

LINCOLN COLLEGE GROUP

JOB DESCRIPTION

JOB TITLE & NUMBER

LC1462P: Lecturer - Inclusion

SALARY

£33,547 - £40,064
per annum

GRADE

Lecturer Pay Scale

HOURS

37

REPORTING TO

Programme Leader – NEET

DEPARTMENT

Student Services

LOCATION

Lincoln

BE READY...

Job Purpose:

To prepare, deliver and assess high-quality, inclusive teaching and learning for learners enrolled on CATCH programmes, ensuring exceptional learner experience and progression outcomes.

The role focuses on supporting young people who have previously been NEET (Not in Education, Employment or Training), alongside learners who may have experienced barriers to education, disadvantage, low confidence, SEND needs or disrupted educational experiences. The post holder will deliver an inspiring and responsive curriculum that develops learners' employability skills, contextualised Maths and English, preparation for adulthood, independence and personal development.

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 learners for the working environment.
3. To assess, plan and monitor progress of CATCH learners 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 learner.
4. To facilitate regular learner progress reviews, ensuring learners can recognise and celebrate their progress, identify areas for development and understand the steps required to achieve their personal, educational and 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 English, maths and digital skills across all areas of the programme, ensuring learners understand the relevance of these skills to their next steps, employment aspirations, independent living and future success.
7. To contribute, from time to time, to team teaching across curriculum areas, sharing effective inclusive teaching strategies and supporting colleagues to create accessible, engaging and ambitious learning environments for all learners.
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 learners.
11. To liaise with local employers to ensure learner 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 learner 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 Colleges 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 learners with behavioural issues and a range of SEND/SEMH is essential.	A
7	Experience of SEND Code of conduct and requirements of support for learners with an EHCP.	A/I
8	Personal tutor experience.	A/I
9	Ability and experience of teaching Functional Skills – English and Maths.	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	Takes a restorative and trauma-informed approach to supporting learner conduct and engagement, building trusting relationships, understanding individual barriers to learning and helping learners develop positive behaviours for education, employment and adult life (Communication).	A/I/M
13	Maintains high standards of professional conduct, demonstrating integrity, accountability and up-to-date subject expertise (Professionalism).	I/M
14	Works effectively with colleagues, learners and external partners to support curriculum delivery and learner success (Collaboration).	I/M
15	Promotes a safe, inclusive and supportive learning environment that recognises and responds to individual learner needs (Wellbeing and Mental Health).	A/I/M
16	Provides clear guidance and constructive feedback to support the development of learners' knowledge, skills and behaviours (Coaching).	M

	Skills/Abilities - Other	AM
17	The ability to write and deliver a focused employment preparation programme.	A/M
18	The ability to communicate effectively both orally and in writing to a wide range of people.	A/I
19	Appropriate IT, digital and AI literacy skills, including the effective use of VLEs, Microsoft Office applications, online delivery tools and AI technologies to support teaching, learning, assessment and learner development.	A/I
20	Ability to work in a non-discriminatory and inclusive manner.	A/I/M
21	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
22	Embeds inclusive practice by designing and delivering approaches that remove barriers to participation and ensure equitable opportunities for all learners.	A/I

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

Prepared By:	Sam Rees – Head of Student Services
Date:	October 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:

