



Recruitment Information Booklet

Tutor - Maths GCSE

Contents

Welcome to ACRES	3
About ACRES	5
Tutor of GCSE Maths / Role-specific	6
EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION	8
EAST SUSSEX COUNTY COUNCIL PERSON SPECIFICATION	10
Essential key skills and abilities	10
Essential education and qualifications	11
Department Structure and Organisation 2021/22	15
The Interview Process	20
Contact us	22

Welcome to ACRES

Dear Candidate,

We are delighted you are interested in applying for a role with us here at ACRES and I thank you for taking the time to discover more about us.

I am extremely proud of our team, our students and our organisation as a whole and feel truly privileged to lead a team who are happy, professional individuals, passionate about what they do and fundamentally caring people, whose common purpose is to positively impact all adult students and communities through the provision of high-quality learning that inspires and challenges everyone who walks through our door.

Our whole team takes great pride in everything we do to ensure high-quality learning outcomes, taking into account individual needs to ensure every one of our students is equipped and supported to meet and often exceed, their goals and ambitions.

What unites each and every one of us is a passion for making a difference and enabling lifelong learning for everyone. We continually work together to develop our knowledge, skills and approaches to ensure we maintain a learning organisation that is equipped to provide current, high-quality learning opportunities for all our students enabling them to achieve their goals and progress to their chosen next steps, embracing technology and new teaching, learning and assessment strategies along the way.

Many of our students tell us that they choose us not purely for the opportunities we offer but based on the care and attention they receive, the further opportunities they discover through learning, the people they meet along the way, the enjoyment of learning that they experience, the supportive way in which they are challenged and the results they achieve.

The dedication and commitment of our team and our students is a recipe for success and many of our students, having developed that thirst for learning and the enjoyment and success they experience, return year on year to continue to develop their knowledge and skills.

Both personally and professionally, I am very proud of our team and the positive impact that we have on our students in so many ways. Being a smaller organisation enables many of us to get to know and support you individually, as we work together to continually develop a forward-thinking, nurturing, learning environment, all of which contributes to the development of the very unique environment that is ACRES.

So, to conclude, we are an energetic, visionary, professional, caring team who work together in a successful, supportive environment, maintaining a thirst for continual development to ensure we provide the very best for our students and our partners; an environment where all staff and students feel valued, supported and empowered to achieve the best possible outcomes.

Adult College for Rural East Sussex (ACRES)

ACRES' House, Downsview Crescent, Uckfield, East Sussex. TN22 3DJ

[Vacances Email](#) | [General Email](#) | [Website](#) | Telephone 01825 761820 | [Link to contents page](#) | 3 of 22

If you'd like to know more about us, more information is available on our [website](#).

If you would like an informal chat with one of the team before you make your decision to apply, then we'd love to hear from you so please do get in touch, contacting us via email in the first instance on acres.vacancies@acres.org.uk with your name, contact number and a brief summary of your enquiry and one of our team will get back to you.

If, after learning more about us, you decide to apply for the post, we really look forward to receiving and reviewing your application. We are excited to welcome new staff to join us on our onward journey through these rapidly changing times. Change brings opportunity and so if you are looking to make a difference we really would love to hear from you.

With kind regards

Helen D'Silva
ACRES' Adult Learning Manager

About ACRES

ACRES was established in 2005 and is a consortium of colleges within Uckfield, Heathfield, Hailsham, Wadhurst (Uplands) and Battle (Claverham), and has a strong presence in Crowborough. We provide high-quality adult learning provision (for students aged 19+) in response to the needs and interests of our students and communities. We offer daytime and evening learning opportunities in outreach community venues and in our colleges, as well as providing online learning, including some blended learning opportunities, to ensure we are accessible to all.

We are externally quality assured by Ofsted and Matrix and are proud to be recognised by Ofsted as continuing to be a good provider of adult learning opportunities and to continue to secure the Matrix accreditation for the high-quality information and advice we provide to our students. During self-assessment or external evaluation, it is clear that the success of ACRES is underpinned by the positive relationships between leaders, managers, tutors and students, and we are very aware of what we need to do to continue in our pursuit of outstanding teaching, learning and assessment.

Our Mission, Vision & Values

Our Vision

High-quality learning focussing on individual needs and aspirations enables our learners to fulfil their potential and celebrate achievement.

