

JOB DESCRIPTION

Job Title: Adult Education Tutor
Directorate & Section/Unit: People / Communities / Skills & Investment / Learning Services
Reporting to: Curriculum Managers

Salary Grade: Scale 3
WCC Management Level: Frontline staff
Number of Direct Reports: 0

Our People Values:

To uphold and act in accordance with Worcestershire County Council's values:

- **Customer Focus** – Ensure delivery of a high-quality service which meet the needs of customers.
- **Can Do Culture** – Be proactive to achieve excellence, finding solutions and creative ways of working.
- **Freedom within Boundaries** – Make constructive change through cohesive decision making, ensuring services are responsive.

Purpose of job:

- To plan, prepare and facilitate post-16 learning activities across Worcestershire
- To support learners to become economically active, where desired, through the facilitation of relevant personal and skill development, achievement of qualifications and signposting to progression opportunities
- To implement the curriculum plan for Learning Services Worcestershire
- To contribute to quality assurance and service improvement through participation in quality assurance activities
- To contribute to the achievement of service objectives, including those for raising participation levels and engaging suitable learners

Main Activities & Responsibilities:

- To take responsibility for a caseload of learners and prepare, plan, deliver and assess their learning programmes and pastoral support in line with Service strategies and policies, Education Inspection Framework expectations, and requirements of Education and Skills Funding Agency and Awarding Bodies (where appropriate)
- To teach learners and undertake the full range of learner-facing activities incorporated in teaching (as described in the ETF Professional Standards for Stage 1 Developing Teacher/Trainer)
- To design plans for learning which use appropriately diverse activities and resources to engage, support, stretch and challenge learners to meet their development needs
- To carry out regular reviews of learners' progress within their learning programme which includes accurate, constructive feedback on assessment activity, current progress, action planning for future progress and arrangements for any pastoral support or catch-up activity
- To work with prospective learners and learners within straightforward circumstances to identify/assess their needs, recommend suitable programmes of learning and to review these needs and alter the plans for learning, if necessary
- To maintain the appropriate documentation to enrol learners, record progress, evidence achievement, track attendance and evaluate experiences
- To collaborate with other staff within the service – and with other professionals, where relevant – to ensure that progress and achievement for each learner is maximised
- To be an active participant in Service improvement activities and continual professional development
- To use the Service's Virtual Learning Environment to implement high-quality remote and hybrid learning opportunities

- To work within the Service's English, maths and digital skills policy to embed appropriate skill development activities and content into learning programmes
- To ensure Safeguarding, Equality of Opportunity and PREVENT are communicated to learners, embedded into practice and delivered to standards that assure the Service complies with our policies
- To collaborate with colleagues across the relevant curriculum area to develop curriculum materials for shared use
- To undertake continued professional reflection of own work to develop and update practice, materials and resources for the benefit of learners
- To support the Service with needs analysis by actively promoting the Service and representing the Service in discussions with partners
- To assist in the marketing of courses, including via community outreach and engagement events

Generic Accountabilities:

- To maintain personal and professional development to meet the changing demands of the job and sector, participate in appropriate training activities and encourage and support staff in their development and training.
- To undertake other such duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this job.
- To undertake health and safety duties commensurate with the job and/or as detailed in the Directorate's Health and Safety Policy.
- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council's Equality and Diversity Policy.

Contacts:

In all contacts the post holder will be required to present a good image of the Directorate and the County Council as well as maintaining constructive relationships.

