



Temporary part-time Teacher of Business

**Salary: Sixth Form Colleges' Teaching Pay Scale £23,396- £36,704 p.a pro-rata
or
Portsmouth College's Unqualified Teaching Pay Spine £21,664 - £22,111 p.a pro-rata**

To commence February 2019

Thank you for showing an interest in our vacancy. To assist you with your application, please find detailed below a list of information contained within this recruitment pack:

**Job Description
Person Specification
Information about Portsmouth College
Instructions for your application**

If you require any further details about this post, please do not hesitate to contact the College HR Department on (023) 9234 4400.

The Position

We are seeking to appoint an enthusiastic and innovative Business teacher to contribute to the Business Studies area. This temporary post is to work part-time x 0.6, up to full-time (or could be offered as two part-time posts). Actual hours and working arrangements will be discussed at interview. The area currently offers a range of A levels and BTEC programmes at levels 2 and 3 and the successful candidate will be expected to teach A Level Business and CTEC L3 Business.

The successful candidate should have the ability to deliver the subject in an engaging and creative way and have a proven record of motivating students to produce a successful and dynamic classroom environment. You must be willing to actively use hand-held technology to help facilitate student learning both inside and outside the classroom.

Some of the temporary hours will end in July 2019, and the remainder will carry on into the 2019/20 academic year, as part of a maternity cover.

Principal Responsibilities/Duties

As a teacher you need to plan and deliver learning across any programmes you are part of to at least a good standard. You need to support, engage and stretch your learners in such ways as enable them to meet or exceed their target grades. You must set, assess and give feedback on a suitable quantity and quality of student work in a timely fashion, so as to help learners make good or better progress. This should include preparation work for flipped learning activities. You must help your learners meet awarding body requirements for qualifications. You must do all you can to meet or exceed College success rate targets. You need to aspire to achieving outstanding results in the subjects you are delivering.

Key Accountabilities

The aspects detailed below are the key areas that teachers will be accountable for:

- Preparing schemes of work, resources and learning that will engage and stretch your students, including the development of e-learning resources
- The quality of the student experience in your lessons
- The volume, timeliness and quality of student assessment and feedback to enable progress and success
- Support and interventions to ensure good or outstanding student progress
- Along with your students themselves, meeting minimum target grades
- The achievement of outcomes and retention which meet or exceed targets set
- Accurate and timely register completion
- Taking a pro-active approach towards your own professional development
- Liaison with parents/carers and other staff to ensure student progress

Specific Key Responsibilities

Key responsibilities for the role are linked to the learner journey as follows:

Student Recruitment

Contribute to the on-going recruitment of learners including via:

- Open Evenings and other recruitment activities
- Taster days
- Introduction / Freshers days
- School liaison events
- Subject information preparation

Enrolment

Active engagement in the enrolment of students on to appropriate programmes by contributing to a range of enrolment processes including:

- Keeping up to date with the latest study programmes and entry requirements for students
- Subject enrolment interviewing as required across the enrolment period
- Accurate completion of all enrolment paperwork
- Delivery of school to college bridging programmes as required
- Initial programme checking and sign offs

Induction

Ensuring students are settled onto courses you deliver and are being helped to make early progress, via:

- Initial diagnostic assessments, ensuring students are placed on appropriate qualifications
- Ensuring an appropriate initial skills based induction programme is delivered through your lessons and supported by them
- Early development of the core skills needed on programmes
- Transition from level 2 to 3

Teaching, Learning and Assessment for Learning

Ensuring students are receiving a high quality teaching and learning experience via:

- Preparing schemes of work, resources and learning that will engage and stretch your students, including the development of e-learning resources
- The quality of the student experience in your lessons
- The volume, timeliness and quality of student assessment and feedback to enable progress and success
- Support and interventions to ensure good or outstanding student progress
- Active involvement in the sharing of good practice
- Taking risks and innovating
- Active engagement with learning observations and peer observations
- Curriculum development
- Accurate and timely register completion
- Taking a pro-active approach towards your own professional development
- Liaison with parents/carers and other staff to ensure student progress

Tracking and Intervention

Ensuring students are on course to succeed and if they aren't, that timely and appropriate interventions are in place and being monitored via:

- Regular academic 1-2-1 completion leading to timely RAG production
- Along with your students themselves, meeting minimum target grades
- The achievement of outcomes and retention which meet or exceed targets set
- Attendance and retention monitoring and reporting to Learning Area Managers and Progress Mentors
- Liaison with parents/carers
- Value added monitoring
- Along with your students, taking responsibility for success rates on the courses you deliver on

