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### Role Description

##### Business Area

Training @ Hopwood

##### Job Title

Work Based Tutor – Business Administration

##### Salary Scale

(BS Scale 5/6)

##### Location

Hopwood Hall College

##### Accountable to

Operations Manager

##### Hours of Duty

36 hours per week

##### Special working conditions

The post holder may be required to work at any location of the College now or in the future in the evening and at weekends.

### Purpose

To support the assessment & delivery of the College’s work-based learning programmes & short courses for employed learners. Leading on the assessment & delivery for learners either in College or in the workplace using a variety of assessment methods including e-learning (Onefile)

Maintain all quality assurance to meet the colleges & awarding bodies quality assurance procedures

Must have own transport

### Duties

### Assessment & monitoring of learners according to College and national standards, policies and procedures.

### Reviewing & tracking of all learners on programme, identifying all assessment methods required to meet specifications. Set timely achievement targets for all learners & report on achievement of qualifications

### Identify at risk learners in line with the colleges retention strategy, document & report

### To ensure that initial assessments & diagnostic processes are completed according to the requirements of the learning programme & college procedures

### To keep appropriate records & documentation as required by the College, Awarding body & Funding Agency, including records of attendance, ILP, planning, reviews & feedback assessment records etc.

### To support the assessment Functional Skills where required as part of the learning programme and be responsible for tracking all qualifications within the learners apprenticeship framework

### To undertake internal verification processes if qualified or working toward as required by the vocational learning programme.

### To ensure that all programmes are delivered to a high standard using quality control processes that are completed & maintained, including those relating to internal verification, external verification, self-assessment etc.

### To work with the team to ensure that key targets are met, particularly those relating to enrolments, funding contracts, contribution, achievement and success meet planned end dates timely etc. Ensure Caseload levels are maintained and monitored

### To assist with the promotion & marketing of all learning programmes, working with other team members to share information & new leads for potential learners.

### Ensuring effective liaison with employers to ensure they are fully informed, all training opportunities identified, & learners are appropriately supported

### To work with other team members & employers to ensure that appropriate health & safety procedures are in place. Complete & review all health & safety documentation & liaise with the Placement Co-ordinator

### Ensure continuous development & improvement of professional knowledge including maintaining industry development, attend updates with vocational awarding bodies, learning technologies & e-portfolio’s

### Any other duties, of a similar level of responsibility, as may be required.

### All staff are responsible for:

**Children & Vulnerable Adults:** safeguarding and promoting the welfare of children and vulnerable adults

**Equipment & Materials:** the furniture, equipment and consumable goods used in relation to their work

**Health / Safety / Welfare:** the health and safety and welfare of all employees, students and visitors under their control in accordance with Hopwood Hall College’s safety policy statements

**Equal Opportunities:** performing their duties in accordance with Hopwood Hall College’s Single Equality Scheme

### Revisions and updates

This role description will be reviewed and amended on an on-going basis in line with organisational needs, with consultation with trade unions where required.

### Person Profile

“The College supports the Skills for Life agenda and recognises the importance of all adults having functional literacy and numeracy whatever their role.  All staff are therefore given the support to gain a level 2 qualification in literacy and / or numeracy if they do not already have one and all teaching staff are expected to promote the basic skills of their learners within their subjects.”

#### Qualifications

##### Essential Criteria

Appropriate minimum L3 Qualification for the vocational qualification assessing

Assessor qualification (D32/33/A1)

Maths/English Level 2

##### Desirable Criteria

Internal Verification Qualification (D34/V1)

**How Identified**: Application

#### Experience

##### Essential Criteria

Extensive relevant industrial experience

Negotiating & working with employers & learners

##### Desirable Criteria

Experience of using learning technologies, e-portfolio

Delivery of Functional Skills and Off Line Exams

**How Identified**: Application/Interview

#### Specialist Knowledge

##### Essential Criteria

Knowledge & understanding of the specific industry & current industrial practices

Knowledge of Apprenticeships and delivery to WBL

Knowledge of education & training within the industry

Health & Safety /Equality & Diversity /Safeguarding

**How Identified**: Application/Interview

##### Desirable Criteria

Knowledge of up to date funding

#### IT Skills

##### Essential Criteria

Intermediate user of Microsoft applications

Ability to use technology to generate information & improve efficiency

#### Competencies

Read this criteria in conjunction with the College Competency Framework – available on the intranet/internet.

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| **1. Leading and Deciding** | |
| 1.1 Deciding and initiating action | **Essential** |
| 1.2 Leading and supervising | **Less relevant** |

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| **2. Supporting and Co-operating** | |
| 2.1 Working with people | **Essential** |
| 2.2 Adhering to principles and values | **Essential** |

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| **3. Interacting and Presenting** | |
| 3.1 Relating and networking | **Essential** |
| 3.2 Persuading and influencing | **Essential** |
| 3.3 Presenting and communicating | **Desirable** |

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| **4. Analysing and Interpreting** | |
| 4.1 Writing and reporting | **Essential** |
| 4.2 Applying expertise and technology | **Essential** |
| 4.3 Analysing | **Desirable** |

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| **5. Creating and Conceptualising** | |
| 5.1 Learning and researching | **Essential** |
| 5.2 Creating and innovating | **Essential** |
| 5.3 Formulating strategies and concepts | **Desirable** |

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| **6. Organising and Executing** | |
| 6.1 Planning and organising | **Desirable** |
| 6.2 Developing results and meeting customer expectations | **Essential** |
| 6.3 Following instructions and procedures | **Essential** |

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| **7. Adapting and Coping** | |
| 7.1 Adapting and responding to change | **Essential** |
| 7.2 Coping with pressures and setbacks | **Essential** |

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| **8. Enterprising and Performing** | |
| 8.1 Achieving personal work goals and objectives | **Essential** |
| 8.2 Entrepreneurial and commercial thinking | **Less Relevant** |

##### Hopwood Hall College is committed to guarantee an interview to people with disabilities who meet the minimum essential criteria for a vacancy and to consider them on their abilities.