

Work Based Tutor – Electrical Engineering

ROLE OVERVIEW

Job Title: Work Based Tutor

Grade: Work Based Tutor

Contact Hours: Weekly maximum: 30 hours, annual maximum: 865-1080 hours

Faculty: Engineering, Automotive & Aerospace

Responsible to: Head of Faculty

KEY ROLE OBJECTIVES

To provide an outstanding learner experience through teaching, training, reviewing and assessing learners, enabling timely achievement. Lead aspects of learning and pro-actively engage in quality assurance

To undertake assigned duties and responsibilities effectively and efficiently, ensuring that all actions are discharged within the regulatory and legislative requirements to which the college is subject, and

- with full regard for the college's equality, diversity and health and safety requirements;
- to achieve individual and team targets assigned through the college's annual planning and staff performance review processes;
- within the approved income and expenditure budgets;
- subject to the college's approved strategies, policies and procedures.

1. MAIN RESPONSIBILITIES:

- 1.1 Provide Teaching, Training, Learning and Assessment
- 1.2 Lead / co-ordinate Learning through frameworks/ standard(s) in the subject area.

2. TEACHING, LEARNING AND ASSESSMENT

- 2.1 Participate in the interviewing, enrolment/activation and induction of learners
- 2.2 Provide teaching and learning whether in a classroom, a workshop, an employer's location or other work environment.
- 2.3 Prepare schemes of work, lesson assessment & IV plans.



- 2.4 Coordinate and prepare for EV visits, IQA and end point assessments.
- 2.5 Provide ongoing assessment and feedback to learners by setting and marking work both relevant and appropriate to the course, including in the workplace where required.
- 2.6 Provide appropriate academic and/or vocational support to individual learners, referring them, where appropriate, to other agencies.
- 2.7 Contribute to the wider enrichment of learners and support students' pastoral needs.
- 2.8 Contribute to the maintenance of an effective, efficient and professional learning environment
- 2.9 Ensure resource material and teaching reflect best practice, contributing to the quality of provision as measured by retention, attendance, success rates, grades and value added.
- 2.10 Participate in appropriate quality assurance procedures.
- 2.11 Prepare learners for a range of accreditation and assessments.
- 2.12 Maintain accurate and detailed student records including the writing of reports and references.
- 2.13 Set and monitor Personal Targets and eLPs according to Faculty and College Policy.
- 2.14 To track the progression of learners, including workplace reviews, to ensure timely achievement.
- 2.15 Provide specialist advice to learners and organisations regarding vocational and work based qualifications, delivery and progression options.
- 2.16 Participate in open evenings, recruitment, trade events, conferences and other marketing events.

3. LEADERSHIP OF FRAMEWORKS / STANDARDS

- 3.1 Provide inspirational leadership of frameworks/ standard(s) within a subject/programme area.
- 3.2 To have full responsibility and be the key contact for bespoke delivery and leadership of frameworks / standard(s) within a subject / programme area.
- 3.3 Contribute to the formation and monitoring of frameworks / standard(s) and to write elements of the curriculum rationale.
- 3.4 Link with, inform and support other Lecturers within the framework / standard(s) areas.
- 3.5 Contribute proactively to the quality assurance and the quality improvement of the framework / standard(s), area and faculty self-assessment.
- 3.6 Contribute to the development of the framework / standard(s) subject/programme area, faculty and the College's strategic direction
- 3.7 Working with employers and the Business Solutions Team around the development and delivery of bespoke courses.
- 3.8 Attend monitoring meetings with delivery Partners as necessary.

4. ADDITIONAL DUTIES

- 4.1 Promote a teaching, learning and working environment that is free from discrimination and where all students and staff are encouraged to express their individuality.
- 4.2 Be responsible for safeguarding and promoting the welfare of learners.
- 4.3 Undertake such additional duties as may be reasonably required commensurate with the level of responsibility within the College at any of the College's sites or place of work.
- 4.4 Promote and conduct your professional duties and responsibilities within the parameters of the College's agreed values and aims.

MANDATORY DUTIES

- 1. Responsibility for safeguarding and promoting the welfare of children and vulnerable adults in college.
- 2. Commitment to equal opportunities.
- 3. Commitment to British Values and the Prevent Agenda.

Reviewed: April 2025

Person Specification

Work Based Tutor – Electrical Engineering

Assessment Criteria

- Evaluated on application form (A) and/or interview (I)

Experience

Essential Criteria:

- Recent teaching and or training experience within the relevant industry (A/I)
- Experience of delivering bespoke courses to a range of partners. (A/I)
- Experience of developing training solutions (A)
- Experience of achieving targets (A)

Skills and Abilities

Essential Criteria:

- Excellent verbal and written communication skills (A/I)
- Excellent time management skills (A/I)
- Ability to prioritise work and meet deadlines (A/I)
- Ability to motivate and inspire learners (A/I)
- Ability to engage with employers and to develop bespoke training / learning solutions (A/I)
- Driving licence held for 2 years with no more than 6 points (A)
- Ability to record and report on progress towards complex data sets (A)
- IT Literate – use of databases, competent user of Microsoft office (Word, Excel, Access and Power point) (A)

Desirable Criteria

- Ability to lead a team effectively (A/I)

Personal Qualities

Essential Criteria:

- Willing to share good practice (I)
- Ability to work effectively in a team and on own initiative with limited supervision (I)
- Willingness to undertake further training if necessary (A/I)

Qualifications

Essential Criteria

- A specialist degree or vocational qualification at Level 3 or above or equivalent industry qualifications & experience (A)
- Commitment to achieve Cert Ed within 3 academic years of joining the College. (A)
- Willingness to work towards and achieve TAQA (A1 and V1 or equivalent) (A)
- GCSE English & Maths at Grade C or 4 and above or equivalent (A)

Desirable Criteria

- Teaching qualification (DTLLS/ Cert Ed / PGCE) (A)
- TAQA (A1 or V1 or equivalent) (A)

Mandatory Requirement

Essential Criteria

- Commitment to safeguarding and promoting the welfare of children and vulnerable adults in College (I)
- Commitment to equal opportunities (I)
- Commitment to British Values and the Prevent Agenda (I)

Reviewed: April 2025

OUR VALUES ARE WHAT MAKE US, US!

VISION: To be an exceptional College

MISSION: To shape futures by delivering world-class education and training for our city and region

AMBITION

- We are challenged and encouraged to push boundaries to enable us to realise our ambitions
- We are brave and take decisions that transform lives and foster achievement for all
- We are agile, future-focused and embrace digital technology and learning
- We believe in impact; we are passionate about our community and environment and continue to make big changes in order to play our part in creating a sustainable city and College

COLLABORATION

- We collaborate with others to ensure we grow, thrive and initiate brilliance
- We are bold and innovative; we listen to and learn from others in pursuit of the exceptional
- We care about place; we collaborate with others to ensure success for our community that has national impact
- We believe that we are stronger together and actively seek out partnerships that make a difference and help us enrich our College

ENERGY

- Our expertise, passion and actions energise and enthuse those around us
- We care and support our people and our community. We believe that we excel when we are empowered, engaged and enjoy our time at College
- We are curious; we focus on solutions, not problems
- We are proud of our achievements and actively seek out opportunities to celebrate these and set ourselves our next challenge.