

Job Description

Job title:	Senior Tutor		
Department:	Learning, Coaching & Advice		
Job Family:	Operational Management		
Location:	Countywide		
Reports to:	Learning Manager		
Salary Point*:	4 to 6	Hay points*:	282
Evaluated date*:	13/05/19		
Hours:	Up to 37 according to business need		
Status:	Permanent		
DBS:	Basic (enhanced with child barring if in family learning department)		
Supervisory responsibilities	Yes (tutors)		
Job Shares will be considered for this post	Dependent on individual post		
This position requires travel around the county and the ability to work flexible hours.	Yes		

**To be completed by HR after evaluation has taken place*

Overall Job Purpose:

A brief statement about the main objectives of the post

Realise Futures operates as a hybrid company combining commercial trade with personal & government funded public services. Our aim is to create opportunities for people to succeed in work, learning and life through three company departments, Learning, Coaching and Advice, Employment and RF Works.

The Learning, Coaching and Advice department provides government funded, first rung learning opportunities to adults facing economic, educational and social disadvantage.

The Senior Tutor role provides supervision and co-ordination to a team of tutors across a range of courses. They will also be responsible for delivering courses and covering for tutor absence. Leading by example, delivery of best and current practice in teaching, learning and assessment to cohorts of adult learners is an integral aspect of this role. Responsible for undertaking a series of structured quality assurance processes, the post holder will provide supportive, professional expertise that addresses underperformance and celebrates success. The post holder will support the Learning Manager in planning a cohesive learning offer that accurately reflects local labour market information and meets the needs of all stakeholders.

Realise Futures CIC

Registered Office: Realise Futures, Lovetofts Drive, Ipswich, IP1 5NZ

01473 242500

info@realisefutures.org

www.realisefutures.org

Registered No 7828443 England and Wales

Main Duties and Responsibilities:

A brief description of the most important tasks of the post

Managing Team and Individual Performance; Problem-Solving/Solution-Focus

Manage a case load of tutors, as directed by Learning Manager(s) that will include:

- Supporting the induction and mentoring of new tutors
- Providing supervision and performance management to existing tutors
- Recording and providing data on development of tutors
- Work with colleagues to support the recruitment of learners and co-ordination of courses

Leadership & Strategic Expertise; Job Specific Technical/Manual; Teaching & Training; Managing Relationships

Professional Values and Attributes

- Be reflective on your management practice with consideration of the impact on others and yourself.
- Motivate and lead teams fostering strong working relationships.
- Be an advocate of inspirational teaching which has a positive impact on learners.
- Be forward thinking and innovative in adapting strategies to facilitate the delivery of a high-quality learning environment.
- Champion safe, inclusive and socially aware working and learning environments.
- Build positive and collaborative relationships with internal and external stakeholders.
- Trust, positivity and respect - culture

Teaching & Training; Job Specific Technical/Manual; Managing Team and Individual Performance

Professional Knowledge and Understanding

- Maintain and update your knowledge of effective educational pedagogy.
- Maintain and update your knowledge of effective management practice to develop research-informed practice.
- Maintain and update your knowledge of organisational governance and strategy.
- Be aware of local and national policies to enable proactive response to change.
- Understand the key factors required to run your curriculum effectively with consideration to quality, financial viability and legislative compliance.

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- Understand the responsibilities of those you line manage and how best to support them.
- Provide specialist subject information and support the design and ongoing development of innovative learning and resources.

Managing Team and Individual Performance; Teaching & Training; Problem-Solving/Solution-Focus

Professional Skills

- Motivate, inspire and support teams to achieve a high-quality learning environment which has a positive impact on learners.
- Develop curriculum that meets learner and employer needs, being mindful of local and national initiatives.
- Apply required methods of quality assurance and provide constructive and timely feedback to appropriate stakeholders.
- Facilitate the performance and development needs of each individual in the teams you manage.
- Utilise effective written and verbal interpersonal skills to facilitate professional relationships with all stakeholders.
- Consistently demonstrate emotional maturity and resilience in undertaking the responsibilities of the role.
- Apply clear and fair judgement in your decision-making process.
- Critically analyse data with consideration to your curriculum’s contribution to organisational performance.
- Present information clearly and professionally to a range of internal and external stakeholders.
- Manage and role model an effective work life balance.