Our Mission

To have a positive impact on all adult learners, communities and businesses through outstanding learning that inspires and challenges.

- **Achieve:** Support all learners in achieving their personal learning goals and put their needs at the centre of all we do
- **Communities:** Nurture and develop partnerships within our communities to widen access to learning opportunities, bringing new opportunities and changing lives
- **Respect:** Maintain an open, honest, accountable and fair approach in all our dealings with staff, learners, partners and stakeholders, respecting and valuing all learners and staff equally
- **Excellence:** Achieve and maintain consistently high and professional standards throughout our provision
- **Sustainability:** Contribute to sustainability by making efficient and effective use of resources

Tutor of GCSE and Pre-GCSE / Functional Skills Maths

Hours	Part-Time
Commencement	Earliest January 2022 onwards
Contract	PRO-RATA (generally TERM TIME ONLY)
Location	GCSE - Online, Pre-GCSE / Functional Skills - face to face or online

Generally, 2.5 HOURS PER WEEK contact time, PER COURSE plus an additional 2.5 hours per week non-contact time, per course, in relation to planning and session preparation/evaluation, embedding and tracking assessment to inform ongoing planning and further assessment activity.

Additional hours for professional development and subject specific team meetings will be required and paid as non-contact time.

Our GCSE courses run for 30 weeks per academic year. The successful applicant may be taking over an online course which started in September 2021 with a supported transition period.

Our Pre-GCSE / Functional Skills course will run for 15 weeks commencing after the February half-term 2022.

Any additional sessions/tutorials required may take place online or during college holidays. Mock examinations/assessments will take place at various points throughout the course and in various settings.

Salary:

You will be paid pro-rata per course as detailed above. Full-Time Equivalent Salary is £22,299 - £22,944.

Location:

Proposed courses will be delivered online and/or face to face. Further details will be discussed at the interview stage.

We are looking for tutors who have a passion for facilitating learning and assessment, proficient in the embedding and recording of ongoing student assessment and progress, sharing their knowledge and skills and building confidence in all students, along with a willingness to continually improve their own skills.

You will need to be an experienced Maths' tutor with proven experience of teaching and assessing Maths from Level 1 Functional Skills through to GCSE Higher tier. You will need to be qualified to at least 'A-level in Maths and have a formal teaching qualification. You will also be very proficient in IT skills, in the context of planning, delivering and assessing learning, with proven experience of teaching online and

using online learning and assessment tools (e.g. MathsWatch) to track, monitor and evidence learner progress.

Knowledge and experience of working with diverse groups of adult learners, some of whom may have additional learning/support needs, is desirable.

You will also be required to participate in various meetings throughout the year to collaborate and share ideas with peers, engage in professional development and business development discussions as well as meetings to ensure compliance and best practice in delivering and assessing accredited qualifications. Participation in these activities will be paid as additional non-contact hours.



EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION

JOB TITLE: Adult Education Tutor – Accredited Courses

DEPARTMENT: Communities, Economy & Transport

LOCATION: Various (including online/blended)

GRADE: Single Status 7

RESPONSIBLE TO: Business Development Coordinator / Learning and Development Coordinator

Purpose of the Role:

To provide high-quality learning experiences for all students enrolled on ACRES' accredited courses implementing the key tasks and responsibilities to enable students to achieve their learning goals and progress to their next steps.

Key tasks:

1. Provide a high level of customer service to students, staff and external contacts within agreed departmental and organisational practices, procedures and agreed timescales, creating an effective and appropriate learning environment (online, face to face, blended) to enable students to achieve their learning outcomes and aspirations and taking responsibility for referring student and external contact enquiries to the Line Manager or other ACRES' staff as appropriate
2. Provide timely and accurate information in writing and verbally as required to all students and relevant staff in the context of teaching, learning and assessment to include constructive, evaluative feedback discussions and advice on policies and procedures. e.g. Risk Assessment, Health & Safety guidelines, safeguarding, exam regulations etc
3. Support the review of service provision in the context of teaching, learning and assessment, make recommendations for improvements/developments and action and embed changes as appropriate

4. Produce, maintain and embed information and data such as Schemes of Learning and Session Plans, evaluating these as appropriate and completing relevant assessment tracking records which indicate how the identified individual needs of students will be met and embedded to enable robust evaluative judgements of progress, using required systems and technology as appropriate, complying with relevant Awarding Organisation and Quality Assurance frameworks to ensure continual quality improvement and to build on identified best practice.
5. Participate in meetings, programme planning discussions, mentoring sessions and organisational development initiatives in conjunction with relevant management or project leads, conducting research and analysis as appropriate, suggesting recommendations for approval.
6. Plan and organise your own and others workloads, having regard to the effective use of resources and safe working practices in order to plan, deliver and evaluate teaching, learning and assessment as set out in the Letter of Engagement. Manage support staff or volunteers in a learning setting to ensure learning is targeted appropriately for all students. Ensure robust assessment of student progress from the initial diagnostic stage through to summative assessment to support students to achieve their optimum potential in the associated accreditation, adjusting planning accordingly to meet individual learning needs.
7. Ensure effective use of resources and activities in the context of teaching, learning and assessment to support cost-effective delivery and appropriate use of funding.
8. Ensure you follow all organisational policies and comply with any legal duties of the service, as appropriate to the role e.g. Equality and Diversity, GDPR etc
9. Support the marketing and promotion of ACRES' courses as appropriate, working with staff and managers to establish relevant promotional strategies, enabling viable courses to support students to progress and achieve their goals
10. Maintain an awareness of the Complaints policy listening to concerns or issues from students, and signposting as appropriate.
11. Ensure ongoing professional development through participation in relevant staff and curriculum meetings/discussions (including with peers) and undertaking any relevant continued professional development as agreed.

12. EAST SUSSEX COUNTY COUNCIL PERSON SPECIFICATION

JOB TITLE: Adult Education Tutor – Accredited Courses

GRADE: Single Status 7

Essential key skills and abilities

These criteria will be assessed at the application and interview stage

Ability to:

- Embed developed ICT skills effectively within teaching, learning and assessment
- Manage own time effectively and organise own workload to meet deadlines
- Use own initiative to solve problems
- Deal with conflicting demands
- Maintain attention to detail and a high level of accuracy
- Respond to challenge and requests for change in a professional and courteous manner
- Demonstrate agility to enable versatility to adapt to ongoing change, proactively suggesting ideas for ongoing development
- Embed excellent communication, interpersonal and negotiation skills to work with and influence people at all levels in accurate spoken English
- Lead, develop and motivate students to achieve their identified learning outcomes through the planning and assessing of differentiated learning outcomes
- Assess learning and progress from diagnostic, initial assessment through to formative and summative assessment using the findings to support differentiation and on-going teaching, learning and assessment strategies, pace and challenge and to make objective judgements on learner progress and achievement
- Accurately record and analyse data to ensure progression and achievement can be robustly assessed
- Analyse and adapt teaching and learning strategies and select resources in order to meet student need and act upon feedback, including design and delivery of blended learning solutions as required
- Work to, implement and provide basic advice and guidance on relevant organisational procedures, policies and practice conversing at ease with all students and staff

Essential education and qualifications.

These criteria will be evidenced via certificates

- QCF Level 4 or equivalent qualifications
- QCF Level 2 qualification in English and Maths
- Relevant teaching qualification
- Relevant curriculum qualification (Level 3 if teaching GCSEs)

Desirable education and qualifications.

These criteria will be evidenced via certificates, or at interview

- Assessor's Award or able to evidence equivalent knowledge and skills

Essential knowledge

These criteria will be assessed at the application and interview stage

- Good knowledge of Microsoft Office or equivalent e.g. Google Suite (in particular Outlook/Gmail, word/Google Docs and Excel/Google sheets)
- Good Knowledge of Google Meet or equivalent to successfully lead or participate in virtual communications
- Expert current knowledge of relevant curriculum specialism, including understanding of and compliance with all associated policies and regulations
- Work collaboratively with ACRES' management to ensure robust risk assessment of teaching and learning to include Health & Safety and Safeguarding of all staff and students, in both face to face and online settings

Desirable knowledge

These criteria will be assessed at the application and interview stage

- Good knowledge of the services provided by ACRES

Essential experience

These criteria will be assessed at the application and interview stage

- Experience of Google Meet or equivalent to successfully manage virtual communications
- Experience in using Microsoft Office or equivalent, e.g. Google Suite (in particular Outlook/Gmail, word/Google Docs and Excel/Google sheets)
- Expert current experience of relevant curriculum specialism
- Experience in planning, delivering and evaluating courses that meet the needs of individuals and enables robust assessment of, and assessment for, learning
- Experience of working within robust internal and external quality assurance and regulatory frameworks
- Experience of embedding literacy, numeracy and digital skills within teaching and learning

