

JOB DESCRIPTION		
DIRECTORATE: Learning Culture and Children's Services		DEPARTMENT: Danesgate Skills Centre
JOB TITLE: Land Based Tutor		POST NUMBER: EPSBS093
REPORTS TO: Skills Centre Manager		Current Grade
1.	MAIN PURPOSE OF JOB To plan, prepare, teach and assess within the Land Based department, providing a high quality learning experience for learners, to allow them to achieve their full potential. In addition to this to: <ul style="list-style-type: none"> □ Be involved in the internal verification of learner's portfolios for assessment in this curriculum area and ensure awarding body requirements are adhered to. 	
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:	
	1	Plan courses that meet the needs of learners in a variety of contexts and take account of funding body requirements and accreditation where appropriate.
	2	Devise schemes of work that encompass individual and group learning goals and, where appropriate, syllabus requirements and make them available to the appropriate curriculum manager.
	3	Carry out initial assessments to determine learners' level of ability; use assessments to plan differentiated learning activities according to student needs.
	4	Following initial assessment, advise any learners for whom the course level is inappropriate of alternative provision.
	5	Teach courses, using a range of teaching methods that are appropriate to the learning styles of individual learners.
	6	Make reasonable adjustments for learners with additional support needs by adapting teaching methods and resources to accommodate their individual needs.
	7	Assess and record the progress and achievements of all learners, ensuring that they receive constructive feedback that indicates how they can improve further.
	8	Set appropriate additional learning activities outside lessons to support and reinforce classroom based learning.
	9	Return all assessed work in a timely manner with constructive feedback, indication how learners can improve further.
	10	Take part in internal verification and standardisation where required to ensure compliance with the requirements of examining bodies and to develop best practice.
	11	Develop course material for programmes, including generating original material that is tailored to meet the needs of particular groups and individuals.

	12	Advise learners about progression to further learning opportunities.
	13	Support all service quality assurance and quality improvement procedures using your professional judgement and implement appropriately.
	14	Through evaluation and reflection on your practice, identify your own areas for professional development; plan and carry out an annual programme of continuing professional development (CPD) to meet your needs.
	15	Undertake other reasonable duties connected with teaching that are appropriate to the grade of the post.
	16	Teach in the agreed areas at the Danesgate Skills Centre.
	17	Be responsible for ensuring Health & Safety standards are met in the workrooms.
	18	Set up and monitor stock rotations and ordering systems within the Centre making use of onsite resources.
	19	Attend Parents consultation events and Centre team meetings.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - Direct: <input type="checkbox"/> Management of learners and their Interaction with one another. <input type="checkbox"/> If appropriate, management of Volunteers or teaching assistant in the classroom. <input type="checkbox"/> Oversee work of the Land Based Teaching Assistant <input type="checkbox"/> Allocation and checking of work. Indirect: 2	
4.	CREATIVITY & INNOVATION A high level of creativity and innovation is essential to good teaching and learning. The post holder will need to be able to work creatively in a variety of work environments. He/she will need to apply original thinking to provide a learner-centred service to a range of people of varying abilities to help them achieve their goals. With some support/supervision, the post holder will need to be resourceful in finding different ways of meeting individual needs and will be expected to: <input type="checkbox"/> Devise creative schemes of work and lesson plans that engage and motivate a wide and diverse range of learners. <input type="checkbox"/> Research and create high quality teaching and learning materials to engage and motivate learners; continually adapt them to accommodate a range of ability, experience and learning styles. <input type="checkbox"/> Use varied and innovative teaching methods to make sure that active learning takes place and that people who learn in different ways can gain most from the course. <input type="checkbox"/> Devise imaginative tasks and activities to engage learners, including those who did not do well in their initial education and, provide them with the confidence to achieve educationally.	

	<ul style="list-style-type: none"> ❑ Creatively use the latest e-learning resources, to devise stimulating and interactive learning experiences. ❑ Be innovative in adapting and improving course plans, materials, activities and teaching and learning methods in response to feedback from learners, managers and peers. <p>In addition a high level of creativity and innovation will be required to set up appropriate practical assessment opportunities using best use of relevant resources.</p> <p>Post holder needs to be creative in the delivery of their subject area and develop innovative ways of working with pupils.</p>
5.	<p>CONTACTS & RELATIONSHIPS</p> <p>Good relationships are at the core of effective learning and can make the difference between whether or not learners stay on the course and whether they achieve the outcomes, including qualifications.</p> <p>Contact with learners involves constantly assessing their needs and evaluating the quality of their work, evaluating their progress and providing them with advice on how they can improve.</p> <p>The post holder needs to be skilled at managing complex individual and group relationships and need to be able to:</p> <ul style="list-style-type: none"> ❑ Build and sustain interpersonal relationships with a wide range of learners many of whom have barriers to their learning and have low levels of self-esteem and self confidence. ❑ Foster good one to one relationships with learners that encourage the growth of confidence and independent learning. ❑ Understand complex group interactions in order to manage groups of learners and ensure positive outcomes for all. ❑ Foster good learner/learner relationships that promote mutual respect in line with the Council's equal opportunities policy and ensure that learners also learn from each other. ❑ Post holder will have daily contact with learners, families, and partners both formally and informally. This will include review meetings, annual reviews, and parent consultation events. Contact with partners will involve telephone discussions and face to face meetings. ❑ Occasional contact with council officers, Awarding Body representatives and council elected members.
6.	<p>DECISIONS – discretion & consequences</p> <p>Wide ranging and high levels of discretion and decision making need to be employed by the post holder as an expert in their field with sole responsibility for their learners' learning.</p> <p><u>Discretion</u></p> <p>The post holder needs to be able to:</p> <ul style="list-style-type: none"> ❑ Make an early assessment of the strengths and weaknesses of each learner plan their learning programmes accordingly ❑ Make informed decisions about the best way to teach a group so that learners are successful in achieving negotiated learning goals ❑ Make decisions, based on assessment, about how individual learners can best be helped to progress ❑ Plan course structure and mode of delivery for both theory and

