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# Job Description

# Course Team Leader – Science

Job Title: Course Team Leader – Science

School: Sixth Form

Hours: This post is full time (36 hours per week, 52 weeks per year).

Grade: Academic Pay Scale pt. 31 – 37

Reporting to: Section Manager –Science

Base: Uxbridge

# BACKGROUND

# The Sixth Form, based at the Uxbridge site, is primarily responsible for the delivery of A Level, AS Level, GCSE, and BTEC Science courses. A Level and AS Level provision accounts for approximately 50% of enrolments across 15 subjects. The Sixth Form has a strong record of achievement, consistently ranking within the top 10% of colleges nationally for A Level progress. Qualification achievement rates across many of its courses are significantly above sector averages.

# Science represents one of the largest curriculum areas within the Sixth Form and encompasses the delivery of Chemistry, Biology, and Physics at both AS and A Level, as well as the Separate Sciences at GCSE, all following the AQA specification. In addition, the section delivers a substantial vocational science programme through the Pearson Edexcel BTEC Level 3 Extended Diploma in Applied Science. In preparation for the defunding of Applied Science qualifications, the OCR AAQ in Human Biology has been successfully introduced and has proven popular among students. Further AAQ qualifications are expected to be introduced in the next academic year.

While a specialism in Biology is preferred, candidates with other science specialisms offering relevant expertise will also be considered.

# Main Scope of Post

The Course Team Leader has responsibility for:

* the organisation and development of the Science curriculum to assist the Section Manager
* making the best use of the team resources including staffing and consumables
* ensuring high standards and levels of enrolment, retention and achievement in line with expected targets
* reviewing and promoting use of course materials and best practice within the course team to enhance the quality of learner experience
* assisting the Section Manager and Head of School in monitoring effective actions that positively impact on course performance
* liaising with appropriate College staff and external bodies in order to maintain quality

# 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.
* Assist in the production of course handbooks.
* Carry out academic progress reviews, 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

* To teach and deliver a range of programmes, including but not limited to BTEC L3 Applied Science, AAQ.

* Prepare schemes of work, lesson plans and resource materials for teaching programmes.
* Utilise IT and learning technology to deliver elements of the curriculum.
* Where appropriate integrate the delivery and assessment of Functional Skills into the curriculum.
* Prepare assessment plans and schedules and ensure students are aware of 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 and learning.
* Enrich the curriculum to enhance quality of learner engagement and attainment

# 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 scheme.

# Quality

* Carry out student questionnaires and elicit student feedback on the quality of teaching and learning.
* Contribute to course reviews including reviews of your subject area and the setting, implementation and monitoring of action plans.
* Set targets for achievement, retention and attendance and coordinate effective course team action to maximise these performance measures.
* Act as lead internal verifier on vocational science programmes.
* Participate in the College’s performance management programme.
* Be a role model for the course team.

# Other

* Keep knowledge and skills up-to-date through self-study and undertake staff development and secondments relevant to professional needs.
* Promote Equal Opportunities and implement the College’s Equal Opportunities Policy.
* Provide a secure, safe and friendly learning environment including implementation of the College’s Health & Safety Policy.
* Complete all documents necessary to comply with College HR policies, e.g. sickness forms, appraisal forms, etc. and ensure all staffing records are kept up-to-date.
* Carry out any other duties commensurate with the scale and grade of the post.

**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 part-time 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 and School 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 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.

### 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 Safeguarding/Prevent and Equal Opportunities Policy.
4. To participate in and contribute to the College’s in-service development and training activities.
5. To carry out all other duties as may be reasonably required.

**Safeguarding Children and Vulnerable adults**

* Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.
* Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

**Course Team Leader – Science**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Essential* | *Desirable* | *How assessed?\** |
| Qualifications |  |  |  |
| * Degree in science or a closely related subject | **** |  | Cert/AF |
| * English and Maths at Grade C/4 or equivalent, or willing to achieve | **** |  | Cert/AF |
| * Minimum Level 5 level teaching qualification recognised by the FE sector (e.g. DET, PGCE\*\*), or willingness and ability to obtain qualification, supported by the College | **** |  | Cert/AF |
| Knowledge and Experience |  |  |  |
| * Successful experience of teaching science, preferably Biology | **** |  | AF/IV |
| * Ability to teach science-based subjects up to Level 3 including BTEC or similar | **** |  | AF/IV |
| * Experience of leading/supervising a team | **** |  | AF/IV |
| * Some curriculum development/co-ordination experience | **** |  | AF/IV |
| * Experience of organising and implementing quality systems and procedures | **** |  | AF/IV |
| * Knowledge of how to influence course performance | **** |  | AF/IV |
| * Experience of acting as a lead internal verifier |  | **** | AF/IV |
| Skills/Qualities |  |  |  |
| * The ability to enthuse and inspire students | **** |  | IV/T |
| * Ability to demonstrate good classroom practice and pedagogic knowledge | **** |  | AF/IV/T |
| * Good communication skills, written and verbal | **** |  | AF/IV/T |
| * Good organisational skills | **** |  | AF/IV |
| * Good interpersonal skills | **** |  | IV/T |
| * Good IT skills and ability to use IT effectively within the curriculum, including effective delivery of remote learning | **** |  | AF/IV/T |
| * Commitment to own continuing professional development | **** |  | AF/IV |
| * Commitment to learners and learner achievement | **** |  | AF/IV |
| * Commitment to implementing College compliance procedures and other policies | **** |  | AF/IV |
| * Commitment to Equal Opportunities and Safeguarding | **** |  | 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:

Cert = Certificates checked on induction

AF = Application Form

IV = Interview

T = Test (microteach delivered at interview stage)

\*\*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 that is recognised as fully qualified for the FE sector.