Desirable experience

These criteria will be assessed at the application and interview stage

- Experience of working with adult students, including managing diverse student learning needs
- Experience in supervising or managing support staff or volunteers in a learning setting

Other essential criteria

These criteria will be assessed at the application and interview stage

- Very good interpersonal skills enabling effective communication at all levels
- Ability to self-reflect and assess own practice, engaging in professional discussion to act upon constructive evaluative feedback to continually improve
- A strong commitment to the promotion of equality and diversity
- Ability to work within a team collaborating and sharing ideas to facilitate ongoing development, including peer support where necessary
- Flexibly meet the student or organisational need in response to demand for learning (e.g. mode and location of learning)
- Full driving licence or the ability to meet the travel requirements of the role

Date (drawn up): April 2021

Name of Officer(s) drawing up person specifications:

Job Evaluation Reference: 12239

Health & Safety Functions

This section is to make you aware of any health & safety-related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you, if successful in your application, identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Function	Applicable to Role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes (adults only)
Moving & handling operations	No
Occupational Driving	Yes
Lone Working	No
Working at height	No
Shift/night work	Yes (evenings)
Working with hazardous substances	No
Using power tools	No
Exposure to noise and vibration	No
Food handling	No
Exposure to blood /body fluids	No

Department Structure and Organisation 2021/22

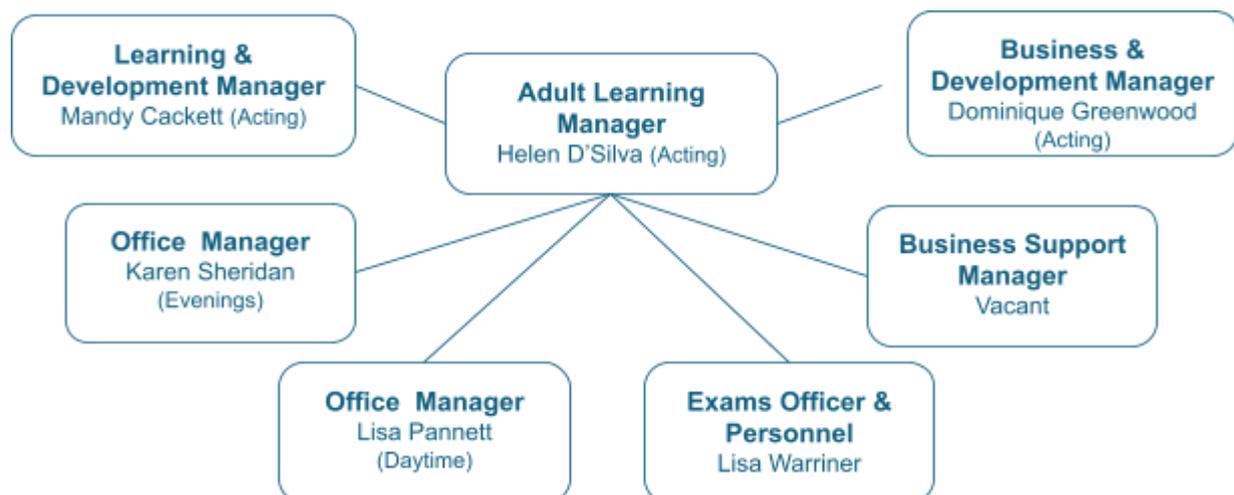
The world of adult learning is an exciting, challenging and extremely rewarding area in which to work. In times of persistent change and challenge, we are proud to be recognised as an innovative and forward-thinking organisation working to ensure ACRES remains successful in meeting the ever-changing needs of our students. As an ACRES' tutor, your role is critical in helping us move our organisation forward, to equip and enable us to deliver viable learning solutions for all our learners. In doing so we recognise the importance and value of the continual development of our staff to continue to be equipped to embrace change.

We're continuously transforming the way we operate to constantly improve our ability to meet the challenges and seize the opportunities within the adult learning arena to reach our goal of being recognised as an outstanding provider of adult learning. We are very proud of how we have already positioned ourselves and extremely excited about where we are headed.

