
	Evening Language Tutor Job Description and Person Specification	
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Post Title:	Evening Language Tutor
Responsible to:	Head of Faculty Languages
Responsible for:	Delivery of Italian evening classes
Grade	Hourly paid £25.06

Main Purpose of Job

To deliver effective teaching, learning and assessment to students to ensure that they make good progress.

We are currently looking for a language tutor who can teach **Italian** up to Advanced Level. We offer **Italian** courses to Beginners, Improvers, Intermediate and Advanced learners and the successful applicant could be teaching one or more of these courses from September 2019. In addition, we are also keen to add tutors who can offer **French** and/or **Spanish**, **Greek** or **Portuguese** to our register, although we cannot guarantee work for these languages at this stage.

Reporting to the Head of Faculty Languages, to teach on an appropriate range of Language classes, as negotiated. Whilst reporting for specialist curriculum issues and day-to day operational purposes to the Head of Faculty Languages, language tutors may also report to the Sports Centre Manager for administration issues.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	To prepare lessons and teach a range of Italian classes (from beginners to advanced level)	✓	✓	✓
1.2	To assist other team members in ensuring that students maintain adequate progress and deliver individual support as required			✓
1.3	To set and assess students' work and keep records of progress	✓	✓	✓
1.4	To assist in recruitment and enrolment of students where appropriate			✓
1.5	To attend appropriate team meetings			✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.

2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

Post: Evening Language Tutor

1	Qualifications / Training / Experience	Essential Criteria	Method of Assessment
1.1	A degree or equivalent in Italian, or Spanish/French/Portuguese/Greek as appropriate.	✓	AF, CQ
1.2	Successful teaching experience (specifically, teaching 16-18 learners and/or adults)	✓	AF, CQ, I
1.3	Evidence to suggest ability to discharge the main duties of the post.	✓	AF, CQ, R, I
2	Skills and Aptitudes		
2.1	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
2.2	Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
2.3	Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
2.4	Effective problem-solving skills.	✓	AF/I
2.5	Positive attitude to working with students and staff.	✓	AF/I
2.6	Approachable, enthusiastic and well organised.	✓	AF/I/R
2.7	Conscientious, honest and reliable and a sense of humour.	✓	AF/I/R
2.8	A commitment to the Trust and Trust improvement.	✓	AF/I/R
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the

Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
5.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
5.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
5.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
5.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this.	A/I/R
5.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust and each Academy are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
5.8	Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check
This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.