

## London Borough of Bexley

### Job Description LEC000079

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Management Grouping: Education to Employment

Department/Section: Learning & Enterprise College Bexley

Job title: Tutor for Supported Learning

Reports to: Programme manager: Supported Learning

#### Purpose of the job

- Supporting the improvement, growth and sustainability of the Learning & Enterprise College Bexley, ensuring a vibrant and ambitious offer, outstanding teaching, learning and assessment, and personalised employment support to improve outcomes for all clients and students enabling them to achieve their potential.
- The postholder will assist in developing an increasingly focused curriculum and employment offer that will enable a broader range of residents and businesses to benefit.
- The post holder will support the aims and objectives of the Council's corporate plan and target the GLA's priority groups for the devolved Adult Education Budget, ensuring effective delivery which aims to exceed the contractual outcomes and minimum performance standards set by external funders.
- The post holder will support the C&QM to develop, manage and deliver a high quality curriculum focused programme which meets the needs of learners and employers. The programme will consist of qualifications, short courses, non-regulated provision and other learning activities to meet the needs of residents and the local economy.

#### Main Accountabilities

- To work with the Curriculum and Quality Manager for Supported Learning to develop an exciting, new programme for students with SEND to gain skills for greater independence and employment.
- To work with the marketing team to promote the programme to potential students and the wider community.
- Write course outlines, contribute to training of IAG staff, interview potential students and conduct initial and diagnostic assessments.
- Undertake course planning in consultation with the Senior Manager responsible for TLA and the relevant C&QM, including submission of scheme(s) of work and lesson plans and sharing these with other team members.
- Establish a purposeful learning environment in which diversity is valued and students feel safe and confident.

- To develop relevant short term targets to support students to meet their EHCP outcomes.
- Set challenging teaching and learning objectives that are relevant to the course and needs of students.
- Manage the learning process effectively, guiding and supporting students differentiating teaching to meet the needs and interests of students and ensure that students are appropriately challenged and supported.
- Agree individual learning plans with students including SMART course and personal targets, monitor and review them regularly and provide meaningful medals and mission type feedback to students.
- To stock check, order and develop resources to support both classroom-based and flipped, independent, out-of- classroom learning making use of digital technology and the College VLE.
- Plan additional support for students liaising with the Student Support Adviser, as necessary.
- Plan opportunities for students, with other staff where relevant, to learn in out of classroom contexts such as placements, volunteering, visits to the library, museums and employment-based settings etc.
- Systematically assess students' work giving timely and developmental feedback on progress to support students as they learn.
- Involve students in reflecting on, evaluating and improving their own performance.
- Keep accurate records of punctuality, attendance, assessment and learner progress making reports as required.
- Keep up to date with internal and external assessments and examinations, including the keeping of appropriate records and completion of returns.
- Assist with internal and external assessments, exams and standardisation.
- Comply with LECB Quality Improvement Framework and the Transformational and Inspirational TLA Framework and work with the relevant Curriculum and Quality Manager on a personal improvement plan to maintain or improve performance to outstanding.
- Work collaboratively with the Careers Service Team to ensure learners receive effective information and advice on progression to further study, including supported internships, supported employment and into volunteering.
- Regularly review and evaluate course and own performance with the TLA manager
- Contribute to course team meetings sharing best practice.
- Undertake Health & Safety, Equality & Diversity, Safeguarding, Prevent and Data Protection/GDPR training, maintaining awareness of key risk issues within the curriculum area and escalate any concerns to the relevant member of staff.
- Comply with the Professional Standards for Teachers and Trainers in Education and Training

#### Wider curriculum and quality duties:

- Assist the relevant C&QM with the following activities:
  - i. Undertake learning walks and tutor mentoring and coaching.
  - ii. Provide support with curriculum planning
  - iii. Carry out quality checks of quality course folders and support tutors with planning, smart target setting and monitoring etc.
  - iv. Contribute to course reviews, self-assessment and quality improvement plans
  - v. Staffing the learning centre at agreed times and providing extra support to learners

vi. Providing cover in case of tutor absence

- Undertake other reasonable duties commensurate with level of post as directed by the Manager for TLA Curriculum and Quality

#### Organisational Control and Development

- Keep under review 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.
- Ensure that working practices and processes are developed to ensure efficient and effective delivery of services to residents utilise the use of new technology appropriately.
- Application of GDPR and Freedom of Information legislation in their dealings with employers, clients and file maintenance.

#### Personal Effectiveness

- Deal promptly with all matters requiring the post holder's personal attention.
- Be fully conversant with relevant statutory provisions and the Council's constitution, processes and procedures; to develop the full range of professional skills and knowledge to satisfy the requirements of the post.
- Establish and develop effective working relationships and productive partnerships with all the relevant partners.
- All staff working in the College have a responsibility for promoting and supporting the Council's policies and procedures for safeguarding. You should ensure that you carry out your duties and work at all times in a way that ensures the safeguarding and welfare of all clients and students.

