

Job Description

Job title:	Employment & Skills Trainer (Restart Scheme)		
Department:	Employment		
Job Family:	Operational Specialist		
Location:	Ipswich		
Reports to:	Business Manager (Restart)		
Salary Point*:	4 - 6	Hay points*:	252
Evaluated date*:	28/04/2021		
Hours / week:	Up to 37 according to business need		
Status:	Permanent		
DBS:	Basic		
Supervisory responsibilities	No		
Job Shares will be considered for this post	No		
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 & Advice, Employment and RF Works.

This post forms part of the Restart Team within the Employment department whose main purpose is to help unemployed people prepare for and sustain employment.

The Employment & Skills Trainer is responsible for, in conjunction with the Employment Advisers and/or Employers, promoting training and identifying the training needs of Learners and/or the needs of Employers. They are also responsible for delivering training; assessing against relevant criteria on accredited qualification delivery; evaluating outcomes; providing follow-up support to Learners; administration and continuous improvement of training. An Employment & Skills Trainer will use a variety of training skills and activities to engage and empower Learners and to progress them to achieve sustainable employment.

Realise Futures CIC

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

01473 242500

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www.realisefutures.org

Registered No 7828443 England and Wales

Main Duties and Responsibilities:

A brief description of the most important tasks of the post

Teaching & Training

- Plan, prepare and deliver an agreed programme of learning, which supports, challenges and inspires learners and meets their different needs.
- Employ sound assessment and feedback practices to support progression and achievement of individual learning objectives and identify 'next steps' in the learner journey.
- Identify additional learning support needs and implement a plan to meet those needs, which may include working with learning support staff.
- Develop and deliver innovative sessions that actively engage all learners, encompassing a range of creative and collaborative learning resources and approaches.
- Ensure that teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.
- Encourage and support learners to become autonomous and provide opportunities for independent learning.
- Support learners to develop their skills in English, mathematics and ICT and enhance their employability skills.
- Create a safe learning environment that promotes learners' spiritual, moral, social and cultural development, to include responsible citizenship with 'shared values'.
- Be proactive in identifying and addressing individual areas for professional development (to meet company & programme requirements) and work collaboratively with peers to share best practice.
- Actively engage with the promotion of, and recruitment onto, courses within the Restart Team and across other areas of the company that may include presentations.

Systems & Standards

- Manage workload to ensure the accurate completion and timely submission of learner and learning records, adhering to awarding body and company protocols & policies.

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1. Know-How:

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.

The skills, expertise, and training required for the job are:-

- Robust subject knowledge (either at L3 or equivalent OR evidence of working practice)
- Explicit knowledge of a variety of teaching approaches and methodologies
- Ability to plan and deliver quality teaching, learning and assessment
- Ability to plan, monitor and evaluate achievements of targets and outputs
- Self-motivated, good organisational and time management
- Minimum 2 years experience of delivering courses/working in a training environment
- Aptitude for detail
- Ability to work to pre-determined deadlines
- Demonstrable evidence of how to secure outcomes for learners who have previously failed to achieve in the subject, including overcoming barriers and finding new, innovative approaches
- Pedagogical and subject skills required
- Working knowledge of Data Protection, Safeguarding & Prevent legislation

Specific qualifications or training essential to the job are:-

- Minimum of Level 3 teaching qualification
- Minimum of Level 3 subject specific qualification or established expertise
- Minimum Level 2 in English and maths
- ICT Office skills and Internet usage:
- Relevant subject at degree level is essential for tutors delivering English and Maths outcomes

The amount of forward planning required in the job is:-
medium

- High levels of forward planning required (on average courses are planned anything between 2-12 weeks in advance of delivery). This will include preparing

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	<p>learning for accreditation requirements and meeting of learning targets, ensuring learning is resourced ahead of delivery</p> <ul style="list-style-type: none"> • Ability to develop and motivate learners to undertake long, accredited programmes of learning and to keep them progressing and focussed until successful completion <p>The type of communication and interaction needed in the job is</p> <ul style="list-style-type: none"> • Ability to work constructively and collaboratively as a member of a team • Successfully manage challenging behaviours and potentially difficult situations in the classroom according to company protocols • Excellent personal, oral and written communication skills needed including aptitude for modelling language to learners from diverse backgrounds and abilities (including learning disabilities and where English is not the first language)
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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> <ul style="list-style-type: none"> • Ongoing operational analysis of results to inform target setting and planning for individual learners • Ability to differentiate and address access to learning with line manager's support • Reflection on practice and adaptation of delivery in collaboration with others • Ability to create and implement an action plan based on in-depth and ongoing analysis of assessment of progress and identification of skills' gaps on a long accredited learning programme (where relevant) <p>The level of creativity and/or original thought to resolve issues is:- Medium</p> <ul style="list-style-type: none"> • Innovative approaches to delivery and assessment of designated courses are actively encouraged within the boundaries of criteria set by awarding organisations.
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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> <ul style="list-style-type: none"> Controlled - according to predetermined parameters and guidelines <p>Nature of impact:-</p> <ul style="list-style-type: none"> Accountability for using robust diagnostic and formative assessment to inform appropriate learning aims and incremental progression of individual learners which has a direct impact on specified and measurable targets within designated learning theme(s) <p>Magnitude of impact:-</p> <ul style="list-style-type: none"> The Restart programme represents approximately 12% of the company's annual turnover and forms part of the company's strategic objectives. The Employment & Skills Trainer role is an integral element of retaining the contract through delivering teaching, learning and assessment equivalent to at least Ofsted Grade 2 standard.
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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 2 (152) D 3 (43) D 1 C (57) Total 252