

Job Description

Job title:	Senior Tutor (Ref: 190)		
Department:	Learning & Development		
Location:	Countywide		
Reports to:	Learning Manager		
Salary Grade*:	Grade 3a	Hay points*:	282
Evaluated date*:	13/05/19		
c	18.5 hours		
Status:	Permanent		
Supervisory responsibilities	Yes (tutors)		
Job Shares will be considered for this post	Dependent on individual post		
This position requires travel around the county and the ability to work flexible hours.	Yes		

**To be completed by HR after evaluation has taken place*

Overall Job Purpose:

A brief statement about the main objectives of the post

Realise Futures operates as a hybrid company combining commercial trade with personal & government funded public services. Our aim is to create opportunities for people to succeed in work, learning and life through three company divisions, Learning and Development, Employment and RF Works.

The Learning & Development division provides government funded, first rung learning opportunities to adults facing economic, educational and social disadvantage. In addition, it is responsible for the delivery of a Walk-in Peer Support contract for Adults with Learning Disabilities and Autism and also delivers bespoke training to businesses.

The Senior Tutor role provides supervision and co-ordination to a team of tutors across a range of courses, fostering and developing a culture of team work, engagement, resilience and high performance. Responsible for undertaking of a series of structured quality assurance processes covering the learning journey, the post holder will provide supportive, professional expertise that addresses underperformance and celebrates success. Leading by example, delivery of best and current practice in teaching, learning and assessment to cohorts of adult learners is an integral aspect of this role. The post holder will support the Learning Manager in planning a cohesive learning offer that accurately reflects local labour market information and meets the needs of all stakeholders.

Realise Futures CIC

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Registered No 7828443 England and Wales

Main Duties and Responsibilities:

A brief description of the most important tasks of the post

Maintain and role model best practice teaching, learning and assessment through the regular delivery of courses in own specialist curriculum subject(s).

Plan, deliver and monitor learning opportunities, as required by senior management

Manage a case load of tutors, as directed by Learning Manager(s) that will include

- supporting the recruitment, induction and mentoring of new tutors
- providing supervision and performance management of existing tutors
- recording and providing data on development of tutors

Provide professional support and coaching to tutors by identifying individual and curriculum progression needs that include leading on the delivery of innovative staff training

In conjunction with Learning Managers, plan and implement the company's quality management processes that include

- undertaking a caseload of tutor observations and quality audits
- reviewing reports and providing management information for self-assessment
- identification of (and sharing) best practice
- ensure standardisation and verification of the quality of learning provision

Provide specialist subject information and support the design and ongoing development of innovative learning, development and resources

Contribute to the annual review and self-assessment report, including the improvement plan

In conjunction with Learning Managers and named quality contact, liaise with Awarding Organisations and other external learning providers to ensure the quality of provision is moderated and standardised

Identify and work with Realise Futures staff, new and existing partners, subcontractors and employers to identify learning needs that further develop and promote the business

Work with colleagues to support the recruitment of learners and co-ordination of courses

Recruit and manage a case load of volunteers supporting learners in the classroom

1. Know-How:

Know-how is defined as the sum of every kind of knowledge, skill, and experience required for standard acceptable performance in a role. Forward planning is concerned with the complexity of the planning required in the role, the time span that planning has to take place over i.e. how far does the job holder have to plan ahead and the scope of the planning, i.e. one department, a division or across the whole company. Communication is concerned with whether or not the job holder has to merely communicate with or influence others and the levels to which the role requires them to do so.

The skills, expertise, and training required for the job are:-

- Identified as a best-practice tutor (evidenced through formal observation process)
- At least 2 years experience of teaching, preferably in the Further Education sector
- Recent creative, innovative and application of teaching, learning and assessment techniques (evidenced)
- IT literate especially in Microsoft applications (specifically, Word, Excel & Powerpoint)
- Knowledge and experience of coaching and mentoring in an educational setting
- Working knowledge of the Common Inspection framework and how this is applied in teaching, learning and assessment practice
- Working knowledge of public funding requirements in respect of post-16 learning

Specific qualifications or training essential to the job are:-

- A recognised teaching qualification at level 5 or above
- A subject specialist qualification at Level 3 or above
- Assessor award (D32, A1 or TAQA), or working toward
- Internal Verifiers award (D33/34, V1 or TAQA) or working towards
- Minimum of level 2 in English and Maths
- Level 3 coaching qualification or evidenced practice

The amount of forward planning required in the job is:-
Medium.

- Working with the Learning Manager, the post holder will assist in the production of high level annual plans that are reviewed at least 12-weekly.
- Excellent organisational skills are essential as post holder will need to plan ahead for delivery of courses, as well as managing quality processes, that involve travelling to different locations across the county.

	<p>The type of communication and interaction needed in the job is</p> <ul style="list-style-type: none"> • Professional courtesy/respect with fellow professionals • Ability to moderate language and style according to audience (will encounter varying levels of literacy and comprehension from pre-readers to skilled professionals) • Able to constructively challenge and effect behaviour change • Successfully manage challenging behaviours and difficult situations • A balance of working autonomously when necessary and as part of a team when required
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<p>2. Problem-Solving:</p> <p><i>Problem solving is concerned with the levels of autonomous thinking required in the role for analysing, creating, reasoning and arriving at conclusions. Consider the job holder's freedom to think and the amount of guidance available and the level to which constraints exist as to how problems may be resolved, i.e. levels of supervision / direction and processes or procedures that dictate the way in which a task is to be performed. Also consider the scope of the thinking required in the role, i.e. is there a clear right or wrong answer or is an element of judgement required.</i></p>	<p>The level of analysis, evaluation and problem solving required in the job are:-</p> <p>Medium/High</p> <ul style="list-style-type: none"> • Able to interpret and analyse complex management data and labour market information from diverse sources to inform curriculum development improvement plans • Knowledge of how to apply initial assessment and/or training needs analysis models to inform individualised learning plans for learners and colleagues <p>The level of creativity and/or original thought to resolve issues is:-</p> <p>High</p> <ul style="list-style-type: none"> • An essential aspect of the role is to deliver and model innovative learning and assessment techniques that utilise creative resources which support successful learning outcomes (for learners and colleagues)
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<p>3. Accountability:</p> <p><i>The freedom to take decisions is influenced by the presence or absence of constraints such as managers, processes and procedures and</i></p>	<p>The amount of freedom to take decisions in the job is:-</p> <p>Medium:</p> <ul style="list-style-type: none"> • Independent professional judgements on implementing new/innovative practice will be encouraged by Learning Managers.
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<i>guidance. The nature of impact is concerned with the extent to which the role directly impacts on end results whilst the magnitude of impact considers how much of the organisation is affected by the job holder's accomplishment of the job's basic purpose.</i>	<p>Nature of impact:- Through role modelling best practice Teaching, Learning and Assessment (TLA) that includes course delivery, mentoring and driving improvements within the team, the impact will be seen in improved quality of TLA and continuing high success rates.</p> <p>Magnitude of impact:-</p> <p>The Learning and Development service represents a third of the company's revenue. The Senior Tutor role, through established quality assurance processes, supports the Learning Manager to maintain at least Ofsted Grade 2 Good for the designated learning theme which is essential for the retention of the adult learning contract.</p>
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These duties and responsibilities are indicative and not exhaustive. We may make adjustments from time to time to reflect the changing needs of the organisation. We may require you to carry out reasonable alternatives within the character of your post. We expect you to adopt a flexible approach to your role but will consult you about significant changes.

Evaluation

D 1 3 (175), D 3 (50), D 1 C (57) Total points 282 – Grade 3a