

Department: Investment & Employment
Section: Sefton Adult Community Learning
Location: Adult Community Learning
Post: Post 19 Tutor
Grade: I (scp. 37-41)
Job Evaluation Ref No:

Responsible for: N/A
Responsible to: Curriculum Manager

Adult Classroom Teacher

Purpose of the Job

To teach learners within the centre and external venues on a range of non - accredited and accredited courses and to carry out such other associated duties as are reasonably assigned by the curriculum manager.

Relationships

The postholder is responsible to the curriculum manager in all matters, and to the Principle / Learning Manager in pastoral matters.

The postholder also interacts on a professional level with colleagues and seek to establish and maintain productive relationships with them and to promote mutual understanding of the Adult Curriculum with the aim of improving the quality of teaching and learning within the service.

Particular Responsibilities

The particular responsibilities attached to the post are as follows:

- (a) to teach, according to their educational levels, learners assigned to him/her in the allocated classes;

- (b) to maintain discipline in accordance with the rules and disciplinary systems of the service;
- (c) to contribute to curriculum meetings, discussions and management systems necessary to co-ordinate the work of the service and integrate this into the work of the service as a whole;
- (d) to promote equal opportunities within the service and to seek to ensure the implementation of the services/council equal opportunities policy.
- (e) Since confidential information is involved with the duties of this post, the postholder will be required to exercise discretion at all times and to observe relevant codes of practice and legislation in relation to data protection and personal information

Key Tasks

The key tasks attached to the post include:

- (f) to monitor the progress of learners in the allocated class;
- (g) to assess learners achievements and progress in accordance with arrangements agreed within the service;
- (h) to mark class attendance registers and follow up and record any non – attendance;
- (i) To conduct appropriate subject specific health and safety risk assessments;

Teaching

- Deliver the curriculum as relevant to the ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of learners you teach
- Conduct initial and diagnostic assessments where appropriate and record individual learner profiles to clearly identify learner starting point and potential risks
- To conduct an appropriate induction at the start of each period of learning
- Be aware of learner capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how learners learn
- Have a clear understanding of the needs of all learners, including those with special educational needs; gifted and talented; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)

- Set, mark and return learners work including homework providing developmental verbal & written feedback to learners
- Develop, and maintain Individual Learning Plans
- *Participate in arrangements for examinations and assessments including internal verification or moderation activities external verification activities and liaison with differing awarding bodies when required*
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Generics

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for learners of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure learners progress
- Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with learners with regard to learner achievements and well-being using service/council systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the service

Administration

- Register the attendance of and supervise learners, before, during or after I sessions as appropriate
- Plan, prepare sessions, mark homework and provide feedback to learners
- Participate in and carry out any administrative and organisational tasks required

