

Thank you for your interest in this teaching position with us in Coleg Menai's Health and Wellbeing Department.

If you are an individual who is passionate about developing the future workforce of the Uniformed Public/Protective Services sector through a career focussed curriculum, then this is the ideal job for you!

Our ideal candidate would have previous teaching and industry experience, in the armed forces or other public/protective service sector. However, we also welcome industry experts from the public/protective services, looking to take their first steps into teaching.

This information serves to outline the kind of skill set / sector related experience we are looking for. The successful candidate will teach on other provisions within the department, the particular specialisms that would add strength to your application are shown below.

If you do not yet have a teaching qualification, but would be committed to gaining one within a few years of appointment; we can discuss this if your application is successful. Recruitment of the right candidate, with the skills, experience and potential to deliver the kind of content outlined below is our priority.

The role

We are seeking to appoint a lecturer/teacher of Public/Protective Services (820h/yr term time only lecturer; permanent), across levels 1 (Introduction to Public/Protective Services), through to 3 (A-level equivalent). You may have served in the Uniformed Public/Protective Services, or worked closely with the public/protective services sector in some capacity, such as research / collaboration / partnership. The uniformed protective services are defined as armed services, police, fire and rescue service and custodial services. We would welcome applications from you if you have served in AND/OR worked closely with this sector.

The role will allow you to develop as a lecturer in Public/Protective Services, under the guidance and support of a team of Programme Leaders, who lead provision within the department. Your duties would include the preparation and delivery of engaging lectures for our developing learners; along with administration, assessment and verification practices associated with these duties. We encourage the use of practical and active teaching and learning methodologies, to bring the learning to life. You will be able to apply your knowledge and experience from your experiences to the teaching and learning delivered. This will ensure learners are gaining an in-depth understanding and appreciation of the duties and roles studying Public/Protective Services can give them opportunity to experience.

What would I be teaching?

You will be teaching across a range of levels within the department, therefore a lot of your skills and knowledge will be drawn upon to deliver Public/Protective Services content to learners, pitching this knowledge according to the syllabus requirements, and level, accordingly.

We are *specifically* interested in applicants who have experience and/or a sound understanding, from the Uniformed Public/Protective Services perspective, of **ANY** of the following key areas outlined below. If you want more detail, follow the link to one of the specifications we use; it gives extensive further detail about one of our qualifications content, should you wish to explore further.

https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/uniformed-protective-services/2020/specification-and-sample-assessments/BTEC_Nat_Ext_Dip_Unmeasured.pdf

Cyf y swydd/Post Ref: CM/168/21

Which specialist knowledge are we particularly interested in?

The ability / experience to demonstrate you could teach, from a Public Services perspective, **some** (not necessarily all!) of the following units will be advantageous to your application.

- **Unit 2: Behaviour and Discipline in the Uniformed Protective Services**

Understanding the relationship between performance, behaviour and discipline is key to improving the experience and effectiveness of those serving in the uniformed protective services. In this unit, you examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. You will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice

- **Unit 3: Global Affairs, the Media and the Uniformed Protective Services**

The media has a significant impact on shaping public opinion on current affairs, domestically and globally. Understanding how the media works and how it is used, enables the uniformed protective services to develop strategies of influence, reassurance of its aims and purpose, and clarification of issues. In this unit, you will investigate the scope of global affairs in relation to uniformed protective services and how global affairs are reflected and communicated in the media. You will then review the role of uniformed protective services in global affairs and the influence that the media has on the uniformed protective services. Finally, you will use this knowledge and understanding to respond to a specified global affairs incident by creating your own media

- **Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services**

The ability to effectively lead and support is crucial in the uniformed protective services. When all members of a team understand their role, feel supported and know what is expected of them, an effective team can achieve its objectives. Teamwork and effective communication are embedded in the uniformed protective services. In this unit, you will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. You will learn how to be an effective team member while developing leadership skills and will have the opportunity to apply these skills in different situations. You will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient.

- **Unit 7: Planning for and Responding to Emergency Incidents**

In this unit, you will select and apply learning from across the qualification to prepare a plan in response to a given emergency incident, take part in an emergency incident simulation and compare your own emergency response plan to a real-life plan for a similar incident. You will investigate the guidelines that emergency services follow when categorising incidents, the roles and responsibilities of those involved and how they work together to plan their response to incidents, including consideration of changing circumstances and the potential impacts of the emergency incident.

- **Unit 9: Sociological Perspectives**

In this unit, you will help learners gain an understanding of the different sociological perspectives and concepts put forward by the principal theories and in schools of thought, such as functionalism and interactionist and post-modern theories, and consider how they are reflected in our behaviours, relationships, values and social structures. You will investigate how sociologists conduct their research, looking at different schools of thought, and then at how the findings of this research are interpreted politically before being applied to the development of social policy in relation to the uniformed protective services.

- **Unit 14: Principles of Managing Security Threats**

In this unit, you will guide learners to investigate and gain insight into the main security threats faced by the protective services in the UK. You will look at the consequences of security failures and explore the strategies used to manage threats. You will explore what key security workers in the protective services do in order to protect the public. You will consider the current contexts for the threat of terrorism and counter-terrorist measures. Finally, you will investigate protective services responses to security threats.

- **Unit 18: Criminal Investigation Procedures and Practice**

In this unit, you will develop learners' understanding of the processes used by the police and other agencies to investigate crimes. You will explore the legal rules and practical processes that criminal investigators must adhere to in order to secure a conviction in court. You will examine the burden of proof for criminal law and discuss different types and categories of crime. Securing and preserving the crime scene is a vital part of any criminal investigation and, therefore, you will explore a simulated crime scene and demonstrate appropriate processes and procedures.

- **Unit 19: Professional Development in the Uniformed Protective Services**

In this unit, you will support learners to research the different possible careers and the associated job roles in the protective services. As you move through the unit, learners will have the opportunity to analyse their own skills and identify how to develop them into a career through the use of a career plan, researching their chosen career to understand how to access and progress within it. The unit allows you to take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify strengths and gaps in knowledge and skills. Learners will evaluate their own performance to gain an understanding of the generic employability and specific technical knowledge and skills required to access and progress in a selected career pathway in the uniformed protective services, and then develop an action plan towards achieving their selected career aim.

We hope you've found the above information useful, we look forward to receiving an application from you.