Achievement

Ensuring a consistent focus on maximising student achievement, retention and success rates, so that targets are being met via:

- SMART target setting with students
- Monitoring of progress against targets
- Ensuring adequate exam preparation
- Ensuring timely coursework completion
- Mock week planning, preparation and marking
- Delivery of high quality and timely revision sessions

Support and Progression

Ensuring students are receiving the support they need to succeed and progress via:

- Enabling independent learning, including via on-line teaching and learning materials
- Differentiation of learning materials and approaches to meet the needs of a range of learners
- Raising welfare and safeguarding issues with your Learning Area Manager
- Liaison with parents/carers

General

- To provide a high level of customer service to students, staff and visitors
- To fulfil your duty not to discriminate against students or potential students or staff
- To assist in the promotion of positive attitudes towards diversity and foster good relations between different people throughout the organisation
- To comply with the College Equality, Diversity and Inclusion Policy

- To understand and adhere to the duties and responsibilities arising from College policies and procedures relating to safeguarding and child protection
- At all times, challenge student who are not displaying ID badges and ensure appropriate interventions are in place for those who persistently do not adhere to this requirements
- Participate in relevant College quality assurance procedures, including performance review, professional development and the departmental self-assessment review process
- Comply with the College Health and Safety Policy and take responsibility for your own health and safety and that of other users of the College premises
- Any other duties as may be reasonably allocated from time to time by the Principal.

Person Specification

Candidates are invited to provide evidence of the qualifications, experience, skills and qualities listed below.

Teacher of Business

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● A good relevant Honours degree ● A relevant teaching qualification; currently undertaking one or willing to do so 	<ul style="list-style-type: none"> ● A relevant higher degree ● PGCE ● QTS/QTLS
Experience	<ul style="list-style-type: none"> ● Proven track record of successful teaching of 14-19 year olds (this could be through teaching practice if the candidate is an NQT or on a PGCE) ● Ability to teach A level and CTEC Business 	<ul style="list-style-type: none"> ● Relevant industry experience ● Internal Verification on BTEC/CTEC Programmes
Professional knowledge and Skills	<p>Awareness of curriculum developments across 14-19</p> <p>Applicant should have:</p> <ul style="list-style-type: none"> ● Ability to use, or willingness to learn how to use hand-held technology to promote learning ● Ability to confidently relate well to students of all abilities ● Ability to differentiate for ability levels ● Excellent communication skills ● Commitment to safeguarding and student support 	<ul style="list-style-type: none"> ● Exam board examiner, moderator or marker. ● Awareness of current issues and initiatives within the 14-19 sector
Other attributes	<p>Applicants should be: Applicants should be:</p> <ul style="list-style-type: none"> ● Positive and highly student centred ● Enthusiastic about their role and working with 16-25 year olds ● An effective team member who is collaborative ● Self-motivated and show initiative ● Keen to establish the highest possible standards ● Equality and Diversity aware and actively promotes E&D fully ● Imaginative, creative and innovative 	

	<ul style="list-style-type: none"> ● Able to problem solve and stay calm ● Responsive to individual student needs; a good role model for them ● Reliable, professional and trustworthy, and a good college ambassador ● Approachable and welcoming to students, parents, colleagues and our community ● Being attentive to your students and colleagues and engaging ● Well organised with very good time management skills ● Willing to participate and share in training, curious and keen to learn ● Self-aware, emotionally intelligent and shows intelligent kindness ● Persistent and conscientious and shows true grit and determination ● Willing to contribute to the broader professional, social and enrichment aspects of College life. ● Set and achieve challenging personal targets ● Have a sense of humour and enjoy their work and encourages fun ● Be prepared to make a contribution to whole college events and activities ● Analytically smart – understands employability skills and entrepreneurship ● Willing to work some evenings as necessary
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The L3 Maths, Computing and Humanities Learning Area

This learning area delivers a number of large and popular programmes at levels 2 and 3 and so has a crucial impact on College achievement rates. It is a forward thinking and innovative area achieving outstanding results and is constantly striving to improve both the learning experience of students and their outcomes. It is housed in a modern suite of rooms. There are currently 17 members of staff working in this area.

