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| Post No. : | 6931 JET451 Version 2 |
| Post Title: | Blackpool Learning Rooms Tutor |
| Directorate: | Communications and Regeneration |
| Division: | Economic and Cultural Services |
| Section: | Blackpool Learning Rooms |
| Reports To: | Curriculum Manager, Post number 773 |
| Location: | Various Locations |
| DBS Status: | Enhanced Check with a Children’s Barred List Check |
| Grade: | Grade F |

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| Role Purpose |
| To manage a caseload of learners and to develop and deliver high quality teaching, learning and assessment for individuals and/or groups of adults  To support adults to develop their skills following Recognising and Rewarding Progress and Achievement (RARPA) or accredited model.  To develop and deliver learning courses with the aim of developing and improving employability, ICT, literacy, language and numeracy skills in adults and/or families. |

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| **Main** Duties and Responsibilities |
| * To develop, plan and deliver programmes of learning and activities to support adults and/or families to develop their skills and which meet group/individual needs * Identify and meet individual learner needs * Assess learner achievement (through RARPA / accredited provision) * Manage and maintain a caseload of learners and teaching workload and meet agreed targets for learner numbers * Meet Ofsted and funding requirements when delivering courses. * Undertake administrative duties, which include development, review and implementation of relevant paperwork including schemes of work, session plans, individual learning plans and awarding body criteria e.g. RARPA or appropriate assessment methods * To complete all risk assessments, to include safeguarding and health and safety, reporting of incidents/accidents following the Council and Skills Funding Agency policies and review throughout the course. * To attend and support external events, consultations and promotions/marketing as appropriate. * To develop and maintain positive working relationships with key partners and organisations. |

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| Qualifications | Please mark which are Essential or Desirable  | E/D |
| Level 4 Certificate in Education and Training or equivalent qualification  Qualification relating to literacy or numeracy skills teaching | | E  D |

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| Knowledge, Skills and Experience  Required | Please mark which are Essential or Desirable  | E/D |
| Knowledge   * Considerable knowledge of strategies to engage adults/parents in learning * Considerable knowledge and understanding of the recent theory and practice in teaching and learning * Considerable understanding of equality and diversity issues in a teaching and learning environment * Considerable knowledge of issues relating to adults participating in learning * Understanding of potential financial issues faced by adults and/or families * Understanding of quality issues (e.g. RARPA, retention, achievement, satisfaction, evaluation, self-assessment and planning) in relation to adult, community or family learning * Up to date knowledge of relevant legislation relating to subjects to be taught   Skills   * Adept communicator with excellent oral and written skills * Excellent interpersonal skills and team work * Ability to work independently and to manage own performance in order to meet targets   Experience   * Considerable experience of teaching adults and/or family learners in a range of settings * Considerable experience of delivering programmes to develop knowledge and skills * Considerable experience of developing high quality teaching and learning materials * Experience of working as part of an effective team * Experience of working with adults who have mild to moderate mental health issues * Experience of introducing innovation and/or development of programmes/curriculum * Experience of delivering qualifications | | E  E  E  E  E  E  E  E  E  E  E  E  E  E  D  D  D |

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| Initiative and Independence |
| Post holder to define tasks and prioritise own workload  Develop and implement programmes of learning to meet needs of individuals and groups  Adhere to guideline of funding requirements  Plan, deliver and assess learning to adhere to professional standards, regulations and legislation |

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| Relationships/Nature of contacts |
| Support adults and/or families to engage in learning programmes and activities.  Liaise with colleagues and other professionals and represent the service at internal and external meetings and events |

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| Responsibility for Resources (Financial, Physical, Capital, Information) |
| **Financial Resources**  None  **Physical Resources**  Collect and maintain learner programme and activity records |

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| Responsibility for People (including supervision/training of staff or clients) |
| Supervise volunteers in the learning environment when undertaking delivery of courses |

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| Mental and Emotional Demands |
| **Mental Demands**  Delivery of courses to adults and/or families. Sessions can last up to 2 hours.  Preparation of course delivery.  **Emotional Demands**  Potential to be exposed to client information which may be upsetting or distressing due to the nature of the target groups |