Job Specific Technical/Manual; Teaching & Training

In conjunction with Learning Managers, plan and implement the company’s quality management processes that include:

- Undertaking a caseload of tutor observations and quality audits
- Reviewing reports and providing management information for self-assessment
- Identification of (and sharing) best practice
- Ensuring standardisation and moderation of the quality of learning provision

1. Know-How:	The skills, expertise, and training required for the job are:-
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<p><i>Know-how is defined as the sum of every kind of knowledge, skill, and experience required for standard acceptable performance in a role. Forward planning is concerned with the complexity of the planning required in the role, the time span that planning has to take place over i.e. how far does the job holder have to plan ahead and the scope of the planning, i.e. one department, a division or across the whole company. Communication is concerned with whether or not the job holder has to merely communicate with or influence others and the levels to which the role requires them to do so.</i></p>	<ul style="list-style-type: none"> • Identified as a best-practice tutor (evidenced through formal observation process) • At least 2 years experience of teaching, preferably in the Further Education sector • Recent creative, innovative and application of teaching, learning and assessment techniques (evidenced) • IT literate especially in Microsoft applications (specifically, Word, Excel & Powerpoint) • Knowledge and experience of coaching and mentoring in an educational setting • Working knowledge of the Common Inspection framework and how this is applied in teaching, learning and assessment practice • Working knowledge of public funding requirements in respect of post-16 learning <p>Specific qualifications or training essential to the job are:-</p> <ul style="list-style-type: none"> • A recognised teaching qualification at level 5 or above • A subject specialist qualification at Level 3 or above • Assessor award, or working towards • Internal Verifiers award or working towards • Minimum of level 2 in English and Maths • Level 3 coaching qualification or evidenced practice <p>The amount of forward planning required in the job is:- Medium.</p> <ul style="list-style-type: none"> • Working with the Learning Manager, the post holder will assist in the production and monitoring of Quality Action Plans. • Excellent organisational skills are essential as post holder will need to plan ahead for delivery of courses, as well as managing quality processes, that involve travelling to different locations across the county. <p>The type of communication and interaction needed in the job is</p> <ul style="list-style-type: none"> • Professional courtesy/Trust/Positivity and Respect • Ability to moderate language and style according to audience (will encounter varying levels of literacy and comprehension)
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	<ul style="list-style-type: none"> • Able to constructively and successfully manage challenging behaviour effecting change • Conflict resolution • A balance of working autonomously when necessary and as part of a team when required
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<p>2. Problem-Solving:</p> <p><i>Problem solving is concerned with the levels of autonomous thinking required in the role for analysing, creating, reasoning and arriving at conclusions. Consider the job holder's freedom to think and the amount of guidance available and the level to which constraints exist as to how problems may be resolved, i.e. levels of supervision / direction and processes or procedures that dictate the way in which a task is to be performed. Also consider the scope of the thinking required in the role, i.e. is there a clear right or wrong answer or is an element of judgement required.</i></p>	<p>The level of analysis, evaluation and problem solving required in the job are:-</p> <p>Medium/High</p> <ul style="list-style-type: none"> • Able to interpret and analyse complex management data and labour market information from diverse sources to inform curriculum development improvement plans • Knowledge of how to apply initial assessment and/or training needs analysis models to inform individualised learning plans <p>High</p> <ul style="list-style-type: none"> • The level of creativity and/or original thought to resolve issues is:- • An essential aspect of the role is to deliver and model innovative learning and assessment techniques that utilise creative resources which support successful learning outcomes
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<p>3. Accountability:</p> <p><i>The freedom to take decisions is influenced by the presence or absence of constraints such as managers, processes and procedures and guidance. The nature of impact is concerned with the extent to which the role directly impacts on end results whilst the magnitude of impact considers how much of the organisation is affected by the job holder's accomplishment of the job's basic purpose.</i></p>	<p>The amount of freedom to take decisions in the job is:-</p> <p>Medium:</p> <ul style="list-style-type: none"> • Independent professional judgements on implementing new/innovative practice will be encouraged by Learning Managers. <p>Nature of impact:- Through role modelling best practice Teaching, Learning and Assessment (TLA) that includes course delivery, mentoring and driving improvements within the team, the impact will be seen in improved quality of TLA and continuing high success rates.</p> <p>Magnitude of impact:-</p> <p>The Learning, Coaching and Advice service represents a third of the company's revenue. The Senior Tutor role, through</p>
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	<p>established quality assurance processes, supports the Learning Manager to maintain at least Ofsted Grade 2 Good for the designated learning theme which is essential for the retention of the adult learning contract.</p>
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These duties and responsibilities are indicative and not exhaustive. We may make adjustments from time to time to reflect the changing needs of the organisation. We may require you to carry out reasonable alternatives within the character of your post. We expect you to adopt a flexible approach to your role but will consult you about significant changes.

Evaluation

D 1 3 (175), D 3 (50), D 1 C (57) Total points 282 – Grade 3a