

LINCOLN COLLEGE GROUP

JOB DESCRIPTION

JOB TITLE & NUMBER

LC1434P: Lecturer – Supported Education

SALARY

£33,547 - £40,064 pro rata
per annum

GRADE

Lecturer Pay Scale

HOURS

18.5

REPORTING TO

Curriculum Lead – ESOL & Supported Education

DEPARTMENT

Supported Education

LOCATION

Lincoln

BE READY...

Job Purpose:

To prepare, deliver and assess high quality teaching and learning within the Supported Education area, ensuring excellent learner outcomes, progression and experience.

The role includes planning and delivering across a range of programmes Supported Education area, supporting curriculum development and contributing to the wider college community, employer engagement and enrichment activities.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. To create a structured, meaningful and engaging learning environment to support the transition from education to employment.
2. To plan and teach a comprehensive employability programme which equips interns for the working environment.
3. To assess, plan and monitor progress of interns towards individual targets and successful outcomes of the programme, working closely with parents and carers, job coaches, placement coordinators, student services and employers to ensure a holistic approach for each intern.
4. To lead progress reviews in workplaces and college with other stakeholders to ensure clarity for all concerned regarding purpose and progress towards employment goals.
5. The candidate must be confident in the SEND Code of Practice and implementation of reasonable adjustments in the workplace.
6. To embed literacy, numeracy and IT skills into programme focusing on the function of each in different workplaces.
7. To teach on a range of other Supported Education programmes delivering vocational content, enrichment, enterprise, personal development and employability, when required.
8. To carry out the role of Personal Tutor and Programme Co-ordinator as required.
9. To assist with the operation and commercial development of the area.
10. To contribute to the process of programme marketing and the recruitment and selection of students.
11. To liaise with local employers to ensure training reflects their requirements.
12. To carry out internal verification as required.
13. To liaise with awarding bodies and external verifiers.
14. To co-ordinate the timetabling of individual student programmes.
15. To participate in any cross-college working / strategy groups as may from time to time be established.
16. To accept responsibility for the implementation of the College's Equal Opportunities policy throughout all personal contacts in the College and within this area of responsibility.
17. To maintain quality standards, appropriate to the post.
18. To conform with the Health and Safety requirements relevant to the post.
19. To be responsible for the safeguarding and promoting the welfare of children wherever applicable within the role.

N.B. This is not a complete statement of all duties and responsibilities of this post. The postholder may be required to carry out other lawful and reasonable duties as directed by a supervising manager.

PERSON SPECIFICATION

	Knowledge	AM
1	Certificate in Education, PGCE or equivalent or the ability and willingness to obtain a level 4 teaching qualification within two years of commencing employment.	A
2	Level 3 or above qualification in related subject, or professional vocational equivalent.	A
3	Internal verification qualification (A1, TAQA, CAVA) or the ability and willingness to obtain.	A
4	GCSE (or equivalent) in Maths / English grade A-C (4 – 7).	A
5	Specialist qualification in Special Educational Needs and/or disability (SEND).	A

	Experience	AM
6	Demonstrated experience of teaching students with behavioural issues and a range of SEND is essential.	A
7	Experience of SEND Code of conduct and requirements of support for students with an EHCP.	A/I
8	Personal tutorship experience.	A/I
9	Ability and experience of teaching Functional Skills English and Maths is essential.	A/I

	Skills/Abilities - Behavioural	AM
10	Demonstrates a confident and engaging teaching presence that motivates learners and drives positive learning outcomes (Impact).	I/M
11	Communicates information clearly and effectively, adapting delivery to meet the needs of different audiences and ensuring understanding (Communication).	A/I/M
12	Maintains high standards of professional conduct, demonstrating integrity, accountability and up-to-date subject expertise (Professionalism).	I/M
13	Works effectively with colleagues, learners and external partners to support curriculum delivery and learner success (Collaboration).	I/M
14	Promotes a safe, inclusive and supportive learning environment that recognises and responds to individual learner needs (Wellbeing and Mental Health).	A/I/M
15	Provides clear guidance and constructive feedback to support the development of learners' knowledge, skills and behaviours (Coaching).	M

	Skills/Abilities - Other	AM
16	The ability to write and deliver a focused employment preparation programme	A/I
17	The ability to communicate effectively both orally and in writing to a wide range of people	A/I
18	Appropriate IT and digital skills (VLEs, Microsoft Office, online delivery tools)	A/M
19	Ability to work in a non-discriminatory and inclusive manner	A/I
20	Demonstrates a proactive commitment to safeguarding by recognising concerns, taking appropriate action and following procedures to protect and promote the welfare of children and young people.	A/I
21	Embeds inclusive practice by designing and delivering approaches that remove barriers to participation and ensure equitable opportunities for all learners.	A/I/M

	Work Related Circumstances	AM
18	Ability and willingness to undertake relevant professional development to maintain up-to-date knowledge of relevant legislation, industry relevance and best practice.	A/I
19	Ability to work flexibly across sites, delivery modes, and at times outside college calendar / day.	A/I

Prepared By:	Debbie Shuck – Curriculum Lead – ESOL & Supported Education
Date:	September 2026

Assessment Method (AM) Key		
A = Application	I = Interview	M = Microteach

VISION 2030

LINCOLN COLLEGE GROUP STRATEGY 2025-30

OUR PURPOSE *BE READY...*

**REALISE ASPIRATIONS;
SHAPE FUTURES;
SERVE OUR COMMUNITIES.**

OUR CODE

Our Group Code sets the tone of how we behave and achieve our Purpose because **You Matter**.

We **CARE** deeply about achieving outcomes in the right way and expect staff and students to behave with...

COMMUNITY

We will prioritise empathy, compassion and wellbeing. Our goal is to develop a positive community where the mental and physical health of staff, learners, governors and key stakeholders is emphasised.

ACCOUNTABILITY

We will all act with integrity and transparency, take full ownership of our actions and deliver on our commitments, impacts and outcomes.

RESPECT

We will all create an inclusive environment where everyone is valued, trusted and treated with consideration, kindness and fairness.

EXCELLENCE

We will all drive innovation and pursue extraordinary quality through an "ambitious spirit", consistently striving for the highest standards in all we do.

OUR PRIORITIES

Over the next five years we will achieve "Our Purpose" by delivering on our strategic priorities set out in full detail in 7 strategic plans.

In summary we will:

