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# Job Description

# Course Team Leader: Early Years – Full time courses

Job Title: Course Team Leader: Early Years (full time courses)

Grade: Academic Scale point 31 to 37

School/ Section: Hair, Beauty, Hospitality, Early Years and Performing Arts – Early Years

Reporting to: Section Manager – Early Years

Base: Hayes

# Main Scope of Post

The Course Team Leader will teach across a range of programmes and be responsible for the effective curriculum management of a range of programmes in the Section, including ongoing curriculum development and implementation of the full time courses in line with current curriculum requirements

Full time courses within the section currently include:

* Cache Level 1 Award, Certificate and Diploma in Introduction to Health, Social Care and Children’s and Young People’s Settings (QCF)
* CACHE Level 2 Certificate in an Introduction to Early Years Education and care (QCF) - this will also include work based learning apprenticeships
* CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) QCF
* NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)

Course Team Leaders have responsibility for:

* The organisation and development of the curriculum.
* Making the best use of the team resources including staffing and consumables.
* Gaining maximum funding and income through high levels of enrolment, retention achievement and attendance.
* Liaising with appropriate College staff and external bodies including employers.

# DUTIES

# Recruitment of Students

* Participate in open evenings and recruitment activities to ensure that potential applicants and students receive accurate information and guidance.
* Complete and contribute to the production of accurate information and fact sheets.
* Interview potential applicants and contribute to the College’s interviewing schedules.
* Contribute to the development, promotion and delivery of the team’s marketing and recruitment strategies.

# Induction and Support for Students

* Carry out student inductions and contribute to the design of induction programmes.
* Produce course handbooks.
* Carry out ILPs, including the completion of necessary documents.
* Where appropriate act as a named tutor and liaise with the College’s Attendance Co-ordinators to ensure the attendance, retention and achievement of students.
* Understand and keep up-to-date with student support and learning support arrangements, ensuring students have full information and making appropriate referrals.
* Where appropriate ensure that basic skills initial and diagnostic assessments, are undertaken and that students receive effective learning support.
* Ensure that resources within your subject area are kept up-to-date and accessible to students and other staff in liaison with the curriculum managers and the College’s Learning Centres.
* Prepare students for employability, career progression and/or further education and training.
* Produce reports and attend events to provide information to parents/employers.

# Design and Delivery of Programmes

* Teach on a range of programmes in Early Years (see above).
* Prepare schemes of work, lesson plans and resource materials for teaching programmes.
* Utilise IT and learning technology to deliver elements of the curriculum, including remote delivery if/when required.
* Integrate the delivery and assessment of Functional Skills into the curriculum.
* Prepare assessment plans and schedules and ensure students are aware of your expectations.
* Assess students’ progress regularly including the timely marking of work and giving feedback, both written and oral.
* Work towards the integration of students’ basic skills’ development in the delivery of teaching, learning and assessment.
* Recognise and support the delivery of English and maths Functional Skill and GCSE qualifications as a key component of students’ Study Programmes.
* Assess learners in work placement settings

# Curriculum Management

* Attend team meetings and College events as directed by managers.
* Keep records up-to-date, including the completion of registers, and other required documentation.
* Liaise with colleagues to ensure that new members of staff are fully apprised of requirements.
* Participate in the College’s staff appraisal and mentoring schemes.

# Quality

* Carry out student questionnaires and elicit student feedback on the quality of teaching and learning.
* Contribute to course reviews of your subject area and the setting, implementation and monitoring of action plans.
* Set targets for achievement, retention and attendance and participate in the College’s performance management programme.
* Participate in the College’s formal Lesson Observation process on an annual basis, which requires at least one graded Lesson Observation to take place. Further Lessons Observations may be required under the College’s Capability Procedure.

**Course Team Leader Duties**

In addition to the role and responsibilities of a main grade lecturer the post holder will also have the following Course Team Leader responsibilities.

