**JOB SPECIFICATION**



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| **JOB TITLE** | **AREA OF WORK** |
| Functional Skills Tutor in English & Maths (Work-Based)  Fixed Term 0.6 Contract | Apprenticeships and Workforce Development  (North West Based) |
| **SALARY** | **BENEFITS** |
| £24,834 - £33,586 per annum in accordance with qualifications and experience.  Pro Rota | Teachers’ Pension Scheme  32 days pro rata annual leave to include up to 5 days to be taken between Christmas and New Year at direction of the Principal, plus Bank Holidays |
| **LINE MANAGER(S)** | **LINE MANAGER FOR** |
| Curriculum Area Manager  Apprenticeships English and Maths | Apprenticeships & Workforce Development |
| 1. **GENERIC KEY TASKS AND RESPONSIBILITIES** | |
| Predominantly, the role of a Functional Skills Tutor is to provide inspirational teaching and learning to learners.  Tutors will additionally support excellence in assessment to ensure learners reach the highest standards possible.  Duties include:  Work closely with the Assistant Head of Apprenticeship and Skills to promote a positive team spirit within the Apprenticeships and Skills Team & General Education Team.  Manage a caseload of learners to succeed so they achieve their full potential  Deliver a full range of Functional Skills in English and Maths to Level 2. This must be of a high quality teaching, learning and assessment either in a classroom setting to a group or a learner’s individual workplace on a one to one basis.  Facilitate BKSB Initial and Diagnostic assessments with learners and use results to create individual ILPs.  Use the BKSB learning resources and other support materials and map progress against each learning aim on OneFile.  Set teaching, learning and assessment plans using SMART targets through OneFile e-portfolio and document all delivery of English and Maths within OneFile.  Take an active role in identifying individual learner support needs and implementing effective strategies to support learner success.  Network with staff in Apprenticeships and Skills and General Education to enhance delivery to promote stretch and challenge with all learners.  Work closely with vocational tutors to collaboratively deliver Functional Skills, English and Mathematics within the workplace across a broad range of Apprenticeship programmes (supporting NEET/Traineeship provision if required).  Develop resources for Functional Skills English and Mathematics and ICT delivery in support of work-based tutors and learners.  Quality assure all aspects of teaching, learning and assessment.  Prepare learners for Functional Skills, English and Mathematics exams and liaise with the line manager/colleagues to plan external examination requirements.  Work with the Functional Skills Lead Internal Verifier to ensure flexible and efficient delivery, standardisation in teaching and the most efficient arrangements for testing.  Support the recruitment, retention and achievement of learners in the learning area.  Provide information, advice and guidance to learners and prospective learners to support them in meeting their next aspirations and career goals.  Strengthen links with key stakeholders such as employers, industry, learners and parents.  Attend meetings as identified by Line Manager.  Undertake continuing professional development (CPD), as appropriate in order to meet the College and learning area objectives.  Exceed College standards and share good practice | |

