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| **TUTOR MENTOR** | |  |
| **FAMILY** | **STUDENT & LEARNING SUPPORT FAMILY** |
| **LEVEL** | **6** |
| **SHAPE DESCRIPTOR**  Tutor Mentors provide pastoral care, educational guidance including work experience and support to learners on full time study programmes to ensure that they are positively engaged with the learning process, fully stretched and achieve their goals whilst enjoying their time at College. The Tutor Mentor effectively engages with learners, their parents or carers, their schools, their employers and any other agencies involved with the learner prior to them starting their course and builds on this initial engagement thereafter.  The post holder will foster relationships and partnerships with individuals that ensure their commitment to learning and success. A key aspect is the ability to interact with the learner to jointly identify challenges and find solutions to overcoming barriers to learning.  You will work closely with teachers and employers to ensure that every learner’s progress is vigorously monitored and early action is taken to address underperformance. This involves agreeing stretching targets with the learner, reviewing progress towards these targets and motivating learners to monitor their own performance.  Tutor Mentors also facilitate learning in group tutorials to deliver the outcomes of the Personal Development Behaviour and Welfare agenda. The post holder ensures that learners develop the skills needed to progress to employment or higher education and to become confident and valued contributors to their communities.  Accountable to their Curriculum Managers, Tutor Mentors are key players in the continuous improvement of the tutorial and experience of work programmes and also work closely with Student Support Services.  Integral to the role is the safeguarding of young people and acting as a champion and advocate for equality and diversity. | | |
| **LEVEL SUMMARY**  Role holders will have responsibility for the delivery and assessment of student learning or manage a student support team.  Role holders will be familiar with a variety of strategies to promote, track and assess learning.  May have line management responsibility for other staff | | |
| **REPRESENTATIVE WORK ACTIVITIES** | | |
| Provision of Student and Learning Support activities to students in support of learning. | * Act as a mentor for students in capacity of personal tutor. * Deliver learning as a member of a Curriculum team within an established programme of study * Transfer knowledge in the form of practical skills, methods and techniques. * Identify learning needs of students and define appropriate learning objectives. * Develop own materials, methods and approaches with guidance. * Supervise the working of students, provide advice on study skills and help them with learning problems. * Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students. * Responsible for directing work of others. * Can refer to academic staff or external professionals when complex specialist problems occur. | |
| Planning and Organising | * Plans and organises own work on a more long-term basis. * Determines priorities and allocates appropriate resources. * May contribute to planning for future innovative or strategic developments in own work area or department * Use resources, laboratories and workshops as appropriate. * Plan and manage own teaching and tutorials as agreed. | |
| Initiative and Decision Making | * Develop initiative, creativity and judgement in applying appropriate approaches to student and learning support activities. * Share responsibility in deciding how to deliver modules and assess students. * Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work. * Ability to assess work and issues in an objective way. | |
| Stakeholder Engagement | * Communicate clearly on a variety of issues to a range of students on a 1:1 or group basis. * May lead and manage a significant sized team giving work direction and supervision to more junior staff. * Complex interactions with staff and students. * Substantial technical/vocational instruction of students. * Make regular contact with external bodies and internal colleagues to keep abreast of technical/vocational developments relevant to own area of responsibility. * Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. * Refer students as appropriate to services providing further help. * Communicate complex information orally, in writing and electronically. | |
| Teamwork | Management Focus:   * May allocate work and responsibilities. * Maintain a trained and motivated work group. * Ensure effective performance of more junior staff. * Recruit, train, develop and appraise staff.   Specialist Focus:   * Provide specialist technical activity in support of a Department, in conjunction with other colleagues. * Collaborate with academic colleagues on programme development and curriculum changes * Attend and contribute to subject group meetings. * Collaborate with colleagues to identify and respond to students' needs. | |
| Provision of an outstanding Learning Environment. | * Monitor schedules, assign work and review progress. * With the Head of Department may have some responsibility for budget control of a section. * Contribute to discussion on future requirements for the area in terms of equipment, space, staffing etc. * Thorough understanding of health and safety regulations and procedures, ensuring compliance with appropriate legal standards. * May be responsible for ensuring that others comply with health and safety regulations. | |
| **REPRESENTATIVE SKILLS, KNOWLEDGE & EXPERIENCE** | | |
| * At least HNC level with relevant practical experience and ability, this could, for example, be demonstrated through a series of progressively more demanding roles * Some roles may require teaching qualification and/or assessor qualification. * Thorough knowledge of the theories and principles of the discipline, as well as sound understanding of pedagogy concepts. * For management roles will require supervisory experience and people management skills. * Skilled in use of relevant specialist and/or complex IT packages. * Thorough knowledge of the broader activities of the Department. * Understand equal opportunity academic content and issues relating to student need. * Able to engage the interest and enthusiasm of students and inspire them to learn | | |
| **REPRESENTATIVE PERFORMANCE INDICATORS** | | |
| Management Focus:   * Will lead and manage a technical team for a large and complex area to deliver specific goals. * Contribute to the development of policies and procedures affecting the work of the team.   Specialist Focus:   * Contribution to outcomes for learners, specifically in relation to tracking, monitoring and retention of individuals and groups of students. Work with professional staff to define technical approaches and undertake complex technical assignments that form a significant part of a research teaching or commercial programme. * Operate specialist and complex equipment. * Recommend product/ process change to improve system performance to meet user needs. * Provide technical instruction, guidance and assistance to students to meet curriculum requirements in order to facilitate practical experience and the production of articles for projects or research activity. * Will make significant contribution to the delivery and development of teaching including course design. | | |



**Tutor Mentor**

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| **PERSON SPECIFICATION** | **E/D** | **To be identified from:**  A – Application  I - Interview |
| **Qualifications** |  |  |
| Full Level 3 qualification or demonstrable suitable experience at this level. | E | A |
| Teaching qualification or willingness to undertake | E | A |
| Level 6 qualification (degree or equivalent) | D | A |
| Level 2 English Language and Maths | E | A |
| **Experience** |  |  |
| Experience of monitoring learner progress in ways that deliver excellent outcomes | E | A/I |
| Experience of facilitating learning with post 16 year old groups | E | A/I |
| Experience of providing pastoral support including doing 1:1 support sessions with post 16 year olds | E | A |
| Experience of working with other agencies serving post 16’s e.g. schools, youth service, social services, voluntary sector | E | A/I |
| Experience of supporting UCAS applications | D | A |
| Experience of working with the PDBW agenda | E | A/I |
| Recent experience of being a Personal Tutor | D | A |
| **Competencies** |  |  |
| Demonstrates a high level of competency in the use of IT applications e.g. Word, Excel | E | A/I |
| Ability to assess own contribution to the work of the tutor mentor service. | E | A/I |
| Ability to obtain and verify information about learner’s educational achievements and needs, and to develop a comprehensive profile of learner’s educational achievements and needs. | E | A/I |
| Ability to help learners to transfer their learning to other parts of their lives. | E | A/I |
| Ability to provide a good role model to learners. | E | A/I |
| Ability to work in an effective partnership with college staff, parents/carers and other agencies. | E | A/I |
| Sound organisational and basic work skills including working to deadlines, record-keeping. | E | I |
| Empathy with young people facing barriers to their learning. | E | A/I |
| Knowledge of Post-16 curriculum qualifications | D | A/I |
| An understanding of and a genuine commitment to Equal Opportunities including contributing to diversity policies and programmes in relation to discriminatory behaviour. | E | A/I |
| Ability to operate safeguarding procedures to best effect | E | A/I |