

### 

###### TUTOR JOB DESCRIPTION

**Directorate:** Learning & Enterprise College Bexley

**Department/Section:** Curriculum

**Job title:** Tutor

**Reports to:** Programme Leader**/**Curriculum Manager

**1. Purpose of the job**

To use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship; to encourage learners to recognise and reflect on ways on which learning can empower them as individuals and make a difference to the community. As a member of a team, contribute to the planning of the effective programme in specialist area.

**2. Dimensions**

1. Annual budgetary amounts with which the job is either directly or indirectly concerned.

Indirect budget: SFA funding, 24+ Learning Loan allocation and fees for accredited courses (variable)

#### 

1. Number and grading of staff that the post holder will either directly or indirectly supervise.

As required LSA, volunteers, assessors

**3. Hardest part of the job**

To manage and support the expectations and aspirations of students in line with College policies and procedures within the requirements external authoritative bodies e.g Ofsted, SFA and Awarding Organisations

**4. Principal accountabilities**

## Implementation

**Access**

To plan and carry out guidance and initial assessment appropriate to programme of learning and communicate relevant assessment information to those with a legitimate interest in the learners achievement and identify where additional learning support is necessary to enable the learner to achieve their learning goals.

To plan and carry out comprehensive learner induction with appropriate information about the organisation, its facilities and to encourage the use of organisational and support services.

**Planning for Learning**

To plan flexible and inclusive learning programmes via the use of schemes of work and lesson plans, that meet the needs of individual learners, groups and curriculum requirements and that promote equality, engage with diversity and use a variety of resources including new and emerging technologies.

To plan for opportunities for learner feedback to inform planning and practice to include the negotiation and recording of appropriate learning goals and strategies with learners.

**Learning and Teaching**

Develop and establish a motivational and purposeful learning environment where learners feel safe, secure, confident, valued and which encourages learners to reflect on, evaluate and make decisions about their learning.

To establish and maintain procedures with learners which promote and maintain appropriate behaviours, communication and respect for others while challenging discriminatory behaviours and attitudes.

To use a range of effective teaching and learning techniques that meet curriculum requirements, the needs of all learners, and which engage and motivate learners and encourage independence.

To use different forms of language and media, including written, oral and non verbal communication and new and emerging technologies to enhance learning and effective communication.

To use listening and questioning techniques appropriately and effectively in a range of learning contexts.

To select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.

To work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development and other barriers to learning in own specialist area.

To keep accurate records which contribute to organisational procedures.

Reflect and evaluate the efficiency and effectiveness of own teaching and planned learning activities, including consideration of learners feedback and learning theory.

To evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.

Establish and maintain a learning environment which conforms to statutory requirements which promotes equality, including proper consideration of children, young people and vulnerable adults.

To provide effective learning support within the boundaries of the teaching role.

**Assessment for Learning**

Devise, select and use appropriate forms of assessment for learning, including peer and self assessment and evaluate their effectiveness in producing information useful to the teacher, learner and the organisation.

Design appropriate assessment activities for own specialist area that are fair, effective and produce valid, reliable and sufficient evidence.

Ensure that access to assessment is appropriate to learner needs; that learners understand, are involved and share in responsibility for assessment of their learning.

To provide appropriate and constructive feedback using assessment information that involves learners and promotes learning through questioning.

To conduct and record assessments which adhere to the particular requirements of individual learning programmes, and where appropriate, external bodies.

To contribute to and inform the organisations quality cycle by producing accurate and standardised assessment information, keeping appropriate records of assessment decisions and learners’ progress.

**Progression**

To provide learners with information on current, potential and future learning opportunities including providing general and current information about potential education, training and career opportunities in relation to own specialist subject.

**Other Duties**

To comply with the paperwork requirements of the College and keep accurate records which contribute to organisational procedures. e.g Course outlines, Learning Agreements, registers, Student Learning Record, class profile, scheme of work, lesson plans, assessment records, tutor evaluation, Health and Safety paperwork and all documentation as and when required by Awarding Organisations.

To use mentoring and/or coaching to support own and others’ professional development as appropriate.

Use appropriate organisational system for communicating with learners and

colleagues.

To carry out classroom/workplace observations if the post requires it

To attend meetings and training as required

Evaluate own contribution to the organisations quality cycle and use feedback to develop own practice within the organisation’s systems.

# Work with colleagues to provide guidance and support and current information about a range of relevant internal and external services

# Organisational Control and Development

To keep under review and develop the structures, procedures and working methods for which the post holder is responsible to ensure an integrated, effective and efficient approach to the delivery of services.

To ensure that working practices and processes are developed that maximise the use of new technology to ensure efficient and effective delivery of services to residents.

Personal Effectiveness

To deal promptly with all matters requiring the post holder’s personal attention.

To be fully conversant with relevant statutory provisions and the College’s processes and procedures; to develop the full range of subject and professional skills and knowledge to satisfy the requirements of the post.

