

## JOB DESCRIPTION/PERSON SPECIFICATION

<b>Job Title:</b>	English Tutor
<b>Responsible to:</b>	Head of Curriculum Area
<b>Responsible for:</b>	N/A

<b>1.</b>	<b>Job Purpose:</b>
1.1	To take a key role in the delivery and development of the Curriculum area.  To lecture and provide appropriate support in the teaching of a range of qualifications in related disciplines.

<b>2.</b>	<b>Key Responsibilities:</b>
2.1	To teach in the curriculum area as directed by the Head of Curriculum Area through a variety of means (face to face/virtual and blended learning).
2.2	To manage, develop, promote and review the learning programmes within the area and be aware of and apply national trends and curriculum developments.
2.3	To respond to new curriculum issues affecting programme delivery and student learning/training activities.
2.4	To review teaching inputs regularly in the context of changing needs of students and programmes.
2.5	To prepare and assemble suitable teaching materials and learning resources for the delivery of all courses/classes designated for face to face and online learning.
2.6	To use and evaluate teaching techniques/methods appropriate to learner groups.
2.7	To maximise learner success, achievement and retention
2.8	To identify and respond to students' needs and welfare with counselling, guidance, support to

	own competence and, where necessary, refer to appropriate alternative authority.
2.9	To carry out assessments of learning consistent with College processes and the requirements of relevant awarding bodies.
2.10	To maintain up-to-date syllabi for all courses/classes taught.
2.11	To have available and maintain schemes of work for all courses/classes, copies of each to be logged in the course technical file.
2.12	To contribute to the organisation and administration of placements as required.
2.13	To maintain up-to-date records, reports, profiles, course files etc.
2.14	To participate in the recruitment and enrolments of students.
2.15	To carry out the general administrative duties associated with the post, including registers, E-ILP's timetabling requirements etc.

<b>3.</b>	<b>Specific Duties:</b>
3.1	To ensure the implementation of Equal Opportunities and Safeguarding across the College.
3.2	To ensure the implementation of Health, Safety and Welfare policies across the College.
3.3	To participate in all self-assessment and quality procedures required by the College in order to implement the College's Quality Improvement Strategy.
3.4	To ensure that your programmes contribute to meeting the curriculum area targets, i.e. learner recruitment and achievement.
3.5	To be committed to the Professional Standards for Teachers and Trainers.
3.6	To be committed to professional development
3.7	To contribute to the marketing, promotions and enhancing of the profile of the programme area.
3.8	To work with employers to identify and engage learners.
3.9	To safeguard children and vulnerable adults from harm and to report concerns in accordance with the College's internal referral arrangements.
3.10	To foster good relationships and advance equality of opportunity between different groups and eliminate discrimination, harassment and victimisation.
3.11	To assist in the recruitment of learners to the College as required by the Line Manager or College senior managers.
3.12	To deal professionally with colleagues and external partners as required.
3.13	To ensure the confidentiality and security of all the College's documentation and information.

3.14	To attend training/refresher courses and meetings as required by the Line Manager
3.15	To co-operate and take part in the College's appraisal scheme and lesson observations.
3.16	To carry out other such appropriate duties that maybe reasonably required to successfully carry out the role.

<b>4.</b>	<b>Budget Responsibility:</b>
4.1	The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Partnership's purchasing and financial regulations.

<b>5.</b>	<b>Continuing Professional Development:</b>
5.1	The post holder will proactively take part in the Partnership Appraisal (PDR) process and will appraise any staff they are responsible for.
5.2	The post holder must undertake all training deemed mandatory by the Partnership (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating

<b>6.</b>	<b>Health and Safety:</b>
6.1	<p>The post holder will be required:</p> <ul style="list-style-type: none"> <li>• To take reasonable care to safeguard their own safety and that of others with whom they work;</li> <li>• To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation.</li> <li>• Not to interfere with or to misuse anything provided in the interests of health and safety or welfare.</li> <li>• To report immediately any defects in plant, equipment or the environment</li> </ul>

<b>7.</b>	<b>Equality and Diversity:</b>
7.1	The Partnership is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Partnership's Equality policy as appropriate.

<b>8.</b>	<b>Safeguarding Children and Vulnerable Adults:</b>
8.1	The Partnership recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2)

<b>9.</b>	<b>TEC Partnership Policies and Procedures:</b>
9.1	All staff are required to be aware of and comply with all TEC Partnership Policies and Procedures which are accessed via the Virtual Learning Environment.

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## Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

*Please see following page for Person Specification*

<b>Qualities</b>	<b>Specific Requirements</b>	<b>E</b>	<b>D</b>
<b>Qualifications and Training</b>	<p>Level 2/GCSE Maths</p> <p>Possession of/willingness to work towards Level 5 Literacy Specialist qualification</p> <p>Degree or equivalent professional/vocational qualification in English.</p> <p>Minimum of a Level 3 English Qualification</p> <p>Hold or be willing to gain a teaching Qualification – Cert Ed/PGCE</p>	E	D
<b>Specialist Knowledge</b>	<p>Evidence of recent professional development.</p> <p>Awareness of current curriculum and sector developments including GCSE English Language and the Functional Skills reforms</p> <p>Knowledge of a range of related qualifications.</p>	E	
<b>Experience</b>	<p>Experience of delivering GCSE English in a Further Education environment</p> <p>Experience of delivering Functional Skills English to a range of levels an FE environment</p> <p>Understanding/experience of Functional Skills assessment requirements and moderation procedures</p> <p>Experience of delivering online virtual learning</p>	E	D
<b>Skills and Attributes</b>	<p>ILT skills including Word, Excel, Outlook, Moodle, Internet, PowerPoint and Microsoft Teams</p> <p>Interpersonal skills</p> <p>Communication – verbal &amp; written skills</p> <p>Presentation skills</p> <p>Administrative &amp; organisation skills</p> <p>Ability to deliver good/outstanding teaching and learning</p> <p>Committed to the Professional Standards for Teachers and Trainers</p> <p>Learner focused</p> <p>Highly effective communicator</p>	E	

	<p>Enthusiasm and commitment</p> <p>Professional</p> <p>Well organised</p> <p>Flexible and adaptable</p> <p>Able to work on own initiative</p> <p>Able to deal effectively with new challenges</p> <p>Able to develop effective working relationships</p> <p>Able to work under pressure and prioritise</p> <p>Suitable to work with children, young people &amp; vulnerable adults</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<b>Other</b>	<p>DBS check carried out on appointment</p> <p>Flexibility towards working hours.</p> <p>Participation in promoting provision.</p> <p>Willingness to travel between sites.</p> <p>Willingness to travel to work placements, meetings and to arrange and take part in learner/employer visits.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	

Qualities identified and determined by:

*E = Essential*

*D = Desirable*