**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL**

**JOB PROFILE**

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| **DEPARTMENT: Office of The Chief Executive** | **SERVICE GROUP: Skills for Work** |
| **POST TITLE: Senior Tutor**  Math’s | **REPORTS TO: Learning & Curriculum**  **Manager** |
| **GRADE: S01/02** | **SAP POSITION NUMBER :** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

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| **Key Purpose of Post:** |
| To provide a peripatetic teaching and learning service to a wide range of learners including families, apprentices, unemployed and employed adults in a variety of settings across the district, including Schools, Nurseries, Children’s Centres, employer premises and community settings.    To develop and deliver an extensive range of learning and skills courses including math’s  English, ESOL, ICT and employability/vocational skills to meet the needs of learners and employers. To ensure that contract, awarding body and organisation regulations and procedures are followed at all times.    To plan and implement practical training experiences for the learners, including apprentices, and to monitor and review their progress throughout their period of training, ensuring timely achievement of learning aims and to maximise retention. |

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| **Main Responsibilities of Post:** |
| * To be responsible for developing and maintaining a caseload of learners with a range of learning needs in accordance with each learner’s individual training plan. * To carry out initial assessment, diagnostic assessment and induction, which are used well to inform the ILP and to review and assess the progress of learners throughout their period of training and ensuring timely achievement of established learning aims and undertake information advice and guidance as required. * To ensure thorough lesson planning, preparation, resources, development of schemes of work and delivery of courses of varying length both accredited and non-accredited in a range of subjects across the curriculum to the client group in accordance with each learners training plan. * Responsible for making accurate assessment decisions for all operational aspects relating to the delivery of training and assessment including marking and recorded feedback for a caseload of learners. * Responsibility for creating, maintaining and monitoring accurate auditable records, including course sign ups and registers, in accordance with all internal and external requirements including IQA and EQA. * **All records** including records of learners’ attendance, withdrawal and destination, progression, achievement and provision of information to be to the highest standard of accuracy and within required deadlines. * To participate in staff development (including observations of teaching, learning and assessment) and performance processes as required, to maintain personal professional expertise and knowledge at the highest possible level * To carry out exam invigilation ensuring awarding body regulations and national standard are followed as required * Understand and be able to safeguard, children, young people and vulnerable adults from all forms of abuse, intimidation, radicalisation and exploitation in line with the Prevent duty. * To actively promote, comply with and ensure that all current legislation and Local Authority policies are complied with, particularly with regard to Equal Rights, Health, Safety & Safeguarding. * Flexibility to promote and deliver the curriculum across all the district to meet the needs and demands of the Contract, the Skills for Work service and employers. * To support the service to respond to local, regional and national initiatives that meet government priorities in relation to education, learning and skills. * To use a variety of relevant and differentiated teaching methods and styles to promote active learning and wider skills. * To use a variety of ICT to support teaching and learning e.g. portable technology, bespoke software/learning platforms, internet, whiteboards etc. * To undertake any other duties commensurate with grade and overall level of the post |

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| **Structure:**      Skills for Work  Principal    Learning and  Curriculum Manager  Business  Engagement  Manager    Senior Tutor      Learner and  Business Support  Manager | |
| **Special Knowledge Requirement: Will be used for shortlisting. Max 10** | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. | |
|  | **Essential** |
| Due to the Government’s Fluency in English for posts where employees speak directly to members of the public the postholder is required to meet the Advanced threshold level which will be applied where the postholder requires a greater level of sensitive interaction with the public.  You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be tested during the interview). | X |
| Carries out the working practices, procedures and basic operations across the lifelong learning sector associated with the pedagogy of teaching, learning and assessment. | X |
| Understands and applies equality and diversity , safeguarding and health and safety working practices, ensuring the safety of self and learners | X |
| Uses a wide range of computer applications to effectively embed information learning technologies into teaching and learning and develop high quality learning materials | X |
| Able to demonstrate an ability to work within and apply the Education Inspection Framework for Further Education and Skills. | X |
| Able to demonstrate an in depth knowledge of and the ability to apply the standards, codes of practise including Awarding Body requirements associated with the delivery and assessment of accredited qualifications | X |
| Able to plan and deliver high quality teaching sessions including effective differentiation to support, stretch and challenge learners in order to meet their needs and reach their potential. | X |
| To have developed and delivered appropriate Functional English/Maths ESOL, vocational skills,ICT, employability and training to a client group in accordance with each learners training plan. | X |
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| To have created /maintained and monitored accurate auditable records in accordance with all internal and external requirements e.g. awarding body, Education Skills Funding Agency, Ofsted, Matrix | X |
| Understands the complexity of apprenticeship qualifications (Standards and Frameworks where appropriate) in order to meet Education Skills Funding Agency and Ofsted standards for delivery | X |
| Knows and understands how to analyse, interpret and present complex information from a variety of sources | X |

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| **Relevant experience requirement: Will be used for shortlisting** |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold level outlined under Special Knowledge above. |
| Experience of teaching/assessing Adults in at least one of the following: **Maths**, English, Vocational, employability skills, ESOL and ICT teaching session*s* to a wide range of learners including experience of using classroom management strategies creating an environment to support learning. |
| Working to deadlines and delivering nationally recognised qualifications particularly around maths’s Functional Skills/contract deadlines to meet external quality standards and partnership agreements. |
| An ability to deliver the core skills required for life in Britain today i.e. maths, English, ICT, personal development, behaviour and attitudes. |
| Recent experience of planning programmes of learning to include the use of technology in order to meet the needs of learners*.* |
| **Relevant professional qualifications requirement: Will be used for shortlisting** |
| Certificate of Education, a L4 Teaching Qualification or PGCE    Level 2 or equivalent Maths and English    **Level 5 Subject Specialist Certificate in maths**  **Level 4/5 Teaching Certificate**  Desirable: Assessor Award A1or equivalent (if delivering vocational programmes). |
| **Core Employee competencies at manager level to be used at the interview stage.** |
| **Carries Out Performance Management –** covers the employees capacity to manage their workload and carry out a number of specific tasks accurately and at a high standard. |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work. |
| **Undertakes Structured Problem Solving** **Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. |

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| **Management Competencies: to be used at the interview stage.** | | |
| **Operates with Strategic Awareness** Our managerswork with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably. | | |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the District in all that they do. | | |
| **Delivering Successful Performance** Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes. | | |
| **Applying Project and Programme Management** Our manager’s work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. | | |
| **Developing High Performing People and Teams** Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. | | |
| **Working Conditions:** | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | |
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| **Special Conditions:** | | |
| You will be informed outline if there is a requirement for the post to have recruitment checks such as DBS, Warner Process. | | |
| **Compiled by:**      **Date: June 2019** | **Grade Assessment Date:**    **tbc** | **Post Grade:**      **tbc** |