To establish and develop effective working relationships and productive partnerships with all the relevant partners cross College and externally.

**Signed:**

Manager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post holder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PERSON SPECIFICATION

**Directorate:** Learning & Enterprise College Bexley

**Department/Section:** Curriculum

**Job Title:** Tutor

|  |  |  |
| --- | --- | --- |
| **SELECTION CRITERIA** | **ESSENTIAL/**  **DESIRABLE (E/D)** | **METHOD OF ASSESSMENT**  **(see key )** |
| (a) **Education and Formal Training**  To hold or have the willingness to work towards within the first year of employment a minimum of a level 4 Certificate in Initial Teaching and Education  A relevant qualification/experience in their subject area equivalent to level 3 or as required by relevant Awarding Organisation.  A minimum of level 2 in English, Maths and ICT or equivalent (this will be assessed at interview) | **E**  **E**  **E** |  |
| (b) **Relevant Technical Experience** **and Knowledge**  Knowledge of relevant theories of learning to support the development of practice in learning and teaching within own specialist area.  The ability to communicate and collaborate with colleagues and/or others within and outside the organisation to enhance the learners experience and progress.  Have the knowledge and ability to apply statutory requirements and codes of practice including Health & Safety, Safeguarding and Equality & Diversity including applying principals to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.  Ability to develop relationships with learners so that learners are encouraged to use their own life experiences as a foundation for their own development.  The ability to encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.  The ability to structure and present information clearly and effectively.  Ability to reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.  Ability to ensure that knowledge of own specialist area is current and appropriate.  Ability to implement appropriate and innovative ways to enthuse and motivate learners about own specialist area and provide opportunities for learners to understand how specialist area relates to wider, social, economic and environmental context.  Ability to share good practice with others and engage in continuous professional development through reflection, evaluation and the appropriate use of research. | E  E  E  E  E  E  E  E  E  E |  |

**High Performance Indicators**

|  |  |  |
| --- | --- | --- |
| Post Title: Tutor  Job Family: Professional 2  Grade: (As per Salary Scale range) | | |
| **High Performance Indicators** | **Level** | **Description** |
| Change and Innovation | C | I actively seek new ideas and opportunities to challenge the status quo,  I generate solutions to improve performance  I help others to adapt to and implement change  I borrow good ideas from other organisations and adjust them to my customer or service area |
| Communicating and Influencing | C | I use a range of influencing techniques, sometimes using more than one to work towards my goal  I prepare and present information anticipating questions and problems  I convey complex information to a varied audience  I emphasise risks / benefits |
| Achievement, Drive and Ownership | C | I continuously ask ‘how could I make this better?’ to ensure I adapt and make improvements  I actively seek opportunities to develop myself  I set myself stretching targets  I look ahead and identify potential problems and take actions to manage them |
| Customer Orientation | C | I actively consult with and involve customers on an ongoing basis to establish service priorities, develop the service or pre-empt customer needs  I think up and implement new ways to engage with ‘hard to reach’ groups |
| Partnership Building | C | I work to promote positive working relationships with others  I facilitate conflict resolution between others  I monitor the progress of formal and informal partnership arrangements  I develop services by recognising the needs of both external and internal partners  I build an environment which values individual differences |
| Leadership | C | I use a range of leadership and management styles to get the best out of people  I demonstrate a clear sense of purpose and personal conviction, inspiring confidence in the vision  I inspire others to stretch beyond what they thought they could do  I encourage action without relying on authority  I am willing to take difficult decisions  I ensure the team supports wider organisational objectives, and take corrective action where appropriate  I provide constructive and motivational feedback |
| Political Awareness | B | I recognise organisational and group norms and customs  I apply my understanding of how things are done to deliver services and work effectively with others  I deal with Members queries appropriately  I reinforce political protocols with others, where appropriate |
| Breakthrough Thinking | C | I analyse information to determine patterns and trends in information  I produce strategies and solutions based on evidence gathers from different sources  I ask ‘what if…?’ to develop fresh thinking and innovative approaches determine new solutions to current issues  I step back from complex situations to gain a high level understanding of issues  I communicate the big picture to others to encourage creative problem solving and a new outlook  I encourage risk taking and trying out of new ideas |
| Using Technology | C | I identify areas of work where technological tools could improve productivity, standards and / or service |
| Professional Knowledge | C | I am able to perform all areas of my own professional specialism  I keep up to date on developments |
| Understanding Regulatory Requirements | C | I keep abreast of internal requirements and external legislation changes as they relate to work / service, and assess the likely impact |

Your application will be assessed against this criteria at the shortlisting stage and where indicated at the final selection stage.

KEY:

I = Interview A = Application Form AT = Ability Test

PQ = Personality Questionnaire P = Presentation PE = Practical Exercise

CRB = CRB Clearance DL = Driving Licence