JOB DESCRIPTION

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| Job Title: | PGDE Placement Tutor (Primary & Secondary) | Approved By: | Morag McKie |
| Report To: | Morag McKie  | Date:  | November 2024 |
| Grade: | LECT05 - £48,357 | Location: | Thurso and Fort William or Portree |

PURPOSE

To deliver teaching programmes and contribute to the development and efficient operation of the Faculty to meet operational and quality targets.

KEY AREAS

The post holder will be accountable for:

* Teaching / Facilitating Learning
* Assessment
* Guidance and Support
* Planning and Preparing the Learning Experience
* Quality and Standards
* Professional Practice and Development

DUTIES AND RESPONSIBILITIES

The following duties and responsibilities are intended to give a broad indication of the variety of tasks the post holder may be asked to undertake.

It should be noted that a job description is not an exhaustive list of activities, and staff may be asked to carry out other duties commensurate with the level of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

* Create and maintain an interactive, supportive and safe learning environment that promotes learning.
* Communicate effectively and develop an ethos of mutual respect with learners, fellow curriculum team members and other professionals and external agencies to promote learning and positive behaviour.
* Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies.
* Identify and take appropriate actions to address the collective and individual needs of learners.
* Promote positive attitudes to human diversity and global citizenship through accessible learning and teaching resources.
* Use learning, teaching and assessment and feedback strategies and resources effectively to meet diverse learning needs.
* Implement a range of strategies to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.

ASSESSMENT

* Devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.
* Design, produce and use a range of assessment instruments taking account of individual learners' needs.
* Evaluate and justify a range of assessment instruments having taken account of individual learners' needs.
* Measure and record progress and attainment of learners.
* Use assessment feedback to and from learners to inform practice and promote learning.
* Use performance indicators to inform the evaluation of learning and teaching.
* Comply with internal and external policies and procedures for assessment and verification.

GUIDANCE AND SUPPORT

* Identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.
* Demonstrate an understanding of the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.
* Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support in line with an institution's policies and procedures.
* Apply a critical understanding of the principles, nature, purposes and stages of guidance and support.
* Obtain and use feedback from learners to evaluate and develop their own practice in guidance and support.

PLANNING AND PREPARING THE LEARNING EXPERIENCE

* Plan engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design and alignment, theories of learning, teaching and assessment, and knowledge of existing practice.
* Plan with learners contextualised learning and teaching taking account of the needs of learners and their development of essential skills.
* Design, produce and adapt to learner needs: a range of effective, engaging learning and teaching and assessment activities that builds on existing practice, motivates learners and also takes account of supportive technologies.
* Evaluate and select appropriate resources from a wide range of sources.
* Design, justify and implement a strategy to promote professional reflection and evaluation of the learner experience.
* Plan strategies to promote sustainable development.

QUALITY AND STANDARDS

* Demonstrate a critical understanding of the principles, purposes and processes of quality assurance and improvement, enhancement and sector good practice.
* Implement effectively college arrangements for quality assurance and improvement and enhancement as an individual and as a member of a team.
* Contribute effectively to the quality functions of curriculum teams by agreeing targets, formulating action plans (individual and team), following through and evaluating their impact.
* Use an appropriate range of evidence to identify strengths and areas for enhancement, weaknesses and areas for improvement at individual, team and college levels.
* Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement.

PROFESSIONAL PRACTICE AND DEVELOPMENT

* Evaluate critically how education is influenced by, and contributes toward, policies that impact upon the wider political, social, economic, cultural and technological context.
* Critically reflect on personal values and how they align with and support the values and ethics that underpin professional practice.
* Understand the roles, rights and responsibilities of the lecturer and apply them to their professional practice.
* Comply with all applicable statutory requirements and relevant codes of practice and apply them to their professional practice.
* Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
* Manage self, relationships and work demands to promote personal, emotional and physical well-being.
* Engage purposely in reflective practice.
* Identify and undertake relevant professional development to enhance practice and maintain currency; develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals.

