

## DESCRIPTION OF POST

**Job Title:** Part Time Sessional Tutor of Digital Photographer

**Size:** Part time Sessional Tutor

**Conditions of Service:** LBR Adult Ed Teaching and Educational

**Grade & Scale Points:** Academic Scale range point 2 – 7

**Line Manager:** Alexis Gnanasegaram

### A. Overall Purpose of Job

1. To plan, prepare and deliver high quality learning opportunities in response to identified need providing course information and advice on entry and for progression.
2. To provide timely learner feedback on progress and achievement.
3. To ensure a safe inclusive learning environment.
4. To help set and achieve ambitious and challenging targets demonstrating commitment to excellence and inclusion.

### B. Main duties and responsibilities

1. Contribute to information & advice sessions, interview potential students and conduct initial and diagnostic assessments.
2. Undertake course planning in consultation with the Assistant Principal and Curriculum Manager, including submission of scheme(s) of work and lesson plans.
3. Establish a purposeful learning environment in which diversity is valued and learners feel safe and confident.
4. Set challenging teaching and learning objectives that are relevant to the course and needs of learners.
5. Manage the learning process effectively, guiding and supporting learners differentiating teaching to meet the needs and interests of learners.
6. Agree individual learning plans with learners including course and personal targets.
7. Develop resources to support both classroom based and independent out of classroom learning making use of digital technology and the VLE.
8. Plan additional support for learners liaising with the Learning Support Adviser, as necessary.
9. Plan opportunities for learners, with other staff where relevant, to learn in out of classroom contexts such as placements, volunteering, visits to Museums and employment based settings etc following the External Activities Policy.
10. Systematically assess learners work giving timely and constructive feedback on progress to support learners as they learn.
11. Involve learners in reflecting on, evaluating and improving their own performance.
12. Keep accurate records of punctuality, attendance, assessment and learner progress making reports as required.
13. Meet with parents, guardians, advocates to discuss progress of 16-18 or vulnerable learners through arrangements made with the Curriculum Manager or Learning Support Adviser.
14. Assist with internal and external assessments, exams and standardisation
15. Provide information and advice on progression to further study and employment.
16. Regularly review and evaluate course and own performance with the Assistant Principal and Manager.
17. Comply with the Institute's quality improvement framework and work with the Curriculum Manager on a personal improvement plan to maintain or improve performance to outstanding.
18. Contribute to course team meetings sharing best practice.
19. Undertake Health & Safety, Equality & Diversity and Safeguarding training maintaining awareness of key risk issues within curriculum area, report any to the Assistant Principal,, Health & Safety Co-ordinator and Safeguarding Adviser on any matters requiring action and contribute to risk assessments.
20. Keep up to date with internal and external assessments and examinations, including the keeping of appropriate records and completion of returns.
21. Comply with the Professional Standards for Teachers and Trainers in Education and Training
22. Additional duties outside planning, delivery and assessment to be agreed with line manager

### C. General duties

1. Ensure staff and learner confidentiality is maintained and comply with requirements of the Data Protection Act.

2. Undertake professional development in line with the needs of the Institute, including ILT and embedding maths, English and British Values in the curriculum
3. Participate in the Institute performance review processes.
4. Take responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults.
5. Present the best possible image of the Institute in general, and, in particular, in all contact and communications with the general public, visitors, learners, customers, suppliers and all other external organisations.
6. Follow all Institute policies and procedures, especially those relating to learners, Health and Safety, Equality of Opportunity, Personnel and the Financial Regulations and Procedures.
7. Make an active contribution to the achievement of the Institute's sustainable development targets.
8. Undertake other reasonable duties commensurate with level of post as directed by the Assistant Principal.

#### D. Person Specification: Fractional / Full Time Tutor

Specification	Essential	Desirable
<p><b>Education and Training</b></p> <p>Formal qualifications and relevant training</p>	<ol style="list-style-type: none"> <li>1. Recognised relevant subject specific qualification at an appropriate level (preferably Level 4).</li> <li>2. Minimum Level 3 Award in Education and Training and willingness to achieve Level 5 Diploma in Education and Training</li> <li>3. Maths and English at Grade A*-C or equivalent and level 2 in ICT</li> <li>4. Safeguarding and Prevent Duty</li> </ol>	<ol style="list-style-type: none"> <li>1 Specialist advanced training in a relevant discipline.</li> <li>2 Qualified teacher holding PGCE, Cert. Ed, DTLS or other recognised qualification at the same level.</li> <li>3 Specialist pathway at level 5 in literacy, English for Speakers of other Languages (ESOL), mathematics or special educational needs (SEN) for tutors teaching in these subject areas</li> <li>4 Assessor and/or verifier qualifications.</li> <li>5 Information and advice qualification.</li> <li>6 First Aid at Work or willingness to achieve it.</li> </ol>
<p><b>Experience</b></p> <p>Ability to undertake duties of the post</p>	<ol style="list-style-type: none"> <li>1. Delivery of high quality teaching, learning and assessment in an adult and community learning setting and meeting quality standards.</li> <li>2. Sound pedagogic practice and ability to successfully facilitate differentiated learner centred learning approaches</li> <li>3. Ability to engage and motivate learners of all ages and abilities</li> <li>4. Ability to express yourself clearly in speech and writing</li> <li>5. Creativity to design activities and materials</li> <li>6. Providing information, advice and guidance to adult learners</li> <li>7. Ability to work independently as necessary, and capable of making own judgement and using own initiative.</li> </ol>	<ol style="list-style-type: none"> <li>10. Experienced tutor in adult and community learning with a minimum of one years' teaching or training experience.</li> <li>11. Participation in marketing and promotional activities.</li> <li>12. Advanced practitioner or e-guide</li> </ol>

	<ol style="list-style-type: none"> <li>8. Ability to take ownership of own professional development and willingness to undertake relevant continual professional development.</li> <li>9. Ability to critically reflect upon and evaluate own performance Ability to work safely at all times, in accordance with the risk assessment procedures and to contribute to the development of risk assessments as directed by line manager.</li> </ol>	
<b>Skills and Knowledge</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2. Understanding of OFSTED safeguarding requirements and skills to ensure these are fully implemented</li> <li>3. Understanding of Equal Opportunities issues and experience of use of strategies to promote equality and diversity in teaching and learning and embedding of British Values</li> <li>4. Efficient administration skills to support good learner record keeping</li> <li>5. Development and use of on-line learning and mobile technologies to support learning</li> <li>6. Understanding of OFSTED Common Inspection Framework and other quality assurance and improvement frameworks</li> <li>7. Excellent organisational and planning skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum development</li> <li>2. Using ETF professional standards as a professional development tool</li> <li>3. Knowledge and understanding of current trends in post 16 sector</li> </ol>
<b>Personal Qualities</b>	<ol style="list-style-type: none"> <li>1. Treat all learners with respect and consideration.</li> <li>2. Ability and enthusiasm to relate to learners with diverse backgrounds, ages and experiences.</li> <li>3. Have high expectations of all learners and committed to raising their educational attainment.</li> </ol>	

	<ol style="list-style-type: none"><li>4. Excellent oral and written communication.</li><li>5. Willingness to work as directed by line manager.</li><li>6. Ability to work with and be supportive of others as a member of a team.</li><li>7. Ability to work flexibly in terms of time and place and able to adapt to change.</li><li>8. Act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of learners and their expectations.</li><li>9. Willing to acquire new skills and undertake further training and development when necessary</li></ol>	
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