



Role Profile

Job Title: Casual Tutor, ACL	Grade/ Level: N	Post Number: P/A
Directorate: Routes to Employment	Job Family:	Date Prepared: June 2018

Role reports to (Job Title): Quality Manager

Job Purpose:

Tutors plan and deliver courses in the community in line with national best practice, with the aim of ensuring that learners learn and progress whatever their starting point.

Tutors must keep up to date with developments in their subject area and new resources. The role involves liaising and networking with other professionals and community stakeholders.

Key Accountabilities:

1. Work with the team to plan and promote the course/s, meet with possible partners who have a shared client target group, organise delivery and post-delivery communications.
2. Deliver high quality teaching and learning by providing students with a planned learning experience, managing the learning process, guiding and supporting learners, including those with learning disabilities and difficulties
3. Provide pastoral care where relevant to learners in the group
4. Produce schemes of work and lesson plans in accordance with current best practice and appropriate to the programme / curriculum area.
5. Provide assignment and assessment material appropriate to each specific programme and learner. Evaluate and assess the work of students in relation to the programme criteria.
6. Set and assess work and provide opportunities for student feedback.
7. Ensure accurate completion and submission of all relevant learner and course paperwork.
8. Engage with the management team to ensure high quality teaching and learning occurs.
9. Work towards and exceed if possible, success measures for your groups, becoming familiar with benchmarks and other measures of success.

10. Attend programme area/ management meetings and to contribute to the continual quality improvement mechanisms.
11. Keep accurate and effective systems of administration which support the learner needs and contract requirements.
12. All tutors must maintain their professional development:
 - a. Start lessons on time
 - b. Update their knowledge of their subject both practical and theory.
 - c. Reflect critically on their teaching practice, materials and strategies used and how their own performance can be improved.
 - d. Discuss lesson observations grades and agree how their performance can be improved and where appropriate agree what actions can be taken for further improvement.
13. All tutors must demonstrate good course management
 - a. Maintain details of attendance, punctuality and absence and ensure these are accurately recorded in up to date registers.
 - b. Identify and report any patterns of regular non-attendance.
 - c. Ensure student information is correctly established including learning aims, achievement and changes to learner information including withdrawal, transfer and programme completion.
 - d. Interview and assess students for their suitability for courses; giving impartial and professional advice, which will meet their educational and vocational needs as a learner.
 - e. Be responsible for developing and maintaining the definitive course files linked to programmes and courses they are leading.

Supplementary Accountabilities:

1. Production of presentations, documents, project plans and spreadsheets
2. Undertake any other duties that can be accommodated within the grading of this post
3. Health and Safety: the post holder will agree, as part of the contract of employment, to comply with their duties under the Health and Safety at Work Act 1974, and any Health and Safety Regulations issued under the Act, and to cooperate with the Council to enable it to carry out its health and safety duties under the Act. Failure to comply with health and safety duties, regulations, work rules and procedures regarding health and safety, may lead to disciplinary action.
4. Equal Opportunities: The Council is committed to a policy of equal opportunities and all staff are encouraged to play their part in implementing the following Council policy when delivering learning.
5. Swindon Borough Council is committed to creating an environment whereby no one is discriminated against on the basis of their: race including colour, nationality, ethnic or national origin; sex; being married or in a civil partnership; disability; age; sexual orientation; religion, belief or lack of religion/belief; being or becoming a transsexual person; being pregnant or having a child.

6. Adult Community Learning is committed to creating a welcoming learning environment by offering a choice of learning opportunities to suit the needs of all members of the community. We will actively promote equal opportunities and good relations between different groups of people.

Our equality duties are to:

- a. eliminate discrimination
- b. Promote equal opportunities
- c. Promote good relations
- d. Prevent harassment
- e. Encourage participation in public life.

7. Safeguarding: Safeguarding is included in all learner inductions and each learner should receive a Learner handbook and a safeguarding card. Swindon Borough Council is committed to prioritising and promoting safeguarding and protecting all children, young people and vulnerable adults from harm. 'Safeguarding' encompasses learner health and safety, bullying, meeting the medical needs of those with medical conditions, providing first aid, security, and support / safeguarding from drugs and substance abuse, and Prevent. This approach is applicable to all learners, staff, volunteers and visitors to Swindon Borough Council provision.

Job Scope: No line management responsibility

Job Scope: *Direct responsibility for financial resources and / or physical assets*

Budget: None

Assets: Learning Resources e.g. iPads for use in the classrooms

Knowledge and Experience:

- Adult Education and Training qualification to at least Level 3
- Adult Teaching experience
- Level 2 in English and Maths and experience of embedding English and Maths into course delivery
- Significant and recent work with learners in a relevant context
- Knowledge and experience of RARPA and up to date assessment procedures including the use of digital tools
- Experience of engaging with and motivating vulnerable adults
- Experience in the specified subject curriculum area
- Experience of using the internet and Microsoft Packages, including Word, Excel, PowerPoint, MS Project and Outlook. Be able to integrate IT into course delivery.
- Ability to communicate with others; face to face and virtually
- Good interpersonal skills
- Ability to work as part of a team, sharing resources and referring learners

Decision Making:

- Keeping adult learners safe
- Acting promptly upon any safeguarding concerns
- Being responsive and adaptable in meeting the needs of our adult learners to achieve our

ambitious Key Performance Indicators

- Working with others to achieve minimum learner numbers for classes to run.

Contacts and Relationships:

- Working with relevant stakeholders and partners that refer learners to our courses
- Contacting all learners prior to the Course Start date
- Running Meet and Greet sessions with learners prior to course start to conduct initial assessments and understand any learning needs or safeguarding issues.
- Contacting learners if they stop attending to understand why they are not attending.
- Maintain relationships with venue managers or other to ensure accessibility and safety of our learners
- Work closely with the ACL management team to develop our service to meet learner needs.
- Attend Monthly Tutor Meetings and planned CPD events.

Creativity and Innovation:

- Share best practice teaching, learning and assessment with the management team and other tutors
- Contribute to service development
- Work with other tutors to ensure learners are able to progress
- Develop innovative virtual classrooms that engage and enhance learning for our vulnerable learners.
- Be responsive and innovative in meeting individual learner needs as they emerge during courses.

Emotional Demands of the job:

- Our target learners often have complex social and emotional barriers to progressing. Many will have learning disabilities and disabilities.
- Our learners typically have low skills and 50% plus are level 1 or below
- For many of our learners English is not their first language

Job Specific Competencies:

- The Ofsted FE and Skills Handbook
- SBC ACL Observation of Teaching Learning and assessment Policy – tutors are supported to continuously improve their teaching, learning and assessment practice.

Employee Signature:

Print Name:

Date

Line Manager's Signature

Print Name:

Date:

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