**Job Description**

**1. Post:** Tutor of Maths (2 positions)

**2. Hours of work:** 37 hours per week

**3. Responsible to:** Head of Division Maths

**4. Main Purpose of Job:**

* Responsible for high quality teaching, learning and assessment resulting in high levels of student success rates and satisfaction with the learning experience.
* Take a key role in the development, delivery and assessment of teaching and learning, monitor student progress and support them to the next stage of their progression.
* Undertake the role in accordance with the principles set out in the “York College Way for Tutors”, by applying the college’s values to everyday teaching practice; ensuring effective planning of teaching delivery; provision of high quality teaching learning and assessment; and deliver effective support to students.

**5. General Responsibilities**

5.01 Lead by example and promote the delivery of high quality teaching, learning and assessment.

5.02 Be proactive in keeping up-to-date with developments in teaching, learning and assessment practice and industrial/subject updates and share with others as appropriate.

5.03 Take responsibility for retention and achievement improvement strategies for the programmes for which you are responsible.

5.04 Report on recruitment, attendance, retention, achievement, progress against targets, progression and value added for the programmes for which you are responsible.

5.05 Advise the Head of Division to ensure the curriculum on offer is responsive to internal and external influences.

5.06 Ensure the Division offers appropriate provision to meet student need, working with the Head of Division and Head of Studies to ensure coherence and progression.

5.07 Produce individual subject/programme self assessment and operational plans and monitor progress against the Operational Plan.

5.08 Attend and contribute to regular Divisional meetings and ensure the programmes for which you are responsible for run effectively and efficiently, ensuring targets are met.

5.09 Contribute to effective communication at all levels.

5.10 Manage own performance, development and training to promote continuous improvement and comply with the College’s and statutory continued professional development requirements.

5.11 Actively participate in the Performance Review processes.

5.12 Work flexibly including where necessary evenings and weekends.

5.13 Set effective targets for students and as part of the strategic, performance management and business planning processes.

5.14 Take a positive approach to personal staff development, identifying appropriate training and development opportunities to enhance individual skills and knowledge and undertake any relevant training identified by the Corporation as necessary and important for the role.

**6. Teaching Responsibilities**

6.01 Plan, prepare and deliver high quality teaching, learning and assessment as required by your Line Manager to the appropriate number of hours.

6.02 Develop high quality resources for the programme/subject including maintaining effective links across the College for resources.

6.03 Deliver enrichment and enhancement activities including accompanying students on external visits.

6.04 Be up to date in both your teaching practices and your subject area.

6.05 Value and support students to achieve their full potential.

6.06 Undertake required assessment duties in relation to student assignments.

This means tutors will:

* Reflect on their own practice and on what leads to excellent outcomes for students.
* Continually listen and respond to students, bringing enthusiasm and creativity to learning, monitoring progress and acting upon feedback to design future teaching and learning sessions.
* Provide timely, accurate and constructive feedback to students on their attainment, progress and areas for development.
* Intervene swiftly and act appropriately, liaising with your Head of Division and/or Head of Studies in response to early signs that a student is under performing or disengaged with their studies.
* Be willing to learn from others and to share best practice and lessons learnt.
* Take responsibility for self development and updating own skills and knowledge in their subject specialism and general pedagogy.
* Set challenging but realistic targets for students and themselves, and regularly review progress against them.
* Emphasise and teach employability and employer focused learning.
* Know how and when to use skills in literacy, numeracy and ICT to support their teaching and students’ learning.

**7. Student Responsibilities**

7.01 Act as a Progress Tutor for a group(s) of students if required.

7.02 Effectively manage the behaviour of students in the Division liaising with Heads of Studies as appropriate.

7.03 Promote a positive student centred culture across the College.

7.04 Ensure an effective dialogue with students and their parents (as appropriate) and be a positive role model, demonstrating positive values, attitudes and behaviour expected of students. Understand the requirements of safeguarding within the context of teaching, training and in using technology in the widest sense.

**8. Quality**

8.01 Support improvements in teaching and learning in the Division.

8.02 Contribute to the College’s continuous improvement culture.

8.03 Participate in standardisation and moderation as required.

8.04 Participate constructively to the verification and moderation process.

8.05 Ensure provision is totally aligned with best practice nationally.

8.06 Contribute to the Quality Improvement procedures, including Observation of Teaching and Learning and engagement with Professional Learning Communities.

8.07 Respond positively to stakeholder feedback as appropriate.

**9. Administration**

9.01 Maintain comprehensive, up to date programme/subject records (including schemes of work and lesson plans) and provide information as requested.

9.02 Maintain accurate and appropriate Individual Learning Plans for designated students.

9.03 Contribute to the administration of exam entries and registrations for the programme/subject to ensure students are entered for the correct exams.

