

## Job Description

### Lecturer

Known as – Lecturer

Reference: ES008 (4055)

Date: March 2026

<b>Job Family:</b>	Education, SEND & Skills/ Skills & Employability
<b>Level:</b>	2
<b>Band:</b>	7
<b>Career Track:</b>	Technical, Professional, Supervisory

## Job Purpose

To deliver high-quality teaching, learning and assessment that enables learners to develop the knowledge, skills and behaviours required for further learning, employment and career progression. The role supports learners to achieve positive outcomes through effective planning, inclusive teaching practices, robust assessment and high levels of learner support, while maintaining a safe, supportive and engaging learning environment.

The post holder will contribute to curriculum development, quality improvement and learner recruitment activities, ensuring compliance with awarding organisation, funding and quality assurance requirements. The role also supports continuous improvement through participation in standardisation, self-assessment, professional development and wider curriculum and organisational activities, while maintaining current vocational and industry knowledge relevant to the curriculum area.

## Service Purpose

Northumberland Skills delivers education, training and employability provision, including Connect to Work, for residents across the county. The service operates multiple campuses, including specialist centres for construction and welding, ensuring access to industry-standard facilities that support technical and vocational development. With a strong emphasis on community learning, apprenticeships and employment-focused programmes, we equip people with the knowledge, skills and behaviours needed to progress in a competitive labour market. Provision is further strengthened through tailored careers guidance, sector-aligned training and partnerships with key industries. We also offer SEND pathways, ensuring inclusive access to learning and progression into further education and employment.

## Duties and Responsibilities

### Recruitment, Guidance and Learner Support

- Contribute to learner recruitment, enrolment and selection activities across all funding streams, including the preparation of course information, marketing materials and attendance at recruitment and enrolment events.

- Provide high-quality information, advice and guidance to prospective and current learners regarding course suitability, progression opportunities, employability and wider learning and work-related matters.
- Carry out initial assessment of learners' skills, interests and aspirations, supporting the development of individual learning plans, targets and personal goals linked to vocational knowledge, skills and behaviours.
- Provide pastoral support and, where directed, undertake personal tutor responsibilities, promoting learner wellbeing, learner support services and financial support opportunities.

### **Teaching, Learning and Assessment**

- Prepare and develop schemes of work, lesson plans, assessment materials and standardised learning resources that meet awarding organisation and curriculum requirements.
- Deliver high-quality teaching, learning and assessment, including up to 828 annual contact hours, using a range of innovative and inclusive approaches, including digital and blended learning methods, while providing comprehensive learner feedback to support learner achievement, progress and progression.
- Differentiate learning and provide additional learning support where required, adapting teaching strategies to meet individual learner needs and promote learner engagement.
- Promote and embed English, maths, digital skills, health and safety, equality and diversity, safeguarding, sustainability, British values and Prevent within teaching, learning and assessment activities.
- Implement effective assessment practices, including formative and summative assessment, progress reviews and feedback processes, maintaining accurate assessment and learner progress records.
- Prepare learners for examinations, assessments and progression opportunities, supporting learners to achieve positive outcomes and destinations.

### **Quality Assurance, Compliance and Curriculum Leadership**

- Contribute to internal and external quality assurance activities, including standardisation, moderation, observations of teaching, learning and assessment, and the implementation of improvement actions.
- Maintain accurate learner, course and quality assurance documentation, including enrolment records, attendance, reviews, achievement, withdrawals, destinations, claims, completion paperwork and funding-related evidence, ensuring all documentation is completed accurately and in a timely manner in line with organisational and funding requirements.
- Contribute to self-assessment, quality improvement planning and inspection readiness activities, including the provision of evidence against the Education Inspection Framework (EIF).
- Act as Course Leader, where appropriate, taking responsibility for identified courses or curriculum areas, including the completion of self-assessment reports (SAR), quality improvement plans (QIP), course reviews and associated quality assurance activities.

### **Professional Responsibilities**

- Participate fully in team meetings, curriculum development activities, continuing professional development, appraisal processes and vocational updating to maintain high standards of teaching and current industry knowledge.

- Promote and maintain safe working practices, equality, diversity and safeguarding responsibilities in accordance with organisational policies, statutory requirements and relevant legislation, including carrying out risk assessments for learning activities

## Person Specification

### Professional and Technical Requirements

#### Qualifications

- Minimum Level 3 qualification in an appropriate vocational or technical subject area.
- Recognised post-16 teaching qualification, or willingness to achieve a Cert Ed or equivalent within two years of appointment.
- Level 2 qualifications in English and Maths (or equivalent).

#### Knowledge, Skills and Experience

- Significant post-16 teaching experience within further education, skills or apprenticeship provision.
- Demonstrable vocational or industrial expertise within the relevant curriculum area.
- Experience of delivering a range of qualifications and programmes in line with awarding organisation and funding requirements.
- Excellent knowledge of teaching, learning and assessment practices, including differentiation, learner engagement and behaviour management.
- Good understanding of the Education Inspection Framework (EIF), quality assurance processes and continuous improvement within further education.
- Experience of assessment, standardisation, learner progress monitoring and maintaining accurate learner and quality records.
- Knowledge of safeguarding, Prevent, equality and diversity, SEND provision, health and safety and wider learner support responsibilities.
- Ability to use digital learning technologies and management information systems (MIS) to support teaching, assessment and administration.
- Ability to work collaboratively within a team environment while contributing positively to curriculum development, quality improvement and organisational priorities.

### Core Competency Requirements

**Communication:** Tailors communication to audience and context. Uses listening and questioning techniques to clarify complex issues and support team understanding.

**Collaboration:** Coordinates with colleagues and partners to deliver shared goals and improve service outcomes.

**Service Delivery:** Identifies and resolves service issues, improves processes, and ensures policy alignment. Promotes efficiency and avoids waste through practical improvements.

**Decision-Making:** Uses evidence and judgement to resolve issues and improve delivery.

**Digital & Data Literacy:** Interprets data to improve services. Applies knowledge of digital risks and ethical data use. Uses basic analytical techniques to support decision making

**Adaptability:** Adjusts approach responsively to evolving needs and priorities. Identifies opportunities for continuous improvement and supports others through change.

**Problem-Solving:** Analyses problems and applies knowledge to develop practical solutions and suggest improvements.

**Community & Customer Focus:** Engages with service users and customers to improve delivery, ensure accessibility, and reflect diverse needs.

**Leadership:** Supervises day-to-day activity and supports team development. Coordinates tasks and resources to meet the needs of the service.

## Strengths

**Analytical:** You seek and analyse information to inform your decisions, based on the best available evidence.

**Catalyst:** You are self-motivated to act towards achieving a goal. You are confident using your own initiative to take forward actions

**Change Agent:** You are positive and inspirational in leading and supporting others through change.

**Courageous:** You are an innovator who tries new approaches. You push yourself to work outside your comfort zone.

**Decisive:** You use your judgement. You take a considered approach to situations and tasks when making decisions.

## Desirable

- Current Assessor Award (D32/D33, A1 or TAQA) or commitment to work towards.
- Current Internal Quality Assurance Award (D34, V1 or TAQA) or commitment to work towards.
- Experience of working with diverse learner groups, including those facing barriers to education, employment or progression
- Experience of working in a community-focused or publicly funded learning environment