facilities, Blackboard (or other learning resource systems) and other materials available in the Learning Centres and Libraries to enable learners to achieve their potential.

10. To contribute to the College's quality assurance processes by monitoring, reviewing and evaluating all aspects of courses, and by implementing resulting actions for improvement.

11. To comply with any awarding body requirements for continuing professional practice within the curriculum area.

12. To participate in publicity and public relations events including open days.

13. To implement good practice in respect of the College Equal Opportunities, Health and Safety, Child Protection and Data Protection policies.

14. To carry out student tutorial duties, including monitoring progress of learning, action planning and target setting, and provision of advice and guidance.

15. To undertake internal verification and liaison with external verifiers, in liaison with the Head

16. To provide student welfare and pastoral support and absence management.

17. To participate in curriculum development work including identification of consumer requirements, planning, development and evaluation of courses and course materials and supervision of course provision.

18. External liaison/co-ordination in relation to specific courses, including liaison with employers and other stakeholders, as appropriate.

19. To take responsibility for the leadership and management of specific courses as Course Leader including:

- The management of course teams and effective curriculum co-ordination including convening and holding regular course team meetings.
- The provision and continuous updating of personalised Individual Learning Plans (ILPs) for all learners within the identified cohort on the course programme.
- Ensuring that initial assessment and diagnostic assessment are undertaken and acted upon for all students. To ensure the provision of Additional Learning Support (ALS) is delivered where appropriate to student need.
- Monitoring the success of designated courses within the curriculum area and providing direction, support and assistance to course teams and to individuals to improve success rates and other quality measures including completing programme reviews.
- Co-ordinating the publicity and promotion of the academic programmes, in consultation with the Head, in liaison with staff teams, including taster days, induction, parents' evenings and updating website information, marketing and publicity information.

- The curriculum design/structure of the programme and the planning of modules as required by the examination bodies.
- Allocation of staff, rooms and other resources required for the programmes, in conjunction with the Head.
- Collating and presenting course review information and implementing quality improvement action plans.

20. Carry out responsibilities, commensurate with your position, as defined within the College Health Safety & Welfare Policy.

21. To undertake any other similar duties of this level as required by the Head and/or the Principal.

**In addition, the postholder will:**

- Deliver accredited ESOL qualifications, including Ascentis and City & Guilds programmes, ensuring compliance with awarding organisation requirements.
- Support learner recruitment, skills screening, placement and progression across the Adult ESOL curriculum, ensuring learners are enrolled on programmes that meet their language development, employment and personal goals.
- Develop and maintain an inclusive adult learning environment that promotes learner engagement, confidence, attendance, retention, achievement and progression, particularly for learners facing barriers to participation.
- Develop and maintain effective links with internal departments, community organisations and external stakeholders to support learner participation and progression.
- To undertake internal verification and liaison with external verifiers, in liaison with the Curriculum Lead and Head of Area.

| <b>Our Ways of Working at City College Norwich</b> |                                                                                                                                                                                                                                               |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kind and Curious                                   | Treating others how you would like to be treated, and always looking for a positive solution to every problem that arises                                                                                                                     |
| Open and Informative                               | Communicate the right information, to the right audience, at the right time, in the appropriate manner.                                                                                                                                       |
| Respectful and Fair                                | To be fair, tolerant, supportive, offer impartial advice and listen to others, regardless of their background.                                                                                                                                |
| Collaborative and Inclusive                        | Promote a collaborative and inclusive culture where leadership, teamship and followship are fully integrated, acting as a role model and demonstrating a high degree of commitment, belief and pride in the College and the College's vision. |
| Consistent and Responsible                         | Proactively take responsibility to deliver an outstanding service. Actively seek to support others.                                                                                                                                           |