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| Planning Requirements |
| Develop lesson plans, to teach and monitor learning.  Planning on a regular cycle, with frequent reviews  To develop learning programmes to meet the requirements of the awarding body  Develop learning activities to engage adults and/or families. |

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| Key Facts and Figures |
| A minimum of 54% of contract hours teaching per week and meet agreed targets for learner number. |

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| Working Conditions (This information is used to carry out any pre-employment medical questionnaires and to evaluate the Job Evaluation Working Conditions factor) | | | | | | | | | |
| Manager Assessment of Working Conditions (percentage of time involved) | | | | | | | | | |
| Manual Handling – Heavy Loads (over 25KG) | | 0% | Manual Handling – Light to Moderate (under 25KG) | | | 10% | Vibrating plant/ tools/ equipment | | 0% |
| Noise | | 0% | Repetitive work activity/ operations | | | 0% | Prolonged standing/ walking | | 50% |
| Prolonged sitting in a constrained position | | 0% | Confined spaces | | | 0% | Extremes of temperature (e.g. very hot / cold) | | 0% |
| Adverse weather conditions (e.g. frost, rain, etc.) | | 0% | Working at Height | | | 0% | Driving HGV/ LGV/ PCV/ Minibus | | 0% |
| Fumes, dusts, gases, etc. | | 0% | Solvents, oils, paints, de-greasers, etc. | | | 0% | Pesticides, herbicides, insecticides | | 0% |
| Detergent or other cleaning chemicals | | 0% | Biological hazards (e.g. vomit, urine, blood, sharps) | | | 0% | Display screen equipment | | 30% |
| The job involves working with (percentage of time involved) | | | | | | | | | |
| Plant and/or machinery | | 0% | Vehicles (including driving) | | | 0% | Electricity | | 0% |
| Welding | | 0% | Food Handling | | | 10% | Animals | | 0% |
| Working alone | | 0% | Working with vulnerable people | | | 30% | Working with people with special needs | | 10% |
| Working with members of the public | | 54% | Other (please state): | | |  | | | |
| Frequency of Risks that may apply whilst working in a people related environment | | | | | | | | | |
| Risk of Abuse | Low | | | Risk of Aggression | None | | Risk of Injury | None | |

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| Vision and Values |
| Blackpool Council's new Council Plan outlines what our vision and priorities will be during from 2015 to 2020.  Blackpool might not be the biggest and the brightest but it isn’t without its challenges. We have major social and health issues to deal with, whilst needing to develop and innovate so our town meets the changing desires of modern day audiences.  We need to take advantage of other opportunities - in fields like energy generation - with the same vigour our predecessors had, when building iconic attractions such as the Winter Gardens, the Tower and Tower Buildings, the Pleasure Beach, and of course the true one-off that is the Blackpool Illuminations. Our vision for Blackpool is that it will be: “The UK’s number one family resort with a thriving economy that supports a happy and healthy community who are proud of this unique town” **Our Priorities** We have two priorities:   * [Priority one - The economy](https://www.blackpool.gov.uk/Your-Council/Creating-a-better-Blackpool/Blackpool-Council-plan/Priority-one-The-economy.aspx): Maximising growth and opportunity across Blackpool * [Priority two - Communities](https://www.blackpool.gov.uk/Your-Council/Creating-a-better-Blackpool/Blackpool-Council-plan/Priority-two-Communities.aspx): Creating stronger communities and increasing resilience   Our Values   * We are accountable for delivering on the promises we make and take responsibility for our actions and the outcomes achieved * We are committed to being fair to people and treat everybody we meet with dignity and respect * We take pride in delivering quality services that are community focussed and are based on listening carefully to what people need * We act with integrity and we are trustworthy in all our dealings with people and we are open about the decisions we make and the services we offer * We are compassionate, caring, hard-working and committed to delivering the best services that we can with a positive and collaborative attitude |

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| Equal Opportunities:  We do our utmost to ensure that here is no unjustified discrimination in the recruitment, retention, training and development of staff on the basis of their age, sexuality, religion or belief, race, gender or disabilities. |