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|  | | | JOB DESCRIPTION | | | | | Form JD1 |
| JOB TITLE: Lead Learning and Skills Tutor – Family Learning | | | | POST NUMBER: | | | | |
| **REPORTS TO** (Job Title): | | | | Curriculum Manager English & maths | | | | |
| **DEPARTMENT:** Learning and Skills Service (York Learning) | | | | GRADE: 8 | | | | |
| **JE REF:** | | | 0048 0622 | PANEL DATE: | | | 21/06/2022 | |
| **1.** | **MAIN PURPOSE OF JOB**  To plan, develop, teach, assess, and promote programmes a wide variety of Family Learning programmes for parents, carers and grandparents which support children’s learning and development and also identifies and develops adults’ own learning potential using a variety of engagement and delivery methods (workshops, group classes and online) and resources.  To take a lead role in:   * Providing support to tutors/teachers * Liaising with early years and schools’ teams and relevant partners * Carrying out observations of teaching and learning * Moderation of learners’ portfolios for assessment in this curriculum area * Assisting in the promotion of courses across the curriculum * Ensuring learner, organisational and funding targets are met. * Assisting senior managers in implementing service quality assurance systems | | | | | | | |
| **2.** | **CORE RESPONSIBILITIES, TASKS & DUTIES:** | | | | | | | |
|  |  | Working with tutor teams, support the curriculum manager to plan programmes and workshops and courses that widens engagement that meet the needs of groups of learners or individuals in a variety of contexts, using differentiated resources and teaching methods appropriate to individual learning styles and circumstances. | | | | | | |
|  |  | Liaise with early years, schools and relevant CYC and community based partners to ensure content of workshops and programmes is relevant and supports local and national education priorities. | | | | | | |
|  |  | Develop schemes of work and produce lesson plans that plan and record that learning has taken place in each session. | | | | | | |
|  |  | Work within a team to source, write, share and develop e-learning and paper-based materials for programmes, including generating original and tailored material to meet the needs of individual learners, in particular where they have additional support needs. | | | | | | |
|  |  | Organise and carry out on course assessments to determine the appropriate level for the learner to work at and ensure they receive adequate support and guidance to follow an appropriate programme of learning. | | | | | | |
|  |  | Develop and provide information, advice and guidance at start, middle and end of programmes, including early career planning advice to potential learners as required. | | | | | | |
|  |  | Agree realistic targets with tutors and learners, collaboratively assess and record the progress and achievements of all learners, providing regular, constructive and appropriate feedback to enable them to progress and manage their own learning. | | | | | | |
|  |  | Prepare learner files for and/or internally verify qualifications and submit for external verification | | | | | | |
|  |  | Supporting the Curriculum Manager and tutors to monitor attendance and take appropriate action to encourage learners to attend regularly and complete the programmes, accessing support and following service procedures where necessary. | | | | | | |
|  |  | Demonstrate sufficient competency in maths, English and ICT to support the development of the service’s essential skills offer. | | | | | | |
|  |  | Attend or lead relevant staff meetings, participate in appropriate moderation processes and undertake continuing professional development in order to keep practice up to date. Cascade and organise relevant learning to other tutors. | | | | | | |
|  |  | In line with service requirements, ensure that all necessary records for learners, employers, awarding and funding bodies are maintained. | | | | | | |
|  |  | Manage the internal moderation process for the lead area including:   * Arranging a schedule of standardisation meetings * Leading a team to provide final moderation * Giving feedback to tutors on areas for improvement of their work * Liaising with the appropriate organisations regarding external moderation * Representing the service at regional moderation meetings * Writing reports for internal and external recipients * With other Lead tutors coordinate the cross service standardisation event for all curriculum areas | | | | | | |
|  |  | Carry out observations of Teaching and Learning (OTL) for the area of learning, negotiating post-observation action plans, ensuring they are followed up. | | | | | | |
|  |  | Identify and provide training and support for tutors in order to share good practice and raise standards. | | | | | | |
|  |  | Assist identifying opportunities and developing courses to meet service users’ requirements. | | | | | | |
|  |  | Where appropriate Implement the services quality improvement processes, including self-assessment, recognising, and recording progress and achievement in non-accredited learning (RARPA processes) and observation of teaching and learning (OTL). | | | | | | |
|  |  | Work with partners within the council and external partners to share information on good practice and to promote learning programmes. | | | | | | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  No. reporting - | | | | | | | |
| Direct:   * **None** | | | | Indirect:  If appropriate, supervision and direction of tutors, volunteers or teaching assistant in the classroom (This depends on students in the class and is variable) | | | |
| **4.** | **CREATIVITY & INNOVATION**  Creativity and Innovation are at the heart of good teaching and learning. With little or no supervision, tutors will be expected to:   * Work collaboratively with pre-school and school settings, CYC and external partners to raise awareness of the effectiveness and impact of the Family Learning and wider York Learning offer * create and sustain an environment that stimulates learning in a variety of settings, including those not specifically adapted to adult teaching. * be creative in finding ways to support learners whose previous experience of learning may not have been a positive one. * be skilled in developing teaching and learning techniques and making adjustments, with each new learner setting to support individual learners * In collaboration with relevant colleagues create teaching materials to accommodate a range of learning styles and develop resources for teaching that are relevant to learners’ lives. * Designing course and training materials that can be used effectively within a virtual learning environment so that it can be accessed by a range of individuals * provide a safe and secure environment for people to reflect on their learning and to learn from others in a group * create exciting and engaging learning experiences, using a variety of interactive aids and equipment including the latest e-learning resources and provide relevant enrichment opportunities * work collaboratively to adapt programmes to meet the requirements of the service | | | | | | | |