Examination courses currently delivered

Business	A Level	(Eduqas)
Computer Science	A Level	(Eduqas)
Economics	A Level	(AQA)
Geography	A Level	(Pearsons)
Government & Politics	A Level	(Pearsons)
History	A Level	(Pearsons)
Law	A Level	(OCR)
Maths	A Levels	(AQA)
Religious Studies	A Level	(AQA)

BTEC/CTEC Courses

Business	L2 & L3	(CTEC & Pearsons)
Applied Law	L3	(Pearsons)

Information about Portsmouth College

At the start of the 2006/7 academic year, Portsmouth College was just beginning a long journey to where we are today. With just over 650 16-18 year old students, a poor profile in the city, facilities much in need of a face-lift and student success rates which left a lot to be desired, things needed to change. Twelve years on, with the support of a brilliant team of

staff and governors, as well as a wide range of great city partners, Portsmouth College has been transformed. This has since been reflected through the recent Solent regional Area Based Review (ABR) process from which Portsmouth College has emerged as a viable, resilient and robust institution, proudly continuing as an independent, standalone, high quality and innovative sixth form college.

Student Enrolment, Success and Progression

16-19 year old student enrolments are now over 1,400, having literally doubled in the last twelve years. With recent 15% growth, Portsmouth College is one of the fastest growing colleges in the UK in percentage terms. The College is now the first choice institution for the majority of 16 year olds leaving the city's state secondary schools. It has also begun to draw students in from the private sector, with students from the High School for Girls, Mayville High School and St John's College all now enrolled. It is also beginning to draw students in from farther afield; Fareham, Gosport and Isle of Wight based learners are all now attending.

We are well known for being a College which is filled with positive energy and which has a unique structure of the day: 9.55 am – 4 pm, in two blocks, for all lessons and no trapped time for students. Seven successive years of improvements in results have also played a big part in our growth. Record numbers of level 3 students were successful in their courses last summer and 47% of them achieved A* - B grades or their equivalent. Numbers of students progressing on to Russell Group and other top 30 universities have also increased significantly between 2011 and 2017.

We were graded 'good' in all areas by Ofsted in March 2017. In a glowing report inspectors said that the College was an institution where *'students flourish, become more confident, enjoy their studies and make good progress.'*

A Culture of Innovation

The College has continually sought to innovate over the last twelve years. This has been most obvious in the unique 'Curious and Creative Learning' project which has seen all students, teachers and student-facing support staff receive an iPad. These are being used to transform learning, teaching and assessment at the College.

The devices provide teachers with the technology to make lessons ever more interesting, up to date and engaging. They give students the chance to develop the independent research and digital literacy skills that are vital to their success at College and in the world beyond, and which are much valued by leading universities and employers. The project continues to genuinely transform the way everyone works at the College. The College has also embraced the need to develop the employability skills of its learners, to help them progress successfully to further study and employment. The 'E6 Programme' provides all students with the opportunity to undertake work experience, volunteering placements, enterprise programmes, get more exercise and sign up for 'PEP' talks. These 'PEP' talks help students prepare for progression to either university or the world of work, with expert outside speakers running workshops. The enterprise programme sees interested students given the chance to develop their own small business ideas and put these into practice. Work experience is being arranged for students with a wide range of employers across the city. Students are also able to volunteer to help in a range of settings, most notably primary school classes, assisting with reading and maths. Students are offering life-changing one-to-one help in these contexts.

The College Sports Academy runs not only the traditional team sports in areas like football, rugby, hockey, netball and basketball, but also a range of exercise classes and individual participation sports such as Zumba, futsal, table-tennis and boxercise. The 'E6 Programme' is designed to equip students with the wider soft skills they need to succeed at university and

in work. The programme also compliments the work the College is doing with local employers, through the provision of a growing range of apprenticeship frameworks. These are allowing students to 'earn while they learn'; spending four days a week at work and a day a week getting sector-specific qualifications in College.

This culture of innovation enabled Portsmouth College to win an Association of Colleges Beacon Award for the use of Technology in FE, 2017/18, effectively meaning we are the best College using hand-held technology with our students in the country! We were also shortlisted for the Times Educational Supplement Awards in the 'Best Teaching and Learning Initiative' and 'Outstanding Use of Technology', putting us in the top three nationally in both these categories.

Partnership Working

The backbone of the success of the last twelve years has been the genuine partnership working approach the College has adopted in all that it does. The Principal and all staff have worked hard to meet the needs of the local community whenever and wherever they have been able. The very close working relationship with the city's secondary schools is testament to this.

From simple changes such as holding our interviews in the evenings and at weekends so pupils don't miss lessons, through providing a specialist 'able and talented' programme for the highest achieving pupils in schools, to running revision workshops for year 11 pupils in the run up to their GCSE exams, the College always seeks to work in harmony with local schools. This work was given national recognition in 2017 when the College came runner up in the Sixth Form Colleges Association Community Impact Award.

