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**MOULTON COLLEGE – JOB DESCRIPTION**

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**Job Title:** Specialist SEMH Lecturer – Foundation Learning

**Department:** Foundation Learning

**Hours:** 14.8 hours per week (0.4 FTE). Weekend and evening working may be required when business needs demand.

**Teaching Hours:** Target annual teaching hours in Further Education are 327 per annum.

**Responsible to:** Executive Director – Student Support & Wellbeing

**Reports:** N/A

**Salary / Scale:** Lecturer Staff Spine - Band A2 £11,222.40 - £13,796.80 per annum (pro rata to the full time equivalent of £28,056.00 - £34,492.00 per annum)

**Date of Issue:** October, 2025

**Organisation Chart:**

Executive Director – Student Support & Wellbeing

Specialist SEMH Lecturer – Foundation Learning

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1. **Aims and Purpose of the Post**
   1. To provide high-quality teaching, training and support to students with Social, Emotional and Mental Health (SEMH) needs, ensuring their progress, wellbeing, and engagement in line with the Lead – SEMH Provision on a day-to-day basis.
   2. To develop and deliver inclusive Foundation Learning programmes that meet the complex needs of learners with SEMH challenges and other additional learning needs.
   3. To work closely with Learning Support Assistants and pastoral staff to create a safe, structured and supportive learning environment tailored to students with SEMH profiles.
2. **Specific Responsibilities**
   1. To teach and support students with SEMH needs on full-time, part-time and short courses, ensuring high levels of engagement and differentiation.
   2. To plan and deliver Functional Skills and other tailored programmes support, particularly those with behavioural, social and emotional difficulties.
   3. To carry out comprehensive assessments of student needs and adapt teaching and learning strategies accordingly.
   4. To liaise with SEND and Safeguarding Teams to ensure that appropriate support arrangements, including exam access requirements, are in place.
   5. To provide pastoral support and behavioural management strategies in line with positive behaviour frameworks and trauma-informed practice.
   6. To produce high-quality, personalised learning resources that reflect SEMH best practice and support inclusive delivery.
   7. To support the recruitment and retention of SEMH learners through attendance at events and community engagement.
   8. To contribute to curriculum development, with a focus on trauma-informed, restorative and therapeutic approaches to education.
   9. To lead or participate in practical, enrichment and therapeutic sessions designed to improve the emotional regulation and resilience of SEMH learners.
   10. To engage in internal verification and quality assurance processes with a focus on the impact of SEMH provision on learner outcomes.
   11. To champion safeguarding and mental health awareness, ensuring a consistent and robust safeguarding response for vulnerable learners.
   12. To actively promote equality, diversity and inclusion, with sensitivity to the complex needs of SEMH learners.
   13. To contribute to the maintenance and development of inclusive resources and the sustainability of the Foundation Learning department.
   14. To adhere strictly to safeguarding policies and ensure that SEMH students are always supported in line with statutory and college procedures.
   15. To promote a positive and safe environment aligned with the College’s safeguarding and Health & Safety policies.
   16. To manage student behaviour effectively and support the development of self-regulation and social skills among SEMH learners.
   17. To promote and adhere to the College’s Safeguarding Policies and Procedures.
   18. To promote and adhere to the College’s Health & Safety Policies and Procedures.
   19. To manage student conduct in accordance with College policies.
   20. Promote the welfare of young people and vulnerable groups in all aspects of College life and to ensure safeguarding arrangements are adhered to at all times.
   21. The active promotion of and commitment to best practice in equity, diversity & inclusion.
   22. Contribute and demonstrate fully and at all times the positive promotion and role modelling of the College core values, generic competencies and professional behaviours expected of all staff employed by Moulton College.
   23. Undertake any other duties as required by the Principal and as may be reasonably expected commensurate with the post. This may include either the temporary or permanent re-deployment to an equivalent grade of post within the organisation.

This job specification represents the major tasks to be carried out by the post holder and identifies the level of responsibility at which the post holder will be required to work.   In the interests of effective working the major tasks may be reviewed from time to time to reflect the changing needs and circumstances.  Such reviews and any subsequent changes will be carried out in consultation with the post holder.  All members of staff are appointed to the College as a whole and may reasonably be asked to undertake similar or related duties in an operational area or school other than that to which they were originally appointed.

Core Benefits;

Teachers’ Pension Scheme Health Cash Plan\*

44 days holiday (inc bank/public holidays)\*\* Enhanced Maternity & Paternity Benefits\*

Discounted On-site Gym Membership available Free on-site parking

Cycle to Work Scheme\* 10% discount on College courses

High Street Discounts Wellbeing programme

Opportunity for an annual Volunteering day Subsidised catering

(\* Subject to conditions / \*\* Pro rata for part time)

I confirm my acceptance of the role as outlined above and agree to apply myself fully to the responsibilities of the post.

Signed (Employee);……………………………… Date;………………………………

Employee

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| --- |
| **POSITIVELY PROMOTING EQUITY, DIVERSITY & INCLUSION** |

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| **Person Specification – Specialist SEMH Lecturer – Foundation Learning** |

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level or equivalent |  | X |
| Minimum of grade C in GCSE Maths and English Language (or equivalent) | X |  |
| Commitment to and evidence of CPD | X |  |
| Certificate in Education or equivalent |  | X |
| **Experience & knowledge** |  |  |
| Experience of working in a similar role | X |  |
| Experience of working with post 16 students | X |  |
| Demonstrable evidence of successful classroom practice which motivates students to high standards of achievement | X |  |
| Ability to present information effectively and respond to questions from employees, customers and students | X |  |
| Able to motivate students of varying skills and abilities | X |  |
| Excellent verbal and written communication skills | X |  |
| Demonstrate ability to relate to students effectively to support them to successful outcomes | X |  |
| Ability to keep to deadlines and capable of managing their own time effectively and efficiently | X |  |
| Be able to demonstrate the ability to lead on developing, planning, delivery and evaluation of high quality, motivational and inclusive learning experiences | X |  |
| **Personal Attributes** |  |  |
| Flexible approach to work to allow for evening and weekend working. | X |  |
| Evidence of ability to improve student satisfaction | X |  |
| Strong team player | X |  |
| Be flexible and able to cope with change | X |  |
| Ability to influence, persuade and inspire others | X |  |
| To be able to demonstrate the effective support for the College core values of putting learners in first | X |  |
| Experience of understanding how to promote equality and diversity within the job role | X |  |
| Creative and innovative approach to the development of teaching materials | X |  |
| **Safeguarding** |  |  |
| Satisfactory enhanced DBS disclosure | X |  |
| Displays awareness, understanding and commitment to the protection and safeguarding of children and young vulnerable adults. | X |  |
| Commitment to policies on child protection, health and safety, confidentiality, student behaviour / discipline and equal opportunities | X |  |

**NOTE;**

All candidates will be asked for proof of their eligibility to work in the UK during the interview and selection process. Tier 2 Certificates of Sponsorship are restricted by the UK Visas and Immigration Service and the position advertised above is unlikely to qualify for sponsorship. We are therefore unable to consider applications from candidates requiring Tier 2 immigration status to work in the UK at this time. For further information please visit the UK Visas and Immigration Service Website