

<b>Organisation:</b>	Harrogate College
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	Harrogate College
<b>Job Title:</b>	Functional Skills Tutor
<b>Reports to:</b>	Deputy Head of Apprenticeships
<b>Grade</b>	T2
<b>Date of compilation:</b>	19/12/24

### ROLE SUMMARY:

To plan, co-ordinate, assess and review the learning activities associated with learners in the workplace.

Deliver training and conduct training and assessment covering skills and competencies as appropriate on and off site as required to facilitate timely or relevant success of students and provide a wide range of training solutions based on employer needs.

The post holder will be allocated a caseload of students with a responsibility to ensure that contractual commitments are met.

1. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
2. Deliver and assess essential knowledge and understanding to learners.
3. Create individual SMART learning targets linked to learner study programme/course.
4. Be responsible for recording student progress.
5. Maintain and update knowledge of the subject and / or vocational area.
6. Maintain and update knowledge of educational research to develop evidence-based practice.
7. Motivate and inspire students to achieve targets and develop their skills to enable progression.
8. Reflect on what works best in teaching and learning to meet the diverse needs of students.
9. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology.

## **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

### **Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

### **Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

### **Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

### **Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

### **Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

### **Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

## Person Specification

<b>Job Title:</b>	Functional Skills Tutor
<b>Department</b>	Harrogate College Apprenticeships

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE)	A I C
E	Q2. Relevant highest level vocational qualification or degree in teaching subject	AC
E	Q3. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above	A I C
D	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education or school sector	A I C
D	Q5. Holds Assessor/IV Award or willingness to work towards within 2 years	A I C
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>

E	EK1. Recent teaching delivery in relevant subject areas (PGCE teaching placements/experience would also qualify here) which demonstrates active learning and differentiated teaching styles.	A I P
E	EK2. Experience of positively managing student progression, advice and guidance in a school or Further Education setting	A I P
E	EK3. Experience of setting appropriate SMART targets to ensure progression of learners	A I
E	EK4. Knowledge of current teaching practices and experience of utilising a range of teaching practices to enhance learner journey and progression	A I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Ability to plan and deliver quality teaching across identified modules	A I
E	SC2. Ability to inspire and motivate learners to achieve their optimum	A I
E	SC3. Exceptional verbal /written communication and interpersonal skills	A I
E	SC4. Ability to be adaptable and flexible towards the requirements of different learner needs	A I P
D	SC5. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms	A I P
D	SC6. Ability to provide productive insight into the review process and development of identified courses	A I P
<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>

E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I