



Job Description

Teaching, Learning and Assessment Coordinator

Job title: Teaching, Learning and Assessment Coordinator (with teaching responsibilities)

Location: Based in Telford
Occasionally, you can work some of your day from home.

Supervisor: Change Leader

Type of Employment: Full-Time

Hours of Work: Mon-Fri 9 am – 5 pm

Pay Level: £36,000

The Really NEET Project seeks an experienced teaching professional to work closely with our Midlands team to support the needs of our young people. The structure of the role is set out in the following categories:

1. **Teaching and Support**
2. **Administration**
3. **Leadership Collaboration**

The Teaching, Learning and Assessment Coordinator will uphold and influence the seven EPIC-ARC Organisational Values (final page) and our Three Seed purpose of:

1. **How all staff advocate for themselves and others**
2. **How all students advocate for themselves and others**
3. **How all families advocate for themselves and others**

The successful candidate will play a key role in driving the quality of education, focusing on teaching functional skills from Entry Level 1 to Level 2. They will work collaboratively with current tutors to enhance their teaching practice, ensure high standards of teaching and learning, and lead our quality assurance, including the EQA and IQA process and continuous professional development (CPD) programmes.

Roles and Responsibilities

Teaching and Support

1	Deliver high-quality teaching of functional skills from Entry Level 1 to Level 2 (when required).
2	Provide in-class support and interventions as needed, tailored to individual learning needs.
3	Deliver high-quality planning and curriculum tailored to individual learning needs.
4	Work closely with tutors to upskill and develop their teaching abilities by modelling and sharing best practices, mentoring, and coaching.
5	Lead high-quality CPD programmes to support continuous teaching, learning, and assessment improvement.
6	Conduct lesson observations, provide constructive feedback, and support tutors to implement effective and creative teaching strategies.

Administration

7	Establish and maintain robust systems for tracking and monitoring student progress, attainment, and engagement
8	Use data to identify trends, gaps in learning, and areas for improvement
9	Implement strategies to improve student outcomes, ensuring each learner makes significant progress.
10	Manage all aspects of exam entries, ensuring compliance with awarding body requirements.
11	Analyse exam and assessment data to inform teaching strategies and curriculum planning
12	Maintain accurate records of student progress and outcomes, reporting on data to the Change Leader
13	Develop, implement, and review quality assurance policies and practices to maintain high standards of teaching and learning.
14	Lead teaching, learning, and assessment evaluation across the provision, implementing strategies to enhance quality.
15	Support the Change Leader in establishing and delivering the teaching and learning aims and objectives of the college

Leadership Collaboration

16	Collaborate with the Change Leader to set strategic teaching, learning, and assessment priorities.
17	Lead initiatives to embed best practices in inclusive education and differentiated learning
18	Promote a culture of continuous improvement and high expectations for all students and staff.

Person Specification			
A = Application Form	C = Certificates	I = Interview	R = Reference / Supplementary Evidence
Criteria	Essential/ Desirable	Measure	
Qualifications			
To have a GCSE Level 4 (Grade C) minimum in Maths and English	E	A + C	
Level 5 (or higher) qualification in teaching, with specialism in SEND preferred.	E	A + C + I	
To have a Youth Work qualification to at least Level 3	D	A + C + I	
To have up-to-date Safeguarding Knowledge to at least Level 3	D	A + C + I	
To have an Information, Advice or Guidance qualification to at least level 2	D	A + C + I	
Experience working within a staff team and with young people			
Proven experience in teaching GCSE (or alternative) functional skills in Maths or English (Entry Level 1 to Level 2).	E	A + I + R	
Significant experience in teaching post-16 learners, particularly those with SEND.	E	A + I + R	
Proven track record of supporting teachers to develop and improve their practice.	E	A + I	
Strong background in tracking, monitoring, and reporting on student progress and outcomes.	E	A + I	
Experience with exam coordination, data analysis, and quality assurance processes.	E	A + I	
Deep understanding of SEND, alternative provision, and inclusive education	E	A + I	
Strong pedagogical knowledge, including strategies for differentiated instruction and supporting diverse learning needs.	E	A + I	
Proficiency in using data to drive improvements in teaching and learning.	E	A + I	
Experience in coordinating whole-school or college teaching, learning, and assessment initiatives.	D	A + I	
Knowledge of curriculum development and innovation within alternative provision.	D	I	
Familiarity with safeguarding procedures and a commitment to promoting the welfare of all students.	D	I	
Experience in leading or coordinating CPD and teacher development programmes.	D	A + I	
Skills, Qualities and Attributes			
Build and maintain quality relationships through interpersonal skills and effective communication.	E	A + I + R	
To be proficient in Microsoft Office	E	A	
To have experience working with CPOMS	D	A + I	
Demonstrate personal and professional integrity, including modelling and upholding our EPIC ARC (Stated below)	E	A + I	
Promote good progress and outcomes by students.	E	A + I + R	
Fulfil wider professional responsibilities within Really NEET.	E	A + I + R	
Ability to manage difficult situations, including conflict, professionally and sensitively, which demonstrates support and mutual respect	E	A + I + R	
Demonstrate personal enthusiasm and commitment to make a positive difference.	E	A + I	
Prioritise, plan, and organise yourself to take timely and effective action where required	E	A + I + R	
Be aware of your strengths and areas for development, listen to and reflect constructively and act upon appropriate feedback from others.	E	A + I	
Resilience and the ability to remain calm in difficult situations.	E	A + I	
To demonstrate an understanding, awareness, and empathy for the needs of all students and how these could be met.	E	A + I + R	
Professionally demonstrate, promote, and encourage effective staff and student wellbeing.	E	A + I + R	

The post holder may be required from time to time to undertake other duties within the organisation as may be reasonably expected, keeping the general character of the duties and the level of responsibility entailed the same. This is a common occurrence and would not justify a reconsideration of salary.

The priorities for each year will be reviewed against this job description annually through performance management meetings and appraisals.

Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants must undertake a DBS Enhanced Clearance check (Disclosure and Barring Service).

Our Values and expectations for the role

Empathy	Foster a collaborative, supportive, kind work environment and a continuous learning and development culture for everyone.
	Approach situations from a place of empathy encompassing the organisation's belief that outward behaviour reflects inward turmoil.
	Build effective, long-lasting relationships with all staff members where they see us as relatable leaders.
Purpose	How all staff advocate for themselves and others.
	How all students advocate for themselves and others.
	How all families advocate for themselves and others.
Inclusion	Hold ourselves, all staff and the organisation accountable against prejudice and oppressive practices.
	Put the needs of others ahead of our own.
	Support the development of sustainable structures to hold inclusion authentically within Really NEET.
Curiosity	Respond to critical feedback or setbacks with a lens of curiosity.
	Be curious about Really NEET, its identity, and its future.
	Encourage and support curiosity in others.
Aspiration	To help design, implement, and oversee evolving effective structures for safeguarding.
	To provide all students with a supportive, compassionate, professional experience and response.
	To support all staff with their development of your role and expertise.
Resilience	Practice and provide calm leadership to all of our young people.
	Take responsibility for wellbeing and model this to others.
	Fail fast and seek actual learning experiences from mistakes from ourselves and others.
Creativity	Apply creative thinking to crisis management locally.
	Harness creativity in others and allow creativity to thrive within the organisation.
	Create platforms for ideas and innovation for everyone within the organisation, including our young people and other stakeholders.