

Job Description

Job title:	Tutor		
Department:	Learning, Coaching & Advice		
Job Family:	Operational Specialist		
Location:	Various		
Reports to:	Senior Tutor		
Salary Point*:	4 to 6	Hay points*:	252
Evaluated date*:	14/05/2019		
Hours / week:	Up to 37 according to business need		
Status:	Permanent		
DBS:	Basic (enhanced with child barring if in the family learning department)		
Supervisory responsibilities	No		
Job Shares will be considered for this post	No		
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 departments, Learning, Coaching and Advice, Employment & Inclusion Support, and RF Works.

The Learning, Coaching and Advice department provides government funded, first rung learning opportunities to adults facing economic, educational and social disadvantage.

You will be a qualified and experienced teacher of adults, with excellent and current subject knowledge who is motivated to deliver best practice in teaching, learning and assessment practice. You will need to have an innovative approach to teaching and experience of working with learners from diverse backgrounds including those with a range of disabilities and/or disadvantages. You must be committed to equality, diversity and inclusion and to supporting the aspirations of under-represented groups.

Main Duties and Responsibilities:

A brief description of the most important tasks of the post

Realise Futures CIC

Registered Office: Realise Futures, Lovetofts Drive, Ipswich, IP1 5NZ

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Registered No 7828443 England and Wales

Teaching & Training; Job Specific Technical/Manual

Professional Values and Attributes

- Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
- Promote and embed education for sustainable development (ESD) across learning and working practices.
- Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
- Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
- Value and champion diversity, equality of opportunity, inclusion and social equity.
- Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
- Engage with and promote a culture of continuous learning and quality improvement.

Professional Knowledge and Understanding

- Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
- Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
- Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
- Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
- Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Professional Skills

- Promote and support positive learner behaviour, attitudes and wellbeing.
- Apply motivational, coaching and skill development strategies to help learners progress and achieve.
- Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
- Select and use digital technologies safely and effectively to promote learning.
- Develop learners' mathematics, English, digital and wider employability skills.
- Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.

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- Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
- Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

1. Know-How: <i>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.</i>	The skills, expertise, and training required for the job are:- • Robust subject knowledge (either at L3 or equivalent OR evidence of working practice) • Explicit knowledge of a variety of teaching approaches and methodologies • Ability to plan and deliver quality teaching, learning and assessment • Ability to plan, monitor and evaluate achievements of targets and outputs • Self-motivated, good organisational and time management • Competent in the use of digital technology • Knowledge/Experience of adult learning • Understanding of accreditation and non-accredited learning requirements • Ability to work to tight timescales/deadlines • Knowledge of GDPR legislation Specific qualifications or training essential to the job are:- • Minimum of Level 3 teaching qualification (or willing to work towards) • Minimum of Level 3 subject specific qualification or established expertise • Minimum Level 2 in English and maths • IT proficient in Microsoft Packages • Relevant subject at appropriate level is essential for tutors delivering English and Maths courses The amount of forward planning required in the job is:- medium • High levels of forward planning required inclusive of differentiation to prepare learners for accredited and non-accredited courses
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	• Ensuring courses are resourced ahead of delivery • Ability to develop and motivate learners to undertake long, accredited programmes of learning and to keep them progressing and focussed until successful completion The type of communication and interaction needed in the job is • Ability to work constructively and collaboratively as a member of a team • Successfully manage challenging behaviours and potentially difficult situations in the classroom according to company policies and procedures • Excellent personal, oral and written communication skills needed including ability to model language to learners from diverse backgrounds and skill levels (including learning disabilities and where English is not the first language)
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2. Problem-Solving: <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>	The level of analysis, evaluation and problem solving required in the job are:- • Ongoing operational analysis of results to inform target setting and planning for individual learners • Ability to differentiate and address access to learning with line manager's support • Reflection on practice and adaptation of delivery in collaboration with others • Ability to create and implement an action plan based on in-depth and ongoing analysis of assessment of progress and identification of skills' gaps (where relevant) The level of creativity and/or original thought to resolve issues is:- Medium • Innovative approaches to delivery of courses are actively encouraged with the support of senior tutors
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3. Accountability: <i>The freedom to take decisions is influenced by the presence or absence of constraints such as managers, processes and procedures and 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>	The amount of freedom to take decisions in the job is:- - Controlled - according to predetermined parameters and guidelines Nature of impact:- - Accountability for using robust diagnostic and formative assessment to inform appropriate learning aims and progression of individual learners which has a direct impact on specified and measurable targets within designated learning theme(s) Magnitude of impact:- - The Learning and Development service represents a third of the company's revenue. The tutor role is an integral element of retaining the adult learning contract through delivering teaching, learning and assessment to at least the Ofsted Grade 2 Good standard.
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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.