



## Job Description

### Section Manager: Maths - GCSE & Functional Skills

Title of Post:	Section Manager: Maths - GCSE & Functional Skills
Hours:	36 hours per week, 52 weeks per year
Grade:	HRUC Academic Pay Scale pt. 37 - 40
Reporting to:	Head of School – English and Maths
Base:	Richmond

#### PURPOSE OF THE POST

The post holder will take overall responsibility for co-ordinating cross-college GCSE and Functional Skills maths delivery across Richmond upon Thames College. The post holder will line-manage a team of maths specialists teaching GCSE and Functional Skills. This will involve taking a lead on IV duties, liaising with External Examiners, and coordinating and supporting the work of functional skills teachers across the college.

#### BACKGROUND

A dynamic and effective manager with excellent influencing skills is required for this cross college post. The post of Section Manager 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 practices of teaching and learning. As a curriculum manager you will be expected to act as a role model to Lecturers and Course Team Leaders 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 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, especially in the use of IT for teaching and learning as well as record keeping. 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.

#### DUTIES

##### Marketing and Recruitment of Students

1. To ensure the appropriate guidance and initial assessment of students, including the use of BKSB.
2. To liaise with internal and external teams/organisations/parties, to ensure the effective and efficient recruitment and guidance of students.

3. To ensure staff attend promotional events and activities and contribute to the positive promotion of English and maths.

### **Support for Students**

1. To ensure the implementation of the College's Tutorial Policy, including the effective communication with Attendance Co-ordinators and named tutors in vocational schools
2. To ensure the implementation of the College's Skills for Life strategy.
3. To ensure the sharing, organisation and up-dating of resources are accessible to staff and students.
4. To implement the College Careers and Guidance Policies.
5. To liaise with the Student and Learning Support team to ensure that students receive maximum benefit from these services, in particular access arrangements for student exams is managed and supported in a timely fashion

### **Design and Delivery of Programmes**

1. To teach on a range of GCSE and Functional Skills programmes, (16-18 teaching hours per week) according to postholder's specialism (GCSE or Functional Skills).
2. To co-ordinate and advise on the production of course materials, including schemes of work, lesson plans and assessment schedules.
3. To ensure the development and implementation of new schemes, including submissions to awarding bodies.
4. To ensure that College policies for the delivery of curriculum are implemented fully.
5. To maximise the use of IT and e-learning within the curriculum.

### **Quality and Evaluation**

1. To implement the College's Quality Policy.
2. Act as Lead SV for the Functional Skills, liaising with the relevant Awarding Body and the Exam's Department for the implementation and running of exams
3. To ensure there is appropriate moderation and verification of assessment processes
4. To ensure the implementation of the College's target setting procedures, including the use of value added measures.
5. To collate and analyse performance data ensuring that all staff are aware of improvement requirements. This will include results; Milestone Assessments; Predicted Grades etc.
6. To provide leadership and direction in the implementation of sound practice in teaching and learning.

### **Management**

1. To prepare course and staff timetables.

2. To ensure the maximum use of accommodation and staffing resources.
3. To ensure that students and staff take pride and responsibility for the learning environment, including the tidiness, comfort and safety of accommodation.
4. To line manage a staff team of GCSE and Functional Skills math specialists.
5. To support and develop staff, including agency staff.
6. To work with Learning Advocates to ensure that challenging, but realistic expectations of progress and achievement are set for learners
7. To book of agency lecturers if and when required.
8. To carry out staff appraisal and teaching observations and to assist in the development and training of all staff within the postholder's remit, including the observations of Learning Advocates

### **Other**

1. To keep knowledge and skills up-to-date through self-study and undertake staff development and secondments relevant to professional needs.
2. To participate in the appraisal and mentoring processes.
3. To promote Equal Opportunities and implement the College's Equal Opportunities Policy.
4. To provide a secure, safe and friendly learning environment including implementation of College's Health & Safety Policy.
5. To complete all documents necessary to comply with College HR policies, e.g. agency lecturer booking forms, sickness forms, appraisal forms, etc. and ensure all staffing records are kept up-to-date.
7. To carry out any other duties commensurate with the scale and grade of the post.

## Section Manager – Maths GCSE & Functional Skills Person Specification

Qualifications	Essential	Desirable	How assessed*
• A relevant degree	✓		Cert/AF
• An advanced level teaching qualification recognised by the FE sector**	✓		Cert/AF
<b>Knowledge and Experience</b>			
• At least 3 years' successful teaching experience, preferably some in Further Education, including experience of teaching GCSE Maths	✓		AF/IV
• Some curriculum management experience including curriculum planning	✓		AF/IV
• Experience of improving attendance and engaging reluctant learners	✓		AF/IV
• Experience of monitoring learner progress and achievement	✓		AF/IV
• Experience of leading a team	✓		AF/IV
• Awareness and understanding of pedagogy	✓		AF/IV
• Up-to-date knowledge of the relevant subject area	✓		AF/IV
• Understanding of the national policy context for the post-schools sector	✓		AF/IV
• Knowledge of and ability to implement the criteria of the awarding bodies	✓		AF/IV
<b>Other Skills</b>			
• Good written communication skills	✓		AF
• Good IT and administration skills	✓		AF
• The ability to enthuse and inspire learners	✓		IV/T
• Good communication and interpersonal skills	✓		IV/T
• Good classroom practice	✓		IV/T
• Using IT within the curriculum	✓		AF/IV
• Tutoring experience	✓		AF
• Continuing professional development	✓		AF/IV
• Commitment to Equality and Diversity and Safeguarding in an education environment	✓		AF/IV
• Good literacy and numeracy skills	✓		AF/T
• Self-motivation	✓		IV
• Commitment to learners and learner achievement.	✓		IV/AF/T

\*Evidence of criteria will be established from:

AF = Application Form

T = Test (Micro-teach Presentation delivered at Interview)

IV = Interview

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.