1. To contribute to the development, planning and implementation of new initiatives within the Section.
2. To assist in the monitoring and supervision of all teaching and non -teaching staff to ensure they are kept informed regarding all College and curriculum developments.
3. To lead Course Team meetings and contribute to Section Area meetings.
4. To participate fully in the marketing of courses and promotional events both on and off site.
5. To assist in the updating of statistical information required for attendance, retention and achievement.
6. To take effective links with any relevant outside agencies including employers to both secure student growth and progression.
7. To take an active role in the reviewing of curriculum and quality procedures.
8. To contribute to and monitor the deployment of resources, physical and human, within the department.
9. To contribute to the general development of the Section.
10. To deputise the Section Manager in the leadership of the full time team.
11. To develop and enhance the commercial and full time provision to meet the needs of employers and market needs/ demands.

### OTHER DUTIES

1. To take an active part in the appraisal and mentoring processes.

2. To comply with all relevant Health and Safety regulations and assist the College in the implementation of its own Health and Safety policy.

3. To comply with and actively promote within their section the College’s Equality and Diversity Policy and Safeguarding Policy.

1. To participate in and contribute to the College’s in-service development and training activities.
2. To carry out all other duties as may be reasonably required.

# BACKGROUND

The post of Course Team Leader involves considerable subject-based and pedagogic knowledge and understanding, and it is therefore essential that the post holder has a motivation for keeping themselves up-to-date with developments in their professional area and also in the practises of teaching and learning. Lecturing includes all aspects of the learning process, including preparation and planning, and the assessment and evaluation of students. All post holders are expected to consistently review and assess their performance alongside colleagues and engage in positive and critical debate on pedagogic issues. All teaching staff must be committed to inclusive learning and ensuring that they take on the very best practice to meet individual learner needs including the promotion of equal opportunities. All staff are required to implement College policies. Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.

**Course Team Leader: Early Years: Person Specification**

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| --- | --- | --- | --- |
|  | Essential | Desirable | How assessed?\* |
| Qualifications |  |  |  |
| * Degree or equivalent in the relevant subject area | **** |  | Cert/AF |
| * An advanced level teaching qualification (e.g. DET, PGCE, Cert Ed)\*\* | **** |  | Cert/AF |
| Assessor qualification (A1/TAQA or equivalent) | **** |  | AF/IV |
| Knowledge and Experience |  |  |  |
| * Minimum of 2 years successful teaching experience including the CACHE syllabus | **** |  | AF/IV |
| * Experience of working in an Early Years setting | **** |  | AF/IV |
| * Good understanding of the Early Years Foundation Stage Curriculum | **** |  | AF/IV |
| * Up to date knowledge of recent initiatives in Early Years | **** |  | AF/IV |
| * Curriculum co-ordination/development experience | **** |  | AF/IV |
| * Some experience of supervising/leading a team | **** |  | AF/IV |
| Other Skills |  |  |  |
| * The ability to engage and inspire students | **** |  | IV/T |
| * Good classroom practice | **** |  | IV/T |
| * Good communication skills, written and verbal | **** |  | AF/IV |
| * Good interpersonal skills | **** |  | IV/T |
| * Ability to use IT/e-learning effectively within the curriculum | **** |  | AF/IV |
| * Tutoring experience | **** |  | AF |
| * Self motivation | **** |  | IV |
| * Commitment to Equal Opportunities and Safeguarding in an education environment | **** |  | AF/IV |
| * Commitment to learners and learner achievement | **** |  | AF/IV |
| * Commitment to implementing College compliance procedures and other policies | **** |  | AF/IV |
| * Evidence of continuous professional development | **** |  | AF/IV |
| **Competencies**  *Academic staff should be able to demonstrate competency in all of the following areas:*  Communication; Planning and Organising  Interpersonal Sensitivity; Adaptability/Flexibility  Results Focus |  |  | AF/IV |

**Evidence of criteria will be established from:**

AF = Application Form IV = Interview; T = Test (Micro-teach/skills test) Cert = Certificates checked on induction

\*\*Qualifications that are equivalent to the Diploma in Education and Training (DET) include: DTLLS (Diploma in Lifelong Learning Sector); 7407 Stage 3/FE Certificate Stage 3; older Certificates in Education; Post Graduate Certificate in Education (PGCE) – FE and/or Secondary; any qualification bearing QTS is recognised as fully qualified for the FE sector.