Professional development

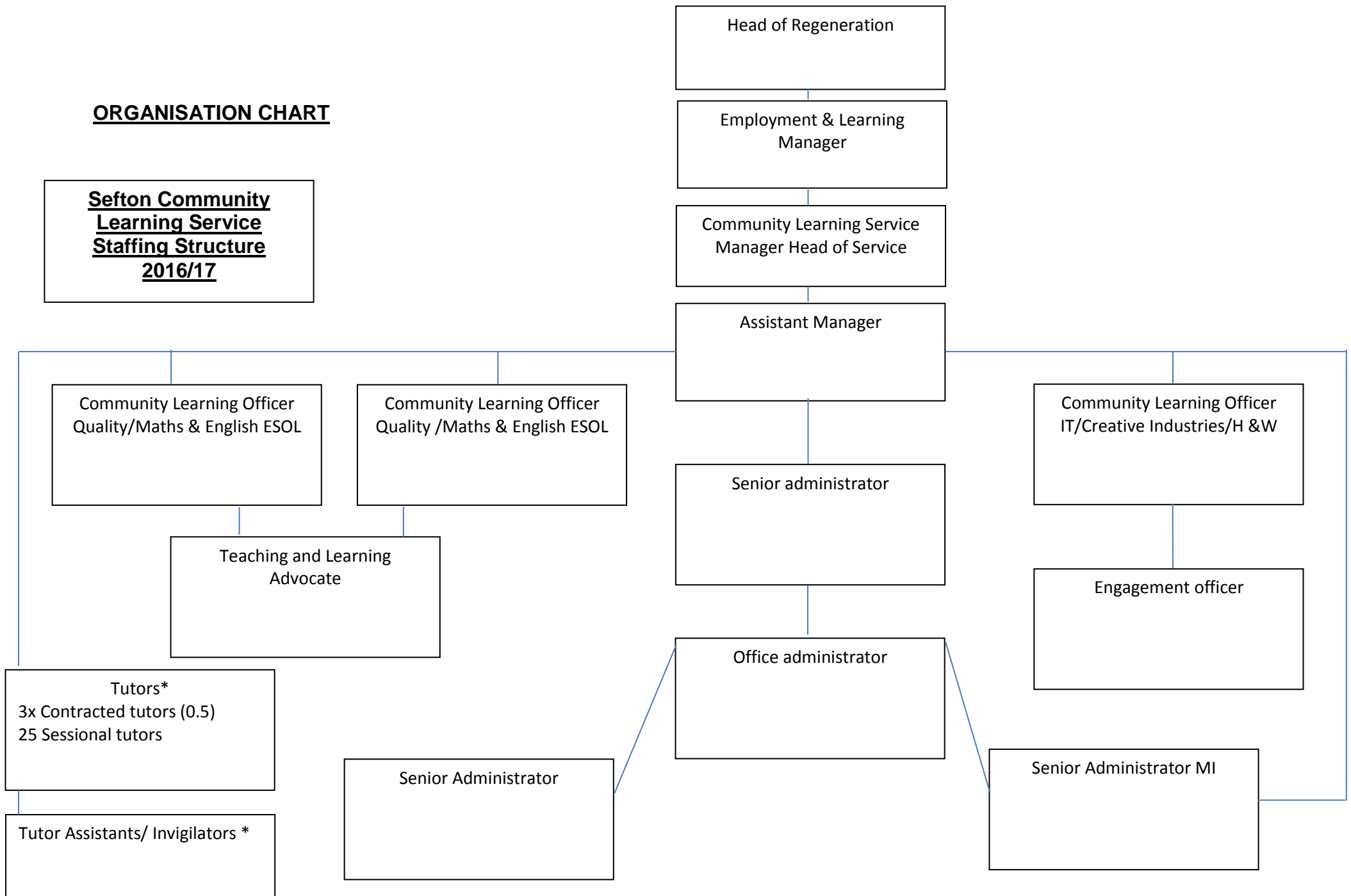
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on learners progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the service or as developed as an outcome of your PDR

Other

- To have professional regard for the ethos, policies and practices of the service in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the curriculum manager

ORGANISATION CHART

Sefton Community Learning Service Staffing Structure 2016/17



SPECIAL CONDITIONS (if applicable)

The post is customer facing therefore you must have the ability to fulfil all spoken aspects of the role with confidence through the medium of English.

The post you are applying for is exempt from the Rehabilitation of Offenders Act 1974 and therefore you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.

For further information, please refer to [DBS filtering guidance at www.gov.uk/dbs](http://www.gov.uk/dbs).

GENERAL:

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff have a duty to take care of their own health & safety and that of others who may be affected by your actions at work. Staff must co-operate with employers and co-workers to help everyone meet their legal requirements.

The Authority has an approved equality policy in employment and copies are freely available to all employees. The post holder will be expected to comply, observe and promote the equality policies of the Council.

Since confidential information is involved with the duties of this post, the postholder will be required to exercise discretion at all times and to observe relevant codes of practice and legislation in relation to data protection and personal information.

Undertake, and participate in training, coaching and development activities, as appropriate.

The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Prepared by: Andrew Clayton

Designation: Head of Sefton Community Learning Service

Date: August 2017

Post 19 Tutor – Person Specification

Personal Attributes Required	Essential (E) Or Desirable (D)	Method of Assessment
<p>Experience Experience of teaching adult learners A proven track record in the delivery of qualification driven courses ETF Level 2 safeguarding or equivalent ETF Level 2 PREVENT or equivalent</p>	<p>(E) (D) (E) (E)</p>	<p>AF/I/R AF/I/R AF/I AF/I</p>
<p>Qualifications Relevant teaching qualifications. Relevant subject qualification Learner support qualification</p>	<p>(E) (E) (D)</p>	<p>AF/C AF/C AF/C</p>
<p>Ability/Skills and Attributes Ability to assess learners' needs. Design and deliver learning programmes. Ability to communicate effectively with a wide range of adults in spoken and written forms. An understanding of the needs of adult learners A commitment to enabling all learners to achieve their full potential. Experience of developing resources. Understanding of national core curriculum for adults. Willingness to participate in updating and staff development days effective use of ICT to support use of learning</p>	<p>(E) (E) (E) (E) (E) (E) (E)</p>	<p>AF/I AF/I AF/I AF/I AF/I AF/I</p>
<p><u>SPECIAL REQUIREMENTS</u> This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.</p>		

AF = Application Form
C = Certificate
I = Interview
R = Reference

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