

Job Description

For Non-Streamlined Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Adult Education Tutor (English, Maths or ESOL)	JEID	J0061
Salary Grade:	Scale I (scp 17 to 20) £26317 to £28785		
Team:	Adult & Community Learning		
Division / Service:	Communities		
Primary Location:	Nuneaton, Rugby or Leamington		
Political Restriction	This position is not politically restricted.		
Responsible to:	Programme Manager		

Role Purpose

To promote and develop learning opportunities with a range of partners, and to develop, design and deliver English and / or Maths and/or English for Speakers of Other Languages (ESOL) to adult learners.

Role Responsibilities

- To teach groups of adults using a variety of relevant methods and approaches to enable and support learning
- To design and deliver learning programmes and enable learners to achieve personal learning goals and national qualifications
- To work as part of a team, supporting and assisting the work of other team members
- To liaise with outreach and Development Workers to design appropriate programmes to meet identified need
- To provide written course and programme details and provide initial and ongoing advice to prospective learners
- To undertake promotional and development work in relation to a delivery centre, or programme of work, as appropriate
- To undertake the necessary preparation, marking and reviewing activities relating to the learning programmes
- To undertake initial, diagnostic and ongoing assessment and review and record learner progress
- To monitor, evaluate and review programmes with learners
- To maintain appropriate course file information and learner records
- To contribute to successful quality assurance by maintaining and forwarding timely accurate records within agreed timescales according to county processes
- To carry out risk assessments associated with the delivery of learning programmes
- To liaise with relevant staff around the delivery of programmes
- To gather information and contribute to ACL Quality Assurance and evaluation processes
- To ensure that learners have access to information, advice and guidance
- To attend local, area and county meetings as and when required and work in partnership with local agencies
- To attend and participate in subject based curriculum groups
- To keep up to date with developments in the curriculum area and undertake personal and professional development and training
- To promote equality of opportunity, inclusion and differentiation in all aspects of the work
- To actively promote Safeguarding, following all policies and procedures to ensure the safety of all learners and other staff and volunteers
- To undertake such other duties of a comparable nature that may be required of the post-holder

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria	Assessed By:
• Full QTLS / QTS status, or hold a relevant teaching qualification and have a commitment to achieve professional formation within 12 months.	AD
• Subject specific qualification in English, Maths or ESOL (as appropriate).	AD
• Maths and English qualifications to a minimum of level 2	AD
• Willingness to undergo further relevant training	AI
• Experience of delivering learning programmes to adults	AI
• Experience of delivering English / Maths / ESOL	AI
• Good practical knowledge and understanding of delivering quality Functional Skills provision within the context of the Adult Literacy / Numeracy / ESOL core curricula	AIP
• Ability to develop learning programmes, including programmes for those who have learning difficulties or disabilities, in response to identified need with knowledge of appropriate support strategies.	AIP
• Knowledge and understanding of how to overcome the barriers preventing people from learning and the range of approaches that can be applied to support them	AI
• Good working knowledge of ICT with experience of using e-learning as a vehicle for learning	AI
• The ability to enthuse and communicate well with adults	AI
• Well developed networking and team work skills	AI
• Ability to work independently to achieve relevant targets and produce and present effective and concise written reports	A
• Ability to travel for the purposes of the job and work flexible hours	AI
• Commitment to equality and diversity and supporting the rights and aspirations of under represented groups. Ability to demonstrate energy and commitment to widening participation in adult and community learning	AI
• Able to demonstrate a commitment to actively promoting Safeguarding policies and procedures to ensure the safety of all learners and staff	AI

Desirable Criteria	<i>Assessed By:</i>
• Core Curriculum & Access for all training	A
• Training in delivering information and advice	A

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and hazards that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities in accordance with all Warwickshire County Council policies, procedures and arrangements as specified for the post / role.

Safeguarding children and vulnerable adults

Adult & Community Learning is committed to safeguarding and promoting the welfare of its learners and complying with best practice in the application of safeguarding. It expects all staff and volunteers to share this commitment. ACL tutors are required to undergo safeguarding checks currently via the DBS (Disclosure and Barring Service) process.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
✓ Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
✓ Evening work	<input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors
<input type="checkbox"/> Significant use of computers (display screen equipment)	✓ Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	✓ Working with challenging behaviours
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse
<input type="checkbox"/> Potential exposure to blood or bodily fluids	✓ Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	