	<p>practical sessions and all learner assessments.</p> <p><u>Consequences</u></p> <ul style="list-style-type: none"> ❑ As front line providers of the provision, the reputation of the Centre rests on tutors performing their role effectively. ❑ The reputation of the Centre within the Directorate depends on the post holder performing the role effectively ❑ For many learners effective teaching that leads to success on courses has a positive impact on progression. ❑ Tutor performance has a direct impact on key performance measures for the Centre, including learner retention, achievement and success rates. 				
7.	<p>RESOURCES – financial & equipment</p> <table border="0"> <thead> <tr> <th><u>Description</u></th><th><u>Value</u></th></tr> </thead> <tbody> <tr> <td>Post holder will be responsible for managing all land based stock, materials and equipment to ensure safe and efficient learning environment. In addition, post holder will be required to handle small amounts of cash resulting from sales of produce.</td><td>Up to £1000</td></tr> </tbody> </table>	<u>Description</u>	<u>Value</u>	Post holder will be responsible for managing all land based stock, materials and equipment to ensure safe and efficient learning environment. In addition, post holder will be required to handle small amounts of cash resulting from sales of produce.	Up to £1000
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8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work demands</p> <ul style="list-style-type: none"> ❑ Work to tight deadlines. Post holder should expect some changing deadlines, some disruption during the working day. ❑ Adhere to Centre procedures, examination board and other external bodies' requirements. ❑ Prepare programmes/resources in advance, taking account of the needs of learners. ❑ Post holder will work in a modern purpose built vocational skills centre which has up to date catering facilities and be subject to line management by Centre Manager. <p>Physical demand</p> <ul style="list-style-type: none"> ❑ Setting up of the classroom to adapt it to the class being taught– this will involve some moving of furniture in some classrooms and in others the complete setting up of the room at the start and dismantling it at the end. ❑ The post holder will need to be able to be active and be proficient at running the Land Based unit this will include the ability to stand for long periods of time, whilst demonstrating activities and supervising the learning environment and learner behaviour and progress. ❑ The post holder will require to be able to concentrate for longer periods of time in order to mark/assess learner portfolios. <p>Working conditions</p> <ul style="list-style-type: none"> ❑ The post holder will work in up to date facilities as well as modern teaching rooms. 				

	<ul style="list-style-type: none"> ❑ Large amounts of time will be spent in the walled garden. <p>Work contexts</p> <ul style="list-style-type: none"> ❑ The learners using the centre may include those with social and emotional difficulties and their needs must be met through the ability to set firm boundaries, coupled with maintaining a calm environment. ❑ The post holder will be available for work during all school term times, as published by the local authorities and allocated annual leave will be taken during school holidays. ❑ There will be occasional evening and weekend work. ❑ The post holder is responsible for ensuring that for each session health and safety requirements are met and for providing a safe and secure environment for learners. ❑ The post holder needs to be able to deal with students' behavioural issues, following centre guidelines; eg. challenging students who are disrespectful of other students in contravention of the service's equal opportunities policy and the learner charter.
9.	<p>QUALIFICATIONS, KNOWLEDGE & SKILLS</p> <p>1. QUALIFICATIONS</p> <ul style="list-style-type: none"> • Teaching qualification or willing to work towards. • Minimum level 3 qualification in Vocational area. <p>2. KNOWLEDGE</p> <p>The post holder must be able to demonstrate :</p> <ul style="list-style-type: none"> ❑ An in depth knowledge and understanding of concepts, theory and practice in their specialist area (vocationally competent and up to date). ❑ A high level of understanding of equality and diversity issues and the diverse needs of learners and practical understanding of how to use a range of teaching methods to meet their needs ❑ A commitment to the CYC Equality Statement (see application form) and an understanding of how they would apply the principles in practice ❑ A high level of knowledge and understanding of group dynamics and skill in handling groups of learners ❑ Understanding of internal and external verification procedures and their application ❑ understanding of the Observation of Teaching & Learning process ❑ knowledge and understanding of the further opportunities and progression routes that learners can follow on completing their course <p>SKILLS</p> <p>The postholder should be able to:</p> <ul style="list-style-type: none"> ❑ carry out initial and diagnostic assessment, interpret the results and design appropriate learning programmes based on the outcomes ❑ set clear and appropriate aims and objectives for their programme/s taking account of the learners in the group they teach ❑ plan teaching, learning and assessment activities to suit each of

	<p>the groups they teach</p> <ul style="list-style-type: none"> ❑ Make sure that teaching takes account of and is compliant with equalities legislation particularly in regard to race, gender and disability ❑ demonstrate high level and well-developed interpersonal and listening skills with a wide range of people. ❑ demonstrate a good level of competence in ICT skills and use a range of ICT applications as appropriate to enhance teaching and learning ❑ demonstrate high level understanding of how their own behaviour impacts on others and have good self-awareness ❑ get on with a range of people and form positive relationships with learners which enhance motivation, confidence and self-esteem ❑ reflect on their professional practice, evaluate their own learning needs and actively plan and carry out their own annual continuing professional development plan ❑ receive feedback from learners, peers and managers and act on the outcomes to improve the service to learners
10.	<p>Position of Job in Organisation Structure</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 300px;">Job Reports to: Centre Manager</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 150px;">THIS JOB Tutor of Land Base Industry</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 350px;">Other jobs at this level:</div> </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 550px;">Jobs reporting up to this one: None</div> </div> </div>