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| 1. **MYERSCOUGH TUTOR DUTIES** |
| 1. **Manage learners to succeed**  * Participate in and support learner application, recruitment, enrolment and progression providing impartial advice and guidance and recruiting with integrity to ensure the best interests of the learner are met * Participate in and support inspirational learner inductions * Manage learners through the initial six weeks in College and confirm or redirect to appropriate qualifications (currently not applicable to FE / HE / Apps delivery) * Undertake personal tutorials, embracing and completing all aspects of the College electronic individual learning plan support providing SMART targets for learners, which promote learner advancement and success * Meet with learners, parents/guardians as directed by College protocols * Address learner concerns promptly, signpost to other professionals, internally or externally, if appropriate and confirm the actions have resulted in a positive outcome * Undertake course, programme, module, unit management as directed by your Line Manager and exceed expected standards identified internally or externally * Monitor Key Performance Indicators (KPI) and report on and action concerns through appropriate channels * Participate in curriculum enhancement and the development of learner employability skills and personal development as directed by your line manager |
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| 1. **Aspire to deliver High Quality teaching, learning and assessment** |
| * Deliver inspirational teaching, learning and assessment to promote high levels of student satisfaction and success * Share best practice in teaching, learning and assessment and provide support to colleagues through team meetings, peer observation etc * Produce detailed and highly effective schemes of work and lesson plans that motivate learners and ensure high success rates * Participate in the observation of teaching and learning and embrace areas for improvement positively * Develop a range of innovative assessment methods to meet the requirements of awarding bodies, expected standards and address learner individual needs * Produce effective assessment strategies to reduce front or end loading for learners, contribute to course team needs and provide for timely success * Produce assessment briefs to exceed expected standards * Provide timely and effective feedback to learners that contribute to learner development and success * Mark written work to high standards and support colleagues in this process * Track and record learner progress effectively and in a timely manner to support high levels of learner success and positive value added |
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| **3 In line with the Professional Standards for Teaching and Training – England actively promote the professional values and attributes**   * Reﬂect on what works best in teaching and learning to meet the diverse needs of learners * Evaluate and challenge your practice, values and beliefs * Inspire, motivate and raise aspirations of learners through enthusiasm and knowledge * Be creative and innovative in selecting and adapting strategies to help learners to learn * Value and promote social and cultural diversity, equality of opportunity and inclusion * Build positive and collaborative relationships with colleagues and learners   **4 In line with the Professional Standards for Teaching and Training – England actively promote and embed professional knowledge and understanding into your practice**   * Maintain and update knowledge of subject and/or vocational area * Maintain and update knowledge of educational research to develop evidence-based practice * Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence * Evaluate your practice with others and assess its impact on learning * Manage and promote positive learner behaviour * Understand the teaching and professional role and responsibilities   **5 In line with the Professional Standards for Teaching and Training – England actively promote the development of professional skills**   * Motivate and inspire learners to promote achievement and develop their skills to enable progression * Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment * Promote the beneﬁts of technology and support learners in its use * Address the needs of learners and work creatively to overcome individual barriers to learning * Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge * Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement * Maintain and update teaching and training expertise and vocational skills through collaboration with employers * Contribute to organisational development and quality improvement through collaboration with others |
| **6 Quality Assurance (QA)**   * Comply with internal and external quality assurance requirements * Undertake course and/or module management as directed by Line Manager and exceed expected standards identified internally or externally * Participate in course committee meetings, course team meetings, technical advisory meetings, as required by the designated role * Undertake / comply with internal verification (IV) and standardisation activities complying with College assessment and IV policies and procedures and external QA requirements, as required * Populate learner/course tracking sheets and presentin accordance with your role at performance / module boards * Take responsibility for the production / monitoring of key data plus the completion of self-assessment reports and action plans, as required |
| **7 Provide Information, Advice and Guidance**   * Provide impartial, accurate and current course specific information to future and current learners * Be aware of the range of support available and how to signpost to internal and external support * Produce and update course fact sheets and course/module handbooks to ensure the provision of accurate, current and complete information to prospective learners * Interview learners and offer a place on appropriate qualifications whilst recruiting with integrity and providing impartial advice and guidance * Attend and fully participate in College Open Mornings, the Country Fair, and other promotional / recruitment events, as required * Support learners in decision making with regard to their future progression and identify learner destinations or progression and record on their e-ILP |
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| **8 Attend meetings as identified by Line Manager**   * Contribute to learning area, as required * Attend and positively contribute to staff performance management meetings * Attend other internal and external meetings, as directed by Line Manager   **9 Undertake continuing professional development (CPD), as appropriate in order to meet College and learning area objectives**   * Attend internal or external CPD as directed by the Line Manager, Head of Teaching and Learning, Head of Quality, CPD or Human Resources * Undertake technical updating to ensure current industry standards are embedded in working practices |
| **10 Exceed College standards**  You will be a role model and promote the College values:   * **Learning -**Our delivery will be high quality and innovative with students at the heart of decision making. * **People -**We will enable staff and students to fulfil their potential whilst promoting resilience, leadership, accountability and teamwork. * **Sustainability -**We will provide a happy, healthy, safe, supportive and sustainable environment in which to live, work and study. * **FREDIE** - We will advance **FREDIE**:  Fairness, respect, equality, diversity, inclusion, engagement in all we do.   Promote College sustainability policies and strategies by personal commitment and leading by example and complying with all quality and environmental standards and expectations. This includes active involvement in carbon reduction, embedding of carbon reduction practices (lights off, heating down etc.) and being vigilant in relation to the College’s approach to Reduce, Reuse and Recycle ethos.  Actively participate in the Annual Review and Development process in line with individual needs and College strategic plan priorities. Agree objectives with the Line Manager and ensure they are achieved.  Be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults at all times in line with the College’s own Safeguarding Policy and practices.  Be thoroughly aware of College Health and Safety policies and procedures, attend mandatory health and safety training appropriate to the role and ensure the full implementation of College policies, procedures across all areas of responsibility. Ensure that employees within line management are also compliant with the policies, procedures and training requirements including reporting and recording all accidents and near misses.  Ensure full adherence to and implementation of the Data Protection Act 1998, the General Data Protection Regulations 25 May 2018 and the College Data Protection Policy and Procedure and ensure that employees within their responsibility.  Any other duties that may reasonably be required by Line Management and the Chief Executive & Principal. |

**Location of work**

The position is to deliver to apprentices for a National Apprenticeship team.

