

# JOB DESCRIPTION

**Job Title:** Senior Learning Services Tutor  
**Directorate & Section/Unit:** People / Communities / Skills & Investment / Learning Services  
**Reporting to:** Curriculum Manager (SO2 & PO2 roles)

<b>Salary Grade:</b>	Scale 6
<b>WCC Management Level:</b>	Frontline staff
<b>Number of Direct Reports:</b>	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 and peer support and mentoring
- 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 2 Professional 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 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, including through the Internal Quality Assurance and Self-Assessment processes
- To undertake the role of internal quality assurer, including by representing the Service at external quality assurance and Ofsted meetings, where appropriate

- To champion the use of the Service's Virtual Learning Environment and implement high-quality remote and hybrid learning opportunities
- To maintain currency with Functional Skills and/or GCSE practice and to facilitate improvement in learners' English, maths and digital skills by embedding appropriate activities and content into their learning programme
- 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 plans, schemes of work and other associated documents for shared use
- To mentor new entrants to the sector and to the Service
- 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

<b>Job Title:</b>	Senior Adult Education Tutor
<b>Directorate &amp; Section/Unit:</b>	People / Communities / Skills & Investment / Learning Services
<b>Salary Grade:</b>	Scale 6
<b>WCC Management Level:</b>	Frontline Staff

## EXPERIENCE:

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

- Significant experience of successfully facilitating learning in the further education sector
- Significant experience of performing a full range of teaching skills to a high standard (as set out in the ETF Professional Standards Stage 2 – “Professional Teacher / Trainer”) in a variety of community settings
- Significant experience of leading cohorts of learners with varying needs and abilities to success in the subject(s) specified in the advert for this role
- Considerable experience of delivering “first rung” learning opportunities
- Considerable experience of successfully engaging hard to reach communities with learning activities
- Demonstrable experience of assuring quality to Education Inspection Framework standards
- Significant experience of making constructive and productive contributions to team activities
- Demonstrable experience of improving service-wide quality of education by providing peer support, guidance, coaching and input to curriculum development
- Significant experience of communicating effectively with a range of audiences through oral and written methods, and through structured presentations
- Significant experience of using a range of IT systems, packages and available technologies for the effective delivery of learning programmes
- Demonstrable experience of using coaching, mentoring and other support techniques to facilitate achievement of learning outcomes
- Demonstrable experience of identifying poor performance/practice and providing advice, guidance and support to improve
- Demonstrable experience of providing information, advice and guidance to underpin enrolment onto suitable learning programmes, in-programme decisions about learning and onward progressions
- Considerable experience of managing complex group dynamics to facilitate inclusion of all
- Demonstrable experience of curriculum planning and course design
- Demonstrable experience of incorporating British Values, Safeguarding and Prevent strategies into both everyday practice and teaching and learning activities
- Demonstrable experience of working independently, managing own workload and effective time management skills

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

- Significant experience of working co-operatively with others across the public, private and Voluntary & Community Sectors in pursuit of shared goals
- Demonstrable experience of using a range of performance measures and data to improve the quality of service provision

## KNOWLEDGE, SKILLS AND ABILITIES:

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

- Specialist knowledge, skills and abilities in the subject or vocational area to be taught
- Specialist knowledge of the functions of the further education sector, including Adult & Community Learning
- Specialist skills and knowledge of Further Education teaching practice (as set out in the ETF Professional Standards Stage 2 – “Professional Teacher / Trainer”)
- Significant knowledge of coaching and mentoring models, and the ability to develop both pedagogical solutions which guide learners to success and solutions which improve staff performance
- Specialist 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
- Detailed 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
- Detailed ability of managing the dynamics and engagement of a diverse group of learners in an educational setting
- Working knowledge of the OFSTED Education Inspection Framework standards and other guidance influencing best practice, and the ability to deliver improvements in the work of self and others in pursuit of these standards
- Specialist skill in collaborating with others in pursuit of shared objectives
- Detailed knowledge of tools and techniques to inform curriculum development and the ability to implement improvements
- Specialist level of IT skills for both general office communication and for enhancement of learning
- Working ability of effectively motivating and managing learners with a range of abilities and needs, to support retention, progress and achievement on learning programmes.
- Working knowledge of post-16 learning pathways and the ability to provide learner-centred information, advice and guidance
- Considerable experience of managing difficult conversations with a solutions-based focus
- Working knowledge and proven ability of incorporating British Values, Safeguarding and Prevent strategies into both everyday practice and teaching and learning activities
- 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
- Specialist understanding of the Professional Standards for Teachers and Trainers (Education and Training Foundation) and application in practice.
- Detailed understanding of awarding body, OFSTED and ESFA requirements for quality assurance systems
- Proven ability to communicate with people at all levels including external and internal stakeholders

## QUALIFICATIONS/TRAINING & DEVELOPMENT:

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

- Qualified Adult Education Tutor status (DET, DTLLS Level 5, PGCE, CertEd or equivalent)
- A Level 2 qualification in English and Mathematics (Level 2 Functional Skills, GCSE Grade A-C or GCSE Grade 4-9)
- 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 in a learning environment

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

- An Assessor's Qualification (eg. D32/33, A1, Level 3 TAQA)
- An Internal Quality Assurance Qualification (eg. D34, V1, Level 4 IQA)
- A recognised Coaching qualification
- A Level 2 qualification or above in Information, Advice and Guidance
- Accreditation/membership of a relevant professional body

Author: Anna Lee  
Date of grading confirmation:

Date: 03/03/2022