GENERAL

* Proactively contributing to own personal development and supporting the wider sustainability of UHI North, West and Hebrides;
* Contribute to UHI’s climate, biodiversity, and sustainability goals, including net-zero by 2040;
* Ensuring consistency and equality at all times;
* Ensuring compliance with data protection requirements and all college policies as required, including appropriate responsibility to ensure the health and safety of self and others;
* Working collaboratively with colleagues to ensure a whole college focus and approach

CONTEXT

* The post requires significant interface with internal curriculum teams, learning centre staff and students
* The role requires a high level of proactivity and strong organisational skills as well as an ability to engage with staff at all levels as well as other external bodies
* The post holder will have access to highly confidential and sensitive information and will therefore be required to maintain this confidentiality and is expected to be able to deal with sensitive matters appropriately using sound judgement

PERSON SPECIFICATION

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| Criteria  | Essential  | Desirable  |
| Qualifications   | * Information and Communications Technology (ICT) skills equivalent to Intermediate Level 2 (SCQF level 5) or suitable evidence of being able to attain this standard
* National Qualifications Course award in Numeracy or Mathematics equivalent to National 5 (SCQF level 5) or suitable evidence of being able to attain this standard
* National Qualification Course award in English equivalent to Higher Grade (SCQF level 6) or suitable evidence of being able to attain this standard
* Relevant degree from a higher education institution in the UK, or equivalent from outside the UK, or an HNC/D where this is the highest level of qualification available in the UK in the subject area concerned
* PGDE in Primary Education or equivalent
* Registered with the GTCS for teaching in primary education
 | * Masters Qualification in Education or a related discipline
* Professional Development Award - Advanced Diploma: Introduction to Teaching in Further Education, or the Advanced Diploma: Teaching in Further Education or Postgraduate qualification to teach in schools
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|  Experience  | * Knowledge understanding and skills to interpret relevant subject experience and transfer to the Learner
* Ability to anticipate, identify and respond appropriately to the diverse needs of learners
* Ability to create flexible modes of teaching delivery to enhance the learning experience
* Ability to appropriately utilise ICT applications to support a blended learning approach to education
* Ability to demonstrate empathetic approach to the needs of others’ (ie communication skills, listening skills, pastoral guidance)
* Industrial, commercial or other relevant experience in subject area concerned, specifically working in a Early Years or Primary education setting
* Ability to work to deadlines whilst ensuring that all work is of a professional standard
* Evidence of attention to detail including record keeping
* Previous experience in teaching / training
* Ability to design, produce and use a range of assessment instruments that are current, reliable, practicable and accessible
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* Awareness of the principals of the Curriculum for Excellence, SQA framework
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|  Knowledge & Skills  | * Ability to prioritise and manage a high and variable workload
* Excellent organisational skills
* Awareness of the principals of the Curriculum for Excellence
* Ability to promote positive behaviour in others and confidence to tackle inappropriate behavior
* Ability to adapt appropriately to a diverse customer base whilst being mindful of stakeholder expectations
* Ability to support learners with a range of additional support needs, within mainstream teaching, referring to specialists where appropriate
* Reflective practitioner and evidence of self-improvement to maintain currency in subject area concerned
* Ability to provide detailed written and verbal instruction and feedback to others’ including the delivery of difficult messages
* Ability to work within a team including strong interpersonal skills, professionalism and ethics
 | * Ability to communicate in Gaelic
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|  Personal Qualities  | * Flexible and positive approach to work
* Self-motivation and ability to work on own initiative whilst being mindful of wider department and organisational objectives
* Ability to communicate effectively at all levels
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|  Other  | * Clean driving licence
* Be willing to work flexible hours when necessary to meet requirements of the post
* Be willing to regularly travel on College business, between UHI centres, as required
* Commitment to support the achievement of UHI’s Sustainability Policy and Strategy 2023-30 objectives
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KEY TERMS AND CONDITIONS OF EMPLOYMENT

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|  Hours of Work  |  This post is for 14 hours per Student, per year but you may be required to work additional hours to meet service requirements.      |
|  Duration   |  This a part-time, temporary post.   |
|  Salary   |  The salary for this post is “Unpromoted Lecturer” a 5 point scale which is currently £40,170 - £48,357 per annum. Placement and progression through the scale are dependent on qualifications and experience.  Your salary will be pro-rata to the relevant spinal point.  |
|  Location  |  The position will be based primarily at our Thurso and Fort William or Portree Campus, but you may be required to work in any campus of UHI North, West and Hebrides.   |
|  Pension  |  You will be contractually enrolled into the Scottish Teachers Superannuation Scheme.  Further details are available upon appointment.   |
|  References/ Medical Assessment/ PVG Check   |  For external candidates' appointment will be subject to references and a PVG check, which will be taken up after an offer has been made.   |

*UHI North, West and Hebrides, an equal opportunities employer, is a registered charity which exists to provide Further and Higher education.*