Internal: Senior Managers, Managers & staff across all directorates, Project Staff, Governors, Head Teachers, Teachers, Support and other school-based staff, apprentices, internal quality assurers

External: Ofsted, Awarding Bodies, Healthcare Professionals, ICS, Educational Settings, Suppliers, Contractors, Statutory and Voluntary Organisations, service users, members of the public, volunteers, parents

Additional Information:

- This post is subject to a DBS check under the arrangements established by the Criminal Records Bureau
- The Council reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility
- Reasonable adjustments will be considered as required by the Equality Act
- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council's Equal Opportunities Policy

Author: Anna Lee

Date: 17/03/2022

Date of grading confirmation:

PERSON SPECIFICATION

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| Job Title: | Adult Education Tutor |
| Directorate & Section/Unit: | People / Communities / Skills & Investment / Learning Services |
| Salary Grade: | Scale 3 |
| WCC Management Level: | Frontline Staff |

EXPERIENCE:

It is **essential** that the post holder has:

- Demonstrable experience of successfully facilitating learning for others
- Demonstrable experience of performing skills – in any relevant context – which align to the ETF Professional Standards Stage 1 – Developing Teacher / Trainer
- Demonstrable experience of forming positive relationships with a diverse cross-section of the community
- Considerable experience of making constructive and productive contributions to team activities
- Considerable experience of communicating effectively with a range of audiences through oral and written methods, and through structured presentations
- Considerable experience of using a range of IT systems and packages
- Demonstrable experience of providing impartial information, advice and guidance to support others to make pro-active choices about their own future
- Demonstrable experience of managing group dynamics to facilitate inclusion of all
- Demonstrable experience of working independently, managing own workload and effective time management skills
- Significant experience of adapting to new challenges and undertaking activities in support of personal and professional development

It is **desirable** that the post holder has:

- Experience of working co-operatively with others across the public, private and Voluntary & Community Sectors in pursuit of shared goals
- Demonstrable experience of delivering “first rung” learning opportunities
- Demonstrable experience of curriculum planning and course design
- Demonstrable experience of having open conversations about difficult topics in a sensitive way

KNOWLEDGE, SKILLS AND ABILITIES:

It is **essential** that the post holder has:

- Working knowledge, skills and abilities in the subject or vocational area to be taught
- Working knowledge of the purpose of post-compulsory education
- Demonstrable skills and knowledge gained in any relevant context which align to the ETF Professional Standards Stage 1 – Developing Teacher / Trainer
- Considerable knowledge of relevant qualifications, apprenticeship standards and/or learning programmes in own area of expertise, and of the progression pathways that these can lead to
- Demonstrable skills for forming positive relationships with a diverse cross-section of the community
- Considerable skill in collaborating with others in pursuit of shared objectives
- Considerable level of IT skills for both general office communication and/or for enhancement of learning

- Working knowledge of post-16 learning pathways and the ability to support others to make pro-active choices about their future
- Considerable experience of managing difficult conversations with a solutions-based focus
- Ability to work effectively without direct supervision and within a team
- Ability to maintain records to an auditable standard
- Ability to travel county-wide to facilitate learning in a range of community settings
- Proven ability to communicate with people at all levels including external and internal stakeholders

It is **desirable** that the post holder has:

- Working knowledge of the purpose of first-rung learning opportunities and the ability to form professional relationships which support the engagement of hard-to-reach groups
- Working knowledge of tools and techniques to inform curriculum development and the ability to implement improvements
- Working knowledge of British Values, Safeguarding and Prevent strategies
- Working understanding of the Professional Standards for Teachers and Trainers (Education and Training Foundation) and application in practice.

QUALIFICATIONS/TRAINING & DEVELOPMENT:

It is **essential** that the post holder has:

- English and Mathematics Skills equivalent to Level 2
- A qualification (or equivalent experience) in Essential Digital Skills
- Recognised qualification(s) (or equivalent experience) obtained within specialty/specialties being delivered and assessed at relevant level
- Evidence of recent and on-going professional development
- The willingness to gain appropriate teaching qualifications through in-service training

It is **desirable** that the post holder has:

- A Level 2 qualification in English and Mathematics (Level 2 Functional Skills, GCSE Grade A-C or GCSE Grade 4-9)
- An Assessor's Qualification (eg. D32/33, A1, Level 3 TAQA)
- Accreditation/membership of a relevant professional body
- A professional qualification in an associated discipline

Author: Anna Lee
Date of grading confirmation:

Date: 03/03/2022