| **5.** | **CONTACTS & RELATIONSHIPS**  Good relationships are at the core of effective learning and can make the difference between successful and unsuccessful outcomes. Classroom, individual and group management are the key to this. Tutors need to be skilled at:   * building and sustaining interpersonal relationships with a wide range of learners, from those who are articulate and confident through to those who have low levels of self-esteem and self-confidence. * understanding sophisticated group interaction to enable them to manage large group of learners and ensure positive outcomes with each group. * fostering one to one relationships with learners that encourage independent learning. * promoting student/student and employer/student relationships   In order to ensure successful support and outcomes for learners, tutors will need to be skilled at developing positive relationships with the following:     * management teams within the council and local employers * school heads and staff, pre-school teams and relevant support services * teaching staff across a variety of curriculum areas * observation of teaching and learning team * marketing experts within the team * service administrators * other partners who contribute to our service * other professionals and organisations and who enrich the programmes | | | | | | | |
| **6.** | **DECISIONS – discretion & consequences**   * Advising learners about appropriate levels of accreditation * Responsibility for assessment and making decisions about how learners can best be helped to progress, including requesting additional support where appropriate * Responsibility for determining the most appropriate teaching and learning methodology to ensure learners are successful and achieve negotiated learning goals which has an impact on funding and income of the service * Advising employers and referral partners about learner progress has a direct impact on learner participation and achievement and relationships with partner organisations   **Consequences**   * As front line providers of the service, the reputation of the service rests on tutors performing their role effectively. * For many students who are returning to learning for the first time, effective teaching that leads to success on courses has a positive impact on their wellbeing and life chances * In some programmes, qualifications are needed for career enhancement or access to further qualifications * Effective engagement and teaching of these programmes can raise aspirations across generations, impacting positively on the lives of families. * Tutor performance has a direct impact on key performance measures for the service, including learner retention, achievement, and success rates, which also affect the funding of the service * Tutor performance has a direct impact on inspection outcomes for the service | | | | | | | |
| **7.** | **RESOURCES – financial & equipment**    Description  None | | | | | Value | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context**  **Work demands**   * Work to tight deadlines, particularly where programmes have external accreditation * Adhere to service procedures, examination board and other external bodies’ requirements * Prepare programmes in advance, taking account of the needs of learners   **Physical demand**   * Setting up of the classroom to adapt it to the class being taught– this will involve some moving of furniture in some classrooms and in others the complete setting up of the room at the start and dismantling it at the end * Carrying resources and equipment to each lesson, including occasionally larger equipment such as laptops and other teaching aids   **Working conditions**   * Often teaching will be in rooms designed for teaching but on occasions will be working in venues such as pre-schools or schools, children’s and community centres and village halls which are not designed for teaching and where access to resources is limited * Occasionally there may be a requirement to work in isolation in venues where the post-holder will have sole responsibility * Occasionally classes/observations take place in the evenings past 7.00pm and sometimes take place at weekends * Office accommodation and home working resources will be provided for planning and preparation   **Work context**   * The post holder needs to be adaptable to a variety of circumstances in venues across the city * The post holder needs to be able to deal with students’ behavioural issues, following service guidelines; e.g. challenging students who are disrespectful of other students in contravention of the service’s equal opportunities policy and the learner charter * The post holder is responsible for ensuring that for each session health and safety requirements are met and for providing a safe and secure environment for learners. | | | | | | | |
| **9.** | **QUALIFICATIONS, KNOWLEDGE & SKILLS**  **Qualifications and Knowledge**   * Teaching qualification at level 4 or level 5 * Qualification appropriate to the programme being delivered * understanding of the diverse needs of adult learners and how to use a range of teaching and communication styles * knowledge of awarding body standards and national strategies * knowledge and understanding of the further opportunities and progression routes that students might wish to follow on completing your programme through regular and recorded IAG. * in-depth knowledge of curriculum and standards in specialist area * detailed knowledge of strategies which promote effective learning * knowledge and understanding of progression routes that learners might wish to follow on completion of course * Minimum Level 2 qualification in English and maths * Level 2 ICT qualification (or able to demonstrate competency at this level)   **Skills and Experience**   * work autonomously and manage workload efficiently and effectively * work with disadvantaged groups presenting a range of complex needs and at times challenging behaviour. Must be able to manage risk appropriately. * demonstrate a commitment to the CYC Equality Statement (see application form) and an understanding of how you would apply the principles in practice. * demonstrate good interpersonal and listening skills with a wide range of people. * demonstrate a good level of competence in ICT skills, (word processing and spreadsheets) to a range of resources including e-learning options, as well as cope with administration requirements of the service. * reflect on your own practice, evaluate own learning needs and actively seek continuing professional development opportunities * form positive relationships with other tutors, employers and partner organisations to effectively promote and support the courses * work collaboratively in the team to seek out new learners, employers and partners through marketing and promotional activities.   ***Ability to converse and provide advice and guidance to members of the public, in spoken English, to Common European Framework of Reference for Languages (CEFR) - level C1*** *- Effective operational proficiency or advanced - Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.*  *This post requires the post holder to undertake an enhanced – child workforce (with barred list check) criminal record check via the Disclosure and Barring Service.* | | | | | | | |
| **10.** | **Position of Job in Organisation Structure**   |  | | --- | | Job Reports to:  Curriculum Manager English & Maths |  |  |  |  | | --- | --- | --- | | THIS JOB |  | Other jobs at this level:  Lead Learning and Skills Tutor – ESOL  Lead Learning and Skills Tutor – English and Maths  Lead Learning and Skills Tutor - ICT  Lead Learning and Skills - Counselling |  |  | | --- | | Jobs reporting up to this one:  None | | | | | | | | |