This is a field-based role where the tutor works from home, supported by the College.

Delivery will be on campus at Preston and Liverpool, from employer premises plus online to national apprentices

There is a requirement to attend Apprenticeship and Skills development days at the Preston campus which take place 3 to 4 times per year (Subsistence and accommodation provided).

It may be the case that from time to time you may work collaboratively with other tutors or delivery from specific locations (Placed based Education). Occasionally you may be asked to work out of area for business reasons in which case accommodation will be provided.

**Qualifications to be delivered**

English Functional Skills E3 to Level 2

Maths Functional Skills E3 to Level 2

Employees may be required to work at or from any building, location or premises of Myerscough College, and any other establishment where Myerscough College conducts its business.

**Variation to this Job Description**

This is a description of the job as it is at present and is current at the date of issue.  The job description will be renewed and updated as necessary to ensure that appropriate revisions are incorporated, and that it relates to the job to be performed.  This process is conducted jointly with the appropriate Line Manager.  Employees are expected to participate fully in the review and, following discussion, to update the relevant job description as is considered necessary or desirable.  It is our aim to reach agreement on reasonable changes.  However, if such agreement is not forthcoming, Management reserves the right to insist on changes following consultation with the relevant employee/s.

**EMPLOYEE SPECIFICATION**

(A) Assessed via Application form (I) Assessed via Interview

(P) Assessed via Presentation/Mini teach in interview (T) Assessed via Test

(PI) Post Interview

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| **ESSENTIAL CRITERIA:** | **DESIRABLE CRITERIA:** |
| ***Personal Attributes*** | |
| Presentable and professional appearance (I)  Ability to work as part of a team (A/I)  Ability to work to quality standards (A/I)  Good command of the English language (A/I)  Appropriate level of physical and mental fitness (PI) |  |
| ***Attainments*** | |
| Teaching qualification e.g. PGCE / Cert Ed or equivalent or willing to work towards within an agreed timescale.(A)  Level 3 in either Maths, English or ICT, Level 2 in the remaining.  Experience of delivery of Functional Skills, English, Mathematics and ICT (A) | A&V Awards (or equivalent Assessor/Verifier qualifications) (A)  Degree at Honours level in a related subject (A) |
| ***General Intelligence*** | |
| Evidence of a good general education and good written English skills (A/I)  Intellectual capacity equivalent to that required to achieve an Honours Degree (A/I) |  |
| ***Special Aptitudes*** | |
| Excellent communication skills with the ability to motivate learners (A/I/P)  Teaching/training experience and knowledge of developments in teaching and learning (A/I)  Competent in ICT (A/I)  Adaptable and able to work flexibly, within a team or on own initiative (A/I)  Able to demonstrate the capability of being an inspirational role model for all stakeholders eg staff, learners, parents / guardians (A/I/P)  To support delivery up to Functional Skills, English, Mathematics and ICT Level 2 (A/I)  To deliver effective employability skills training in support of progression into employment (A/I) | Ability to deliver Good/Outstanding lessons (A/I)  Evidence of highly successful teaching, training and / or coaching experience (A/I)  Evidence of consistent Grade 1 and 2 Lesson Observations (A/I)  Involved in latest course developments (A/I)  Coaching / mentoring staff / delivering CPD (A/I)  External verification/examination role (A/I)  In depth knowledge of English, Mathematics and IT (A/I) |
| ***Interests*** | |
| A professional interest in the subject discipline (A/I/P)  Evidence of high levels of continued professional development (A)  Empathy with education and a learner centred approach to teaching, learning and assessment (A/I/P)  Interests in the work and achievements of learners and a passion to support learner career and employment progression (A/I) |  |
| ***Disposition*** | |
| Excellent interpersonal skills (I/P)  Approachable (I)  Person centred approach (I/P)  The capacity to communicate effectively both verbally and in the written word at all levels (A/I/P)  Enthusiastic and self-motivated (A/I) |  |
| ***General*** | |
| An understanding of and positive approach towards “safeguarding” and a willingness to embed within the College \* (A/I)  An understanding of health and safety requirements of a working environment and willing to fully implement all aspects (A/I)  An understanding of equal opportunities issues and willing to positively promote equality, diversity and inclusion within an educational context (A/I) |  |
| ***Circumstances*** | |
| Willing to apply for Disclosure and Barring Service clearance at Enhanced level (A/I)  Ability and willingness to work flexibly (A/I)  Willing to complete external work placement visits (A/I)  Ability to work evenings/weekends, as required – careers/conventions/recruitment events (A/I)  Possess a current driving licence or willing to travel as required by other means (A/I) |  |

\* Interviews will explore issues relating to safeguarding/the “Prevent” agenda and promoting the welfare of children, including motivation to work with and ability to form and maintain appropriate relationships and personal boundaries with children and young people together with emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.