9.04 Maintain close liaison and good communications with staff in matters concerning students.

9.05 Comply with College systems and processes.

**10. College Responsibilities**

10.01 Share the College’s Vision, Mission, Values, and Behaviours and communicate them effectively.

10.02 Be an advocate for the College within the wider community.

10.03 Value diversity and promote equal opportunities.

10.04 Engage in recruitment and marketing activities, student interviews and liaison with the wider community in line with College strategies.

10.05 Work within health and safety guidelines and be aware of your responsibilities for health and safety/risk management.

10.06 Look for ways to reduce unnecessary waste and cost to the College within your daily work.

10.07 Adhere to College policies and procedures, including Data Protection and the Staff Code of Conduct. .

10.08 Be responsible for applying safeguarding rules and best practice and promoting the welfare of children, young people and/or vulnerable adults.

10.09 Carry out any other duties commensurate with the grading of the post as may be required.

**NOTE:** The job description is current as at the date of the appointment. In consultation with the appointee it is liable to variations made by the management to reflect or anticipate changes in or to the job.

**11. Budget Responsibility**

The post holder is not a budget holder under the College's accounting systems. However the post holder will be required to observe and comply with the financial regulations of the College at all times.

**12. Relationships**

The post holder will be responsible to the Head of Division – Maths

**13. Social Conditions**

The post holder will normally be based at the Sim Balk Lane site but may be required to work elsewhere in order to carry out the duties of the post.

**14. Economic Conditions**

The salary range for this post is £26,181 to £34,442 per annum (pro rata if part-time) (points 7-14 on the Tutor pay scale). Starting salary is subject to a salary assessment.

Individuals without a recognised teaching qualification will be restricted to the range £26,181 to £29,728 per annum (pro rata if part-time) (points 7-10 on the Tutor pay scale).

**15. Equality and Diversity**

The College is firmly committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and support the implementation of the College’s Equality Policy as appropriate. Any employee who discriminates on any of the grounds outlined in the College’s Equality Policy may be subject to the College's Disciplinary Procedure.

Tutors are expected to:-

* Establish fair, respectful, trusting, supportive and constructive relationships with students and colleagues
* Promote a respectful and inclusive world view.
* Support colleagues within their team and across the College, respecting the professionalism of colleagues and never undermining them in front of students, parents or employers

**16. Training**

The post holder will be given reasonable training as required to carry out the duties of the post. Training needs are formally assessed through the College’s Performance Review Scheme.

Staff are expected to undertake any training considered by the college to be mandatory – for tutors this will include training on college safeguarding procedures.

The post-holder will be expected to take ownership for their own continuous professional development and undertake relevant professional and vocational training, in line with business needs, throughout the duration of their employment.

**17. Health and Safety**

The post holder will be required:

17.01 to take reasonable care to safeguard their own safety and that of others with whom they work;

17.02 to co-operate with designated officers named by the Governors and/or the Principal and any other designated college manager to enable the College to comply with its obligations under Health & Safety legislation;

17.03 not to interfere with or to misuse anything provided in the interests of health and safety or welfare;

17.04 to report immediately any defects in plant, equipment or the working environment.

**18. Safeguarding Children and Vulnerable Adults**

York College is committed to equality of opportunity and safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.

This position may from time to time involve supervising children, young people or vulnerable adults. This may be in a classroom setting or on a one to one basis, providing tutorial / pastoral support etc. Consequently, the post-holder will be obliged to undertake an enhanced Disclosure check through the Disclosure and Barring Service

Approved by: Human Resources Date: 04/04/2017

Post holder's signature: Date:

