

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 – Family Learning	JEID	T4114
Salary Grade:	Scale J		
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 Family Learning programmes to parents/carers and children.

Role Responsibilities

- To teach groups of adults and children using a variety of relevant methods and approaches to enable and support learning, including teaching online courses
- To design and deliver learning programmes and enable learners to achieve personal learning goals and national qualifications
- To liaise with colleagues and partners to design and deliver appropriate 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, 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 handle personal information, including special category data, maintaining data security and confidentiality
- To contribute to successful quality assurance by maintaining and forwarding timely accurate records within agreed timescales according to service processes
- 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 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 postholder

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 be committed to achieving this within 18 months	AID
Willingness to undergo further relevant training	AI
Maths and English qualifications to a minimum of level 2	AD
Subject specific qualifications / evidence of competence in the subject area	AID
Experience of delivering learning programme	AI
Experience of working with both adults and children	AI
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	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 record	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.	
☐ Provision of personal care on a regular basis	☐ Driving HGV or LGV for work
☐ Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	☐ Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
☐ Working at height/ using ladders on a regular/ repetitive basis	☐ Restricted postural change – prolonged sitting
☒ Lone working on a regular basis	☐ Restricted postural change – prolonged standing
☒ Evening work	☐ Regular/repetitive bending/ squatting/ kneeling/crouching
☐ Rotating shift work	☐ Manual cleaning/ domestic duties
☐ Working on/ or near a road	☐ Regular work outdoors
☒ Significant use of computers (display screen equipment)	☒ Work with vulnerable children or vulnerable adults
☐ Undertaking repetitive tasks	☒ Working with challenging behaviours
☐ Continual telephone use (call centres)	☐ Regular work with skin irritants/ allergens
☐ Work requiring hearing protection (exposure to noise above action levels)	☐ Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
☐ Work requiring respirators or masks	☐ Work with vibrating tools/ machinery
☒ Work involving food handling	☐ Work with waste, refuse
☐ Potential exposure to blood or bodily fluids	☒ Face-to-face contact with members of the public
☐ Other (please specify):	