**TERMS AND CONDITIONS**

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| **JOB TITLE** | **AREA OF WORK** |
| Work-Based Tutor in Functional Skills – English & Maths  FIXED TERM  0.6 Contract | Apprenticeships and Workforce Development |
| **SALARY** | HOURS OF WORK |
| £24,834 - £33,586 per annum in accordance with qualifications and experience. | 37 hours per week  Refer to Management Guidelines |
| ANNUAL LEAVE ENTITLEMENT | PENSION |
| 32 days pro rata annual leave to include up to 5 days to be taken between Christmas and New Year at direction of the Principal, plus Bank Holidays | Teachers’ Pension Scheme  Employee Contribution Rate (as at 1 April 2024)  (based on actual NOT FTE)  Contribution rate %   Up to £34,289.99 pa 7.4% Employee  £34,290 - £46,158.99 pa 8.6% Employee  £46,159 - £54,729.99 pa 9.6% Employee  £54,730 - £72,534.99 pa 10.2% Employee  £72,535 - £98,908.99 pa 11.3% Employee  £98,909 and above pa 11.7% Employee  28.68% Employer  You will automatically become a member of the TPS |
| PROBATIONARY PERIOD | DRESS CODE |
| A probationary period of nine months applies to new entrants to the College | All post holders are expected to be of a professional and presentable appearance  Refer to Staff Professional Code of Conduct |
| REFERENCES / MEDICAL CLEARANCE / DISCLOSURE | |
| The appointment is subject to the receipt of satisfactory references, medical clearance and Disclosure & Barring Service check/ISA (if applicable)  Occupational Sick pay is not paid during the first four months of service and thereafter is subject to the College’s Sick Pay Scheme  Should your application be successful you will be sent further details via email from eSafeguarding. They are the Registered Umbrella Body we have chosen to complete the Disclosure and Barring Service (DBS) process on your behalf.  Please note that all new employees of the College will be required to pay for their DBS check via eSafeguarding at the time of application (at present £38.00 for an enhanced level check). | |
| **CONTINUING PROFESSIONAL DEVELOPMENT** | |
| In order to comply with the Further Education Teachers’ Continuing Professional Development and Registration (England) Regulations 2007, you are required to:   * complete a minimum number of hours of continuing professional development every year; * maintain a record of the CPD you have undertaken; * make that record available to the College   Failure to comply with these requirements may lead to your dismissal. Full details of the College’s policy in relation to Continuing Professional Development is available to all employees | |
| **REQUIREMENT FOR TEACHING QUALIFICATIONS/ASSESSOR AWARDS** | |
| Teachers employed in a further education institution are required to hold the teaching qualifications prescribed by the Further Education Teachers Qualifications (England) Regulations 2001 and the Further Education Teachers Qualifications (England) Regulations 2007.  The type of qualification required depends on a number of factors, including the date on which employment commenced and the type of post which is held  The Corporation will review with employees, either prior to commencement of employment or shortly thereafter, the qualifications required for the post that applied for and will provide such assistance as it deems reasonable to enable employees, if required, to secure requisite qualifications.  In the event that the requisite qualifications are not achieved within the period specified in the Regulations, the Corporation may have no alternative but to terminate employment and to this end the Corporation reserves the right notwithstanding any other provisions of this contract, to terminate employment by giving notice in accordance with clause 30.3 | |

**DBS UPDATE SERVICE**

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| The Disclosure and Barring Service (DBS) update service lets applicants keep their DBS certificates up to date online and allows employers to check a certificate online. | |
| **BENEFITS TO YOU** | **HOW TO REGISTER** |
| * Saves you time and money * One DBS certificate may be all you will ever need * Take your DBS certificate from role to role within the same workforce * You are in control of your DBS certificate * Get ahead of the rest and apply for jobs DBS pre checked | You can [register online](https://secure.crbonline.gov.uk/crsc/subscriber) as soon as you have your application reference number. You can ask for the number when you apply for your DBS check.  Or you can wait and [register](https://secure.crbonline.gov.uk/crsc/subscriber) with your certificate number when you receive your DBS certificate. **If so, you must do so within 30 days of the certificate being issued.**  To check the progress of your DBS certificate use the [DBS tracking service.](https://secure.crbonline.gov.uk/enquiry/enquirySearch.do)  **Registration lasts for 1 year and costs £13 per year (payable by debit or credit card only).**  You’ll get an ID number with your registration that you need to log on to the service. Make sure you write it down. |
| **WHAT YOU GET** | |
| When you join, you’ll get an online account that lets you:   * Take your certificate from one job to the next * Give employers permission to check your certificate online, and see who has checked it * Add or remove a certificate | |