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|------------|------------------------------------|----------------|----------------------------|
| Job Title  | 1.0FTE Lecturer – Adult ESOL (19+) | Location       | CCN, Ipswich Road, Norwich |
| Department | ESOL & Adult Essential Skills      | Grade          | BAND3A-BAND3D              |
| Reports to | Adult ESOL Curriculum Lead         | Post Reference |                            |

| Criteria                                                                                                                                                                                          |                        | How Assessed?<br>Application (A)<br>Interview (I)<br>Task (T) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------|
| Qualifications / Education / Training                                                                                                                                                             | Essential or Desirable |                                                               |
| 1. Qualified teacher status (PGCE, Cert Ed or equivalent) or willingness to achieve within agreed timescale                                                                                       | E                      | A                                                             |
| 2. Degree or equivalent qualification in a relevant subject area                                                                                                                                  | E                      | A                                                             |
| 3. ESOL subject specialist qualification (e.g. CELTA, DELTA, Cert TESOL or equivalent)                                                                                                            | D                      | A                                                             |
| 4. Level 2 qualifications in English language and maths (e.g., grade A*-C)                                                                                                                        | E                      | A                                                             |
| 5. Assessor/Internal Quality Assurance qualification                                                                                                                                              | D                      | A                                                             |
| Experience                                                                                                                                                                                        |                        |                                                               |
| 1. Experience of teaching ESOL to adult learners                                                                                                                                                  | E                      | A/I/T                                                         |
| 2. Experience of planning and delivering high-quality teaching, learning and assessment                                                                                                           | E                      | A/I/T                                                         |
| 3. Experience of using learner progress data to improve outcomes                                                                                                                                  | E                      | A/I                                                           |
| 4. Experience of supporting learners with diverse educational, linguistic and cultural backgrounds                                                                                                | E                      | A/I                                                           |
| 5. Experience of blended and digital learning approaches                                                                                                                                          | E                      | A/I/T                                                         |
| 6. Experience of curriculum development or adapting learning resources                                                                                                                            | D                      | A/I                                                           |
| 7. Experience of course leadership, coordination or internal quality assurance activities                                                                                                         | D                      | A/I                                                           |
| 8. Experience of working with Ascentis and/or City & Guilds ESOL qualifications                                                                                                                   | D                      | A/I                                                           |
| 9. Experience of implementing strategies to improve learner attendance, retention, achievement and progression, including targeted support for learners at risk of withdrawal or underperformance | E                      | A/I                                                           |
| Skills, Knowledge and Level of Competency                                                                                                                                                         |                        |                                                               |
| 1. Expert knowledge of ESOL teaching methodologies and assessment practice                                                                                                                        | E                      | A/I/T                                                         |
| 2. Understanding of the barriers and motivations affecting adult learners returning to education                                                                                                  | E                      | I                                                             |
| 3. Ability to differentiate learning effectively to meet diverse learner needs                                                                                                                    | E                      | I/T                                                           |
| 4. Ability to motivate, engage and inspire adult learners                                                                                                                                         | E                      | I/T                                                           |
| 5. Ability to monitor progress and implement effective interventions                                                                                                                              | E                      | I                                                             |
| 6. Effective communication and interpersonal skills                                                                                                                                               | E                      | A/I                                                           |
| 7. Effective use of digital technologies to enhance learning                                                                                                                                      | E                      | A/I/T                                                         |
| 8. Ability to contribute to course quality improvement and self-assessment processes                                                                                                              | E                      | A/I                                                           |
| 9. Knowledge of safeguarding practice within further education                                                                                                                                    | E                      | I                                                             |
| 10. Understanding of equality, diversity, inclusion and belonging within adult education                                                                                                          | E                      | I                                                             |
| 11. Ability to work collaboratively as part of a team                                                                                                                                             | E                      | A/I                                                           |

| Personal Qualities                                                                                |   |     |
|---------------------------------------------------------------------------------------------------|---|-----|
| 1. Committed to student success and raising aspirations                                           | E | A/I |
| 2. Adaptable and flexible in response to learner and curriculum needs                             | E | I   |
| 3. Resilient and solutions-focused                                                                | E | I   |
| 4. Inclusive, respectful and supportive in approach                                               | E | I   |
| 5. Committed to professional development                                                          | E | A/I |
| 6. Positive contributor to team and College culture                                               | E | I   |
| Other (e.g. constraints)                                                                          |   |     |
| 1. Ability to work flexibly, including the delivery of a maximum of two evening classes per week. | E | A/I |