

TUTOR / ASSESSOR

Role Profile



Title	Tutor/Assessor	
Grade	GRADE F	
Reference:	NI022	
Reports to:	Curriculum Lead	
Work style Definition	Office based hot–desk/touch down worker	
Job Type:	Professional	
Primary purpose of role	Tutors and assessors are required to deliver excellent teaching, learning and assessment that supports the service aims and objectives through designing, planning and implementing learning programmes and qualifications effectively. Tutors and assessors are expected to guide and manage the learning journey for each learner from starting point to destination and progression identifying and supporting learner's needs to enable each learner to achieve to their best ability. The role involves undertaking all supporting activities for delivery of teaching and learning and taking initiative within recognised policies and procedures to create innovative and accessible learning and to work independently to resolve problems or situations.	
Key accountabilities and key measures	Role outcomes <ul style="list-style-type: none"> ▪ Delivery of high-quality teaching, learning and assessment to meet agreed targets in particular recruitment, attendance, retention and achievement (70%) ▪ Plan and manage the learner journey ensuring curriculum intent, implementation and impact is seamless with a degree of co-ordination and collaboration between colleagues and stakeholders (20%) ▪ Complete administrative duties to ensure data collection and audit meet the needs of funders and regulatory bodies (10%) 	Role measures <ul style="list-style-type: none"> ▪ Targets successfully achieved including, attendance, retention and achievement at or above sector benchmarks with audit criteria met ▪ Ofsted grading of 'Good' or better ▪ Increased stakeholder engagement resulting in creation of new opportunities and support for learners ▪ Positive feedback from all stakeholders ▪ Consistent and timely delivery of courses and qualifications ▪ Increased positive outcomes for learners in progression and destination
Key activities	Teaching, Learning and Assessment (70%) <ul style="list-style-type: none"> ▪ Develop and implement high-quality accessible innovative teaching and learning that provides progression opportunities to further learning or employment relevant to learner personal circumstance, extending the reach to learners through digital technology and e-learning approaches 	

	<ul style="list-style-type: none"> ▪ Ensure courses and programmes have a clearly defined purpose relevant to the needs and interests of learners, to local employment opportunities and supports local and national priorities that build knowledge and skills towards an end point ▪ Plan courses to ensure learners understand what they will be able to know and do at the end of their programme, sequencing learning to build on previous teaching and learning and to develop new knowledge, skills and behaviours ▪ Develop, maintain and share effective teaching, learning and assessment materials and resources ▪ Induct, coach and support learners embedding key employability, digital, STEM, English and maths skills working to awarding organisation guidelines and towards Ofsted grading of 'Outstanding' ▪ Ensure the embedding of Equality and Diversity, Health and Safety, Safeguarding, British values and Prevent throughout the curriculum ▪ Use assessment practice effectively to check learners' understanding in order to inform teaching, help learners develop their understanding through effective feedback and improve learner outcomes maintaining agreed progression tracking documentation and ILPs ▪ Respond to quality improvement requests within the quality cycle contributing to the self-assessment process through self-evaluation and reflection, this includes but is not limited to Observation of Teaching, Learning and Assessment (OTLA), RARPA and moderation and sampling ▪ Undertake continued professional development to deliver improvements in teaching learning and assessment, maintaining expert knowledge of subjects taught and in Ofsted's Education Inspection Framework (2019), Awarding Organisation and RARPA requirements sharing best practice with colleagues ▪ Ensure compliance with Health and Safety regulations, ensuring safe working practices are observed in all learning environments, robust risk assessment is in place with regular monitoring and review ▪ Understand and comply with national legislation, regulations, government and council policies, processes, forms and procedures, mandatory training to ensure and efficient and compliant curriculum delivery <p>Plan and manage the learner journey (20%)</p> <ul style="list-style-type: none"> ▪ Work collaboratively with others to achieve organisational targets and contribute to the improvement of processes and procedures ▪ Monitor learner journey targets such as attendance, retention, achievement and progression and destinations implementing solutions to address issues as they arise with individual learners ▪ Adhere to all policies, procedures and practice to manage the learner journey from IAG and establishment of learner starting point and the support need of learners through to destination and progression outcomes ▪ Develop and maintain outstanding links with stakeholders to continually improve the ability to meet skills needs locally ▪ Provide advice, guidance, solutions and clear and effective signposting in order to maximise opportunity to meet local needs
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	Complete Administrative tasks (10%) <ul style="list-style-type: none"> Support the marketing and communications strategy and plan through providing content, involvement in recruitment and enrolment activities and events adhering to branding guidelines Support the collection, response to and celebration of learner voice agreeing and implementing actions for improvement Support the processes for guidance, support, welfare and discipline of learners Undertake other duties appropriate to the grade of the post
Essential qualifications/ knowledge	<ul style="list-style-type: none"> Competent user of Microsoft Office Professional teaching and/or assessor/verifier qualification or relevant experience (CertEd/PGCE or equivalent) or willingness to work towards Degree in relevant area of expertise or equivalent experience 5 GCSE (Grade A-C/9-4) or equivalent including maths and English Knowledge of adult skills, community and/or family learning Knowledge of legislation and practice relating to post 16 and skills education in particular Safeguarding and Prevent, Equality and Diversity Evidence of continuing professional development DBS
Desirable qualifications/ knowledge	<ul style="list-style-type: none"> Level 2 qualification in ICT Knowledge of the Post 16 and Skills landscape and funding Knowledge of local sector skills needs and key stakeholders Health and safety and risk assessment in an adult learning context Full UK Driving Licence
Essential experience	<ul style="list-style-type: none"> Evidence of leading initiatives and responding independently to unexpected problems Experience of team working and managing change to meet business needs
Desirable experience	<ul style="list-style-type: none"> Experience across a range of digital learning platforms including Google Classroom, Zoom and Teams Experience in teaching and/or assessing over a wide range of qualification levels and programmes Experience of curriculum/course planning and learner performance management Experience of working in Adult, FE or Post 16 and Skills Experience of quality improvement in the FE sector including self-assessment practice, OFSTED and RARPA Experience of partnership networks and environments local sector skills needs and key stakeholder's relevant to the role Experience of Special Educational Needs and additional learning support
Essential skills	<ul style="list-style-type: none"> Learner centred and customer focussed High level of interpersonal and communication skills to a range of audiences including learners, leaders and managers, curriculum/project stakeholders and outside organisations Well-developed relationship development, networking, and management skills to support effective challenge, problem resolution and future direction and behaviours within complex working arrangements Planning and organisational skills with the ability to problem solve and manage complex tasks to meet aims and objectives within deadlines

	<ul style="list-style-type: none">▪ Ability to review and monitor own performance and that of learners▪ Ability to produce clear documentation▪ Travel between sites
Corporate standards <ul style="list-style-type: none">▪ In accordance with Council policies and guidance on information management and security, it is your personal responsibility for data protection, client confidentiality and information governance.▪ Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Council's constitution and its policies and procedures.▪ Work within the requirements of the Council's Health and Safety policy, performance standards, safe systems of work and procedures.▪ Undertake all duties with due regard to the corporate equalities policy and relevant legislation.	