More broadly the College is also well represented on a range of bodies, organisations and working parties across the city, it co-operates closely with Portsmouth City Council and is a member of the Portsmouth Education Partnership. It also has excellent relationships with the local authority, elected councillors and both local MPs. The ethos of the College is built around local, effective collaboration and it always seeks to meet the needs of the city.

2005 to 2018 has seen enormous change in the world of post-16 education. This has been more than matched by the changes at Portsmouth College. It is now a thriving institution, woven into the fabric of the city, embracing innovation, continuing to recruit ever more students and delivering better and better outcomes for them. The College now wishes to sustain, consolidate and strengthen its Ofsted grade of 'good' whilst continuously striving for excellence.

NQT Applicants

We welcome applications from Newly Qualified Teachers. All NQTs will be supported by the college with a Subject and Professional Mentor and allowed some paid remission from teaching. There will also be opportunities to join NQT training events. You will be assessed by your mentors at three stages at the end of each term and will agree your targets for development. If you have successfully completed your PGCE qualification and you have achieved Qualified Teacher Status (QTS), to maintain QTS and be eligible to teach in any educational establishment, you will need to undertake a minimum of 10 days placement in a local feeder school, organised and supported by your mentors. If, however, you have gained a Further Education and Training PGCE and would like to widen your options and be eligible to apply to any educational establishment which has a pre-sixteen cohort (e.g. a school with a sixth form) you will need to gain QTLS status, which will then qualify you to teach in schools. You will need to register as QTLS on the SET website (<https://set.et-foundation.co.uk/home/>). This will guide you through the process as to how you can become additionally qualified to

teach in schools. The responsibility is yours to apply for this and there is a cost attached. This application will be supported by your Subject and Professional Mentor. At the end of the academic year, subject to satisfactory reports, all NQTs will be awarded a certificate to confirm the completion of the NQT year.

Principles for Recruitment

- We seek to appoint people who are smarter and more knowledgeable than we are.
- We don't recruit people we can't learn from or be challenged by.
- We seek to appoint people who will add to our product *and* our culture.
- We don't recruit people who won't contribute well to both.
- We seek to appoint people who will get things done.
- We don't recruit people who just think about problems.
- We seek to appoint people who are enthusiastic, self-motivated, and passionate.
- We don't recruit people who just want a job.
- We seek to appoint people who inspire and work well with others.
- We don't recruit people who prefer to work along.
- We seek to appoint people who will grow with your team and with the company.
- We don't recruit people with narrow skill sets or interests.
- We seek to appoint people who are well rounded, with unique interests and talents.
- We don't recruit people who only live to work.
- We seek to appoint people who are ethical and who communicate openly.
- We don't recruit people who are political or manipulative.

Conditions of employment

1. This is a temporary appointment with some hours ceasing in July 2019 with the remaining hours continuing as maternity cover.
2. Salary is set on the Sixth Form Colleges' Pay Scale £23,396 - £36,704 per annum (pro-rata) or the Portsmouth College's Unqualified Teaching Pay Spine £21,664 - £22,111 per annum (pro-rata), depending on experience. Salary is paid in 12 equal instalments and is paid monthly directly into a bank or building society account.
3. Sick leave is in accordance with the procedures laid down by Portsmouth College.
4. The post holder will automatically become a member of the Teachers' Pension Scheme, but will have the opportunity to opt out.
5. This post is subject to a probationary period of up to six months. We view probation as a supportive process but if performance is not satisfactory it could lead to the termination of the contract.
6. The successful candidate will be required to complete an enhanced DBS disclosure.

Instructions for applying

Should you wish to apply for this position, please complete a College application form. This can be downloaded from our website, www.portsmouth-college.ac.uk or alternatively contact the HR Department on 023 9234 4400 for an application form. **C.V.s alone will not be accepted.**

Please return completed applications to the HR Department by: 10.00 am on Friday 4th January 2019.

We reserve the right to close this recruitment process early, should we attract enough interest. The post will be advertised for a minimum of one week.

Interviews will be held on Wednesday 9th January 2019.

In addition to an interview, candidates will be asked to prepare and deliver a micro teaching session. The micro teaching session should last no longer than 20 minutes. Information will be shared once shortlisting has taken place.

If you have any further questions, please do not hesitate to contact the HR Department on 023 92 344400.