

# 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:	Sessional Tutor	JEID	J999
Salary Grade:	Hourly paid at SCP 19 (£18.54 per hour). We normally pay half an hour preparation and evaluation time for each actual teaching hour.		
Team:	Adult & Community Learning		
Service Area:	Education Services		
Primary Location:	Various opportunities throughout Warwickshire		
Political Restriction	This position is not politically restricted.		
Responsible to:	ACL Programme Lead		

#### Role Purpose

To design and deliver adult learning programmes, in an agreed curriculum area.

## 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 qualifications where appropriate
- To liaise with relevant staff around the design and delivery of programmes to meet identified need
- To provide written course and programme details and provide initial and ongoing advice to prospective learners
- To undertake the necessary preparation, assessment and reviewing activities relating to the learning programmes 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 safeguard health and safety and manage risks associated with the delivery of learning programmes
- To ensure that learners have access to information, advice and guidance
- To attend relevant meetings and participate in subject-based curriculum groups
- To undertake fee collection and some administrative tasks where necessary
- To actively promote safeguarding, following all policies and procedures to ensure the safety of all learners and other staff and volunteers
- 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 in order to support learners' individual needs
- 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:
• Teaching qualifications (minimum Level 3 Award in Education and Training or equivalent)	AID
• Willingness to undergo further relevant training	AI
• Subject specific qualifications / evidence of competence in the subject area	AID
• Experience of delivering learning programmes	AI
• Knowledge and understanding of how to overcome the barriers preventing adults from learning	AI
• Knowledge of how adults learn and the range of approaches that can be applied to support them	AIP
• The ability to enthuse and communicate well with adults	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.	AI
• Committed to equality and diversity, supporting the rights and aspirations of under-represented groups and able to differentiate to support individual learner need	AIP
• Good general working knowledge of ICT and able to use e-learning as a vehicle for learning	AI
• Able to demonstrate a commitment to actively promoting safeguarding and Prevent policies and procedures to ensure the safety of all learners and staff	AI
• Ability to work independently to achieve relevant targets and produce and present effective and concise written records	A
• Ability to travel for the purposes of the job and work flexible hours	AI

**Desirable Criteria***Assessed By:*

- 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 and the Prevent duty. It expects all staff and volunteers to share this commitment. ACL tutors will be required to undergo safeguarding checks 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
<input checked="" type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Significant use of computers (display screen equipment)	<input checked="" type="checkbox"/> Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	