**Tutor of Maths**

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **How assessed\*** |
| **Experience** | | | |
| **1.1 Recent / professional experience relevant to the position e.g. Teaching of A Level Maths** | **🗸** |  | AF/IV/R |
| 1.2 Highly successful teaching at FE level |  | **🗸** | AF/IV/R |
| 1.3 Membership of Professional Bodies (where appropriate) |  | **🗸** | AF/IV/R |
| 1.4 Successful Marketing of FE courses / Interviewing |  | **🗸** | AF/IV/R |
| **1.5 Track record of high success rates/value added** | **🗸** |  | AF/IV/R |
| **Qualifications** | | | |
| **2.1 A recognised teaching qualification e.g. Cert Ed or PGCE (or willing to achieve within 5 years)** | **🗸** |  | AF/Cert |
| **2.2 Relevant degree / professional qualification** | **🗸** |  | AF/Cert |
| 2.3 Skills for Life qualification at an appropriate level \*\* (or willing to work towards) OR 2.4 below | **🗸** |  | AF/Cert |
| 2.4 GCSE Grade A-C (or equivalent) English and Maths | **🗸** |  | AF/Cert |
| 2.5 First Aid |  | **🗸** | AF/Cert |
| 2.6 D32/D33/D34/34, A1/V1 or TAQA (or willing to work towards) |  | **🗸** | AF/Cert |
| **Skills & Knowledge** | | | |
| **3.1 Track record of effective and high quality teaching evidenced by high levels of student success and value added** | **🗸** |  | AF/IV/R |
| 3.2 Ability to motivate a wide range of students and manage challenging behaviour | **🗸** |  | AF/IV/MT |
| 3.3 Willing and able to teach across a mixed range of programmes and work under pressure | **🗸** |  | AF/IV/MT |
| 3.4 Able to develop and promote aspects of the provision | **🗸** |  | AF/IV |
| **3.5 Able to provide pastoral and general support to students – this includes effective listening and motivational interviewing skills** |  | **🗸** | AF/IV |
| **3.6 Good IT and record keeping skills** |  | **🗸** | AF/IV |
| 3.7 Effective team working skills | **🗸** |  | AF/IV/R |
| 3.8 Able to promote general skills in maths, English, IT and general employability to support learning | **🗸** |  | AF/IV/Cert |
| **3.9 Able to improve the way teaching/ training methods are matched with students’ needs, the subject and level of programme. Have a wide repertoire of methods, of teaching, learning and behaviour management, on which to draw and know which are most effective in what circumstances** |  | **🗸** | AF/IV/R/MT |
| 3.10 Able to set challenging but realistic targets for students and themselves, and regularly review progress against them | **🗸** |  | AF/IV/R |
| **Disposition & Personal Attributes** | | | |
| **4.1 Positive work ethic: professional, enthusiastic and fully committed to students** | **🗸** |  | IV |
| 4.2 Be a positive role model for students | **🗸** |  | IV/MT |
| 4.3 Excellent communication and interpersonal skills (oral and written) | **🗸** |  | IV/MT/R |
| **4.4 Ability to work flexibly and effectively as part of a team, leading by example where necessary** | **🗸** |  | IV |
| 4.5 Suitability to work with children and/or vulnerable adults |  | **🗸** | Disclosure Check |
| **4.6 Willing to learn from others and to share best practice and lessons learnt** | **🗸** |  | AF/IV/R |
| 4.7 Possess a self directed approach to self development and the updating of skills/knowledge in the specialist subject area and general pedagogy | **🗸** |  | AF/IV/R |
| **4.8 Demonstrate a passion for the subject taught** |  | **🗸** | IV/MT |
| 4.9 A reflective practitioner who is willing to change what they do to improve student success | **🗸** |  | IV |

\* Key to how skills are assessed

AF = Application Form P = Presentation

IV = Interview MT = Micro teach session

PT = Psychometric testing AT = work-related task

Cert = Certificate checked at appointment stage R = References

**Pastoral Support at York College - the role of the Progress Tutor**

York College provides a centrally managed pastoral support framework for all students across the College. All staff appointed as Tutors will be expected to take on the role of Progress Tutor, which is pivotal to the success of the pastoral support activities at the College. In order to perform this role, time is allocated to the Progress Tutor’s timetable as part of their weekly contact time with students, and each Progress Tutor will be responsible for a specific group of students, taking them through their learning pathway at the college. A group of tutees may include students that a Progress Tutor does not teach.

Pastoral support is managed through a framework lead by Heads of Studies. Heads of Studies, supported by Assistant Heads of Studies, ensure that there is consistency of approach across the College.

The pastoral support for students is implemented by the Progress Tutor through planned individual and group tutorials:

**Individual Tutorials**

One-to-one meetings between Progress Tutor and tutees cover their individual progress, action planning and target setting, inclusive/personalised learning issues and programme monitoring and review (e.g. attendance, achievement).

The role of the Progress Tutor is fundamental to continuous improvement, retention and achievement of learning goals and programmes, to identify ‘at risk’ students and to promote their future progression.

The Progress Tutor is responsible for ensuring that students allocated to him/her receive guidance and support from entry, throughout the programmes of study to the point of leaving, and that appropriate formative and summative records of student achievement are maintained.

**Group Tutorials**

During these sessions the Progress Tutor will address a range of issues including:

* Giving out notices/information
* Reminding students about deadlines
* Reinforcing work ethic
* Carrying out a general review – How is it going? What is working well? What could be improved?
* Giving student reps the opportunity to talk to the group

Some input by specialists is available e.g. sessions on sexual health, drugs, alcohol, careers planning to support the Progress Tutor.

The whole pastoral support team works closely with other teams in College to ensure that the needs of students are met:

|  |  |
| --- | --- |
| Student Services | Provides a wide range of advice, guidance and support to all students and ‘experts’ on health and welfare topics |
| Learning Support | Carries out assessments on individual learning needs and provides appropriate support for students |

Progress Tutors will also find themselves liaising with other stakeholders such as parents/carers and employers.

The College takes the pastoral care of its students seriously and our recent Inspection confirmed the high quality of support for students. We do expect the same high standards from both progress tutors and academic tutors with the same levels of investment in planning and preparation for the tutorial sessions.

**Progress Tutors can help to make a difference to the student’s**

**experience at College**