## Person Specification

Department/Section: Learning & Enterprise College Bexley

Job title: Supported Learning Tutor (Establishment)

Selection Criteria	Essential/Desirable E/D	Selection Method (See Key)
<p><b><u>Education &amp; Formal Training</u></b></p> <p>A full recognised teaching qualification, or working towards it</p> <p>Relevant qualifications in SEND.</p>	<p>E</p> <p>E</p>	<p>A</p> <p>A</p>
<p><b><u>Relevant Technical Experience &amp; Knowledge</u></b></p> <p>Demonstrable experience of:</p> <p>Experience of ongoing professional updating and development in relevant fields.</p> <p>An interest in and an understanding of the learning needs of students at this level.</p> <p>Ability to think creatively.</p> <p>An understanding of the reasons for an Equal Opportunities Policy and how it affects the immediate working environment and relationships with clients.</p> <p>An awareness of safeguarding and how it relates to the work of this post in an Adult Learning Institution.</p> <p>Experience of teaching students with Learning disabilities of varying ability and level.</p> <p>Good understanding of EHCP's and how to support students to meet their educational outcomes.</p> <p>Experience of preparing students for formal assessment and exams.</p> <p>ICT literacy, including experience of using ICT in the classroom.</p> <p>Excellent classroom skills with the ability to employ a range of teaching strategies and to support students in the promotion of active learning.</p> <p>Experience of successfully supporting students' progress through tutoring.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I/AS</p> <p>A/I/AS</p> <p>I/AS</p> <p>I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I/AS</p> <p>A/I/AS</p> <p>A/I</p>

<b><u>Relevant Skills &amp; Abilities</u></b>		
An ability to design, develop and deliver high quality teaching materials.	E	A/I
The ability to teach enthusiastically and professionally, with effective classroom management.	E	A/I
The ability to effectively plan and develop differentiation within lessons.	E	A/I
Good interpersonal skills and written and oral communication skills.	E	A/I
Good organisational skills and high attention to detail.	E	I/AS
The ability to plan and monitor one's own workload to ensure that deadlines are met.	E	I.AS
The ability to work effectively as a team member.	E	I/AS
A flexible approach to work in order to achieve deadlines.	E	I/AS
The ability to maintain records and produce relevant documentation on as required.	E	I/AS
Excellent administrative and IT skills.	E	I/AS
An ability to design, develop and deliver high quality teaching materials.	E	I/AS
<b><u>English Language Requirements for Public Sector Workers:</u></b>	E	I/AS
<ul style="list-style-type: none"> <li>• Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.</li> <li>• Ability to choose the right kind of vocabulary for the situation on in hand without a great deal of hesitation.</li> <li>• Ability to listen to customers and understand their needs.</li> <li>• Ability to tailor your approach to each conversation appropriate to the customer, responding clearly even in complex situations.</li> </ul>		

Applicants will be assessed against these criteria and the following high performance indicators throughout the recruitment process.

## High Performance Indicators

Values	Behaviours for staff	Behaviours for managers
<b>Innovation</b>	<p>I respond flexibly and adapt to changing demands</p> <p>I am prepared to take managed risks to achieve better outcomes</p> <p>I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo</p>	<p>I routinely look for innovative and cost-effective ways to improve performance and customer service</p> <p>I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future</p> <p>I take calculated risks based on available evidence and my professional judgement to learn and try new things</p>
<b>Leadership</b>	<p>I demonstrate a clear sense of purpose and direction, in line with organisational objectives</p> <p>I am willing to take difficult decisions</p> <p>My personal actions promote a positive image of Bexley</p>	<p>I take responsibility for my service and for making things happen to make a difference to my service users</p> <p>I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work</p> <p>I inspire, lead and encourage staff to move forward</p>
<b>Collaboration</b>	<p>I show respect for others and value contributions from internal and external partners and customers</p> <p>I recognise the right solution, regardless of who initiated it</p> <p>I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver</p>	<p>I encourage the feeling that the team is a collective unit with shared goals</p> <p>I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council</p> <p>I network internally and externally</p>
<b>Listening and Responding</b>	<p>I acknowledge other people's viewpoints and work with them to find a win-win solution</p> <p>I prepare and present information anticipating questions and problems</p>	<p>I seek regular service user feedback and review customer data to shape service improvements</p> <p>I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them</p>

	I adapt my style to the audience and their needs, using the most appropriate communication channels	I empower staff to make decisions and changes to improve value for money, customer service and productivity
<b>Open and Accessible</b>	<p>I see issues from the customer / user perspective</p> <p>I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs</p> <p>I seek to build and maintain positive relationships with customers and partners</p>	<p>I am accessible to my service users, customers, staff and Members</p> <p>I communicate and share a clear vision for the bigger picture as well as specific service areas</p> <p>I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations</p>
<b>Impact</b>	<p>I prioritise my activities and resources to focus on those which have the most impact for residents</p> <p>I take responsibility for making things happen and achieving my objectives</p> <p>I make decisions and clear recommendations based on my professional opinion, experience, and informed by a range of information and evidence</p>	<p>I design services that provide value for money and deliver our outcomes, informed by evidence</p> <p>I produce, prioritise and adapt plans to meet changing requirements</p> <p>I set interim goals to achieve notable wins on the way to larger objectives</p> <p>I deal with poor performance</p>