

Job Description

ESOL Tutor/Co-ordinator-Refugee Resettlement

Section A: Specific Role Profile

Role Details

Job Title:	ESOL Tutor/Co-ordinator	JEID	J0061
Salary Grade:	I SCP 28 – 31 (£25,463 - £28,221)		
Team:	Refugee Resettlement Team, Children and Families Unit		
Division / Service:	People		
Primary Location:	Job base is Warwick but working across Warwickshire and online		
Political Restriction	This position is not politically restricted.		
Responsible to:	Development and Improvement Officer		

Role Purpose

- 1.To help co-ordinate the delivery of ESOL provision for families arriving to live in Warwickshire through the UK Resettlement Scheme and Afghan Resettlement Schemes.***
- 2.To ensure that all individuals have access to ESOL classes and make measurable progress in English.***
- 3.To develop provision in innovative and creative ways in order to meet the needs of learners who are settled across a wide geographical area, have different educational backgrounds and different levels of English.***
- 4.This role combines ESOL class delivery and ESOL programme development and coordination.***

Role Responsibilities

-Co-ordinate and deliver a package of bespoke ESOL classes to ARAP (Afghan Relocation Assistance Policy)/ACRS (Afghan Citizens' Resettlement Scheme) and UKRS (UK Resettlement Scheme) learners in Warwickshire.

-Deliver group and/or 1:1 classes either online or face to face in response to learner need, programme requirements and programme budget. A core package of 12-16 hours of classes will be delivered, this could be online or face to face. Provision will be regularly reviewed and the class hours may need to be varied in response to need.

-Where necessary, work with the Development and Improvement Officer to commission additional classes from external ESOL tutors to meet additional need identified

-Undertake an initial assessment of all learners within 2 weeks of arrival in Warwickshire

-Work with Resettlement Support Workers to put together a package of ESOL support for learners based on their level, that meets needs and addresses any barriers to learning. Work to ensure that all learners are accessing 8 hours of ESOL provision a week in Year 1 --this can include programme bespoke provision/mainstream/community/volunteer/online provision-this to be accessible to learners wherever they are based in Warwickshire.

-Put in place additional support for pre -entry learners and those with multiple barriers to learning (such as illiteracy in own language)-consider creative ways to meet the need, including developing online/face to face classes delivered by bi-lingual tutors

-Develop and deliver specialist ESOL courses, such as ESOL for Employment, ESOL for Driving Theory etc in response to need identified

-Maintain up to date records of ESOL provision available in Warwickshire to include mainstream/ community/ online and volunteer provision

-Identify any gaps in ESOL provision for learners and either increase programme provision or work with partners (such as ACL/FE Colleges) to develop and increase mainstream/community provision-consider creative and innovative ways to increase and develop provision

- Work closely with voluntary and community sector partners to increase and develop Volunteer ESOL Support for the programme. Put in place measures to increase ESOL Volunteer support in areas of the County where this is lacking to ensure that all learners have equal access to support from an ESOL volunteer

-Coordinate the Warwickshire Resettlement ESOL Volunteers' Network to share best

practice/training and development opportunities for ESOL volunteers

- To undertake 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 carry out risk assessments associated with the delivery of learning programmes
- To gather information and contribute to Resettlement Programme Quality Assurance and evaluation processes
- To attend local, area and county meetings as and when required and work in partnership with local agencies. To represent WCC at the Regional WMSMP ESOL Meeting.
- To work as part of a team, supporting and assisting the work of other team members
- To undertake the necessary preparation, marking and reviewing activities relating to the learning programmes
- To 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:
<ul style="list-style-type: none"> Subject specific qualification in ESOL and a willingness to undergo further relevant training 	AD
<ul style="list-style-type: none"> An enthusiasm and commitment to working with refugees and supporting their integration in the UK 	AI
<ul style="list-style-type: none"> Experience of planning and delivering ESOL classes and programmes to a wide range of learners 	AI
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Good working knowledge of ICT with experience of using e-learning as a vehicle for learning and an understanding of how ESOL classes can be effectively delivered online 	AI
<ul style="list-style-type: none"> The ability to enthuse and communicate well with adults from different backgrounds 	AI
<ul style="list-style-type: none"> Well developed networking/ partnership working and team work skills including experience of working with volunteers 	AI
<ul style="list-style-type: none"> Ability to work flexibly and with positivity and creativity to find solutions in an ever changing and unpredictable environment. 	AI
<ul style="list-style-type: none"> Ability to work independently to achieve relevant targets and produce and present effective and concise written reports 	AI
<ul style="list-style-type: none"> Ability to travel for the purposes of the job and work flexible hours 	AI
<ul style="list-style-type: none"> Commitment to equality and diversity and supporting the rights and aspirations of under represented groups. 	AI
<ul style="list-style-type: none"> Able to demonstrate a commitment to actively promoting Safeguarding policies and procedures to ensure the safety of all learners and staff 	AI

Desirable Criteria

<ul style="list-style-type: none"> Experience of working with refugees and asylum seekers in a paid or voluntary capacity 	AI
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<ul style="list-style-type: none"> 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. 	AI
<ul style="list-style-type: none"> Experience of delivering ESOL classes online 	AI

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

Children and Families Business Unit 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. 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):	