|  |  |
| --- | --- |
| **Reference** |  |

**EQUALITY AND DIVERSITY POLICY STATEMENT**

Accrington & Rossendale College is committed to ensuring equal rights and opportunities for all and welcomes applications from all sections of the community.

We recognise and endorse the need and right of everyone in College to be treated with respect and dignity, in an environment in which a diversity of backgrounds and experience is valued. We aim to ensure that all staff and students whether existing or potential receive fair and equal treatment when applying to, or working as members of the College. We are committed to challenging any attitudes or behaviour that contradict our culture of respecting and promoting diversity.

We hold the ‘Positive About Disabled People’ Two Ticks symbol and guarantee an interview for disabled job applicants who meet the essential criteria for the post.

We hold the Navajo Charter Mark for Lesbian, Gay, Bisexual and Trans Friendly Service.

Recruitment for positions in the College will be carried out in a manner which accords with best equal opportunities practice. The selection of candidates for interview will be based on the person specification and applicants should bear this in mind when preparing their applications and completing their application.

**SAFEGUARDING LEARNERS STATEMENT**

Accrington & Rossendale College is committed to safeguarding and promoting the welfare of all of its learners, particularly young people and vulnerable adults and expects all staff and volunteers to share this commitment. All College staff are expected to undertake mandatory safeguarding training and updating.

If you are invited to interview, in addition to assessing your suitability to perform the duties of the post, the interview panel may explore issues relating to safeguarding and promoting the welfare of learners including your motivation to work with young people; your ability to form and maintain appropriate professional relationships and boundaries and your emotional resilience in working with challenging behaviours.

The successful candidate for this appointment will be required to apply for Enhanced Disclosure for Regulated Activity through the Disclosure and Barring Service.

**PROFESSIONAL STANDARDS**

As an educational establishment, committed to raising standards and the achievement of excellence, we expect candidates to submit professional, accurate and considered applications, appropriate to the type and level of the post. We reserve the right to reject applications that are generally of a poor standard at the short listing stage, whether or not individuals meet the criteria outlined above.

It may be useful for you to prepare and check your supporting statement in a word processed document and copy and paste this into the online application.

**ATTENDANCE**

It is important to recognise the contribution made by good attendance in allowing the College to achieve its objectives and to continue to provide high standards of service. The regular and reliable attendance of all employees is vitally important to the success of the organisation. Absence from work is regularly monitored and reported upon and is managed on an individual basis through the College’s Managing Absence Policy.

However, the College is committed to the development of a diverse workforce and to supporting staff that are, or become, disabled (as defined by the Disability Discrimination Act 2005/Equality Act 2010) during their employment. We take seriously and are committed to our duty to make reasonable adjustments at work and will do so wherever possible.

|  |  |  |
| --- | --- | --- |
| Method of assessment A=Application I=Interview T=Test | **Essential/**  **Desirable** | **Assessed by** |
| **Qualifications** |  |  |
| Minimum of level 5 teaching qualification in a relevant subject area | E | A |
| Level 2 (or equivalent) qualification in Maths and English | E | A |
| Degree in a relevant subject area | D | A |
| **Experience** |  |  |
| Experience of teaching or training in a post compulsory setting in English functional skills and GCSE | E | I/A |
| Demonstrable evidence of motivating, challenging and inspiring learners to achieve their potential. | E | I/A |
| Demonstrable evidence of using a varieties of techniques and strategies to improve attendance | E | I/A |
| Demonstrable ability to manage learner behaviour and support them in developing appropriate behaviours | E | I/A |
| **Knowledge** |  |  |
| Up-to-date knowledge of current academic standards and latest innovations | E | I/A/T |
| Up to date knowledge of GCSE and functional skills best practice | E | I/A/T |
| Up-to-date knowledge of personalised learning and ability to deliver session to meet the needs of a diverse range of learners | E | I/A/T |
| **Skills, abilities, personal attributes** |  |  |
| Ability to and experience of supporting innovative curriculum development | E | I/A |
| Demonstrable ability to meet a range of college targets related to college priorities, involving recruitment, retention and attendance etc. |  |  |
| Effective organisational, planning and administrative skills to support specialist teaching, learning and assessment | E | I/A |
| Commitment to the achievement of excellence | E | I/A |
| Ability to work cooperatively and collaboratively | E | I/A |
| Commitment to the College culture of putting the learner at the heart of all we do | E | I/A |
| Demonstrable evidence of working proactively and responsively | E | I/A |
| A change champion and able to demonstrate resilience | D | I/A |
| **Whole College** |  |  |
| Suitable to work with children, young people and vulnerable adults | E | I/A |
| A commitment to quality assurance, safeguarding, equality and diversity and health and safety | E | I/A |
| Ability to work flexibly to meet the needs of the team and the College which may include occasional evening and / or weekend work to support College open days and events | E | I/A |