We employ sessional tutors delivering a diverse range of courses. We are exceptionally proud of our staff team here at ACRES. We have an amazing team who work together collaboratively to support and develop one another to continually improve and develop our organisation and to ensure we continue to provide the high standards of teaching, learning and assessment we pride ourselves on.

We are ordinarily based at our Head Office in Uckfield, with Evening Administrators based in the colleges in the evenings or at weekends when our classes are taking place. However, in response to the COVID-19 pandemic, our onsite working patterns are currently variable, with many staff continuing to work remotely from home.

ACRES' Structure Chart



Your role as an accredited tutor will involve working with all departments during the academic year. Below is a summary of the support you will receive from each one:

Adult Learning Manager

ACRES' Adult Learning Manager is our Head of Service and is responsible for the leadership and strategic direction of our service, accountable to the ACRES' Board, made up of the Principals of each of our consortium colleges and a representative from ESCC. They are responsible, with the Board, for compiling our strategic plan, underpinned by our Vision, Mission and Values and a suite of policies and procedures to support our service.

They have ultimate responsibility for the management and development of our staff and the intent of our programme and service, evaluating its success and directing ongoing change management as a result of insightful organisational self-assessment, engaging in professional networking within and beyond the sector to support organisational development. They develop and monitor our Quality Assurance framework, produce our Self Assessment Report and Quality Improvement Plan and act as Nominee at inspection.

Working closely with our Business Support Manager they produce and monitor a robust business plan, manage the budget and undertake financial modelling to support ongoing strategic direction, to ensure the effective delivery of our ESFA contract, ensuring our programme will generate the funding identified and that all contractual requirements of the ESFA are met.

They have ultimate responsibility to ensure all legislative data and records are accurate, robustly monitored and maintained in accordance with ESFA / other governing bodies' requirements (e.g. JCQ, OfQual, Awarding Bodies etc) and for ensuring our whole service is delivered in compliance with ACRES' and Local Authority (ESCC) policies and procedures.

They also act as our Designated Safeguarding Lead (DSL).

Business Support Manager

Working closely with the Adult Learning Manager the Business Support Manager is responsible for budget management, including income generation, financial planning, business modelling, budget monitoring and analysis. Together with the Adult Learning Manager, they will undertake research and performance analysis in support of service development.

They are also responsible for the reconciliation, preparation and reporting of financial returns and accounts to ensure these operate within budgetary constraints and in accordance with regulatory requirements and timescales, including the timely and accurate submission of funding returns, ensuring data integrity and forecasting of performance against targets.

They have accounting and reporting responsibility for ACRES including responsibility for ACRES' Procurement Card and financial transactions within SAP, adhering to procurement processes and working with internal and external partners and stakeholders to ensure value for money, having a positive impact on required business initiatives.

The Business Development Team

The Business Development team is responsible for developing and implementing the ACRES' curriculum, including the accredited course programme. This programme is planned following a robust national and local needs analysis and has a clear rationale based on intent and impact.

As an accredited tutor, you will interact with the Business Development team to the greatest extent at the development stage of the programme. We feel it is important to consider all the stakeholders involved in the course set up and delivery and as such, your input will be sought and very much taken into account before any decisions are taken on the structure of the final programme. Your feedback both during and at the end of the course will also be invaluable in informing future planning. We will ensure that you will have the appropriate venues and resources and will continue to support you throughout the academic year with the implementation of your course content and examinations.

Learning and Development

The Learning and Development (L&D) team will be supporting you with the planning, assessing, recording and delivery of your course.

Before you start teaching with us you will have blended induction and precourse mentoring sessions (either one-to-one or in a small group) to introduce you to ACRES and some of the ways we work, as well as to help you access and complete the online planning and assessment documents; evaluate students' initial assessments to inform ongoing planning and differentiation; plan your first session

and how to use your online register, to ensure you are fully supported and ready to start your course.

You will then be allocated an L&D Partner who will work with and support you in all aspects of planning, recording, teaching, learning, evaluating and assessing your sessions throughout your time teaching with us.

To ensure you are able to access and use the different IT applications required to plan, set up and deliver your course, you will be given ongoing training and support on your ACRES' Google Apps (e.g. Mail, Drive and Meet), other relevant software programmes and any digital resources you are allocated or need to use.

We will ensure you have ongoing professional development and support, which will be informed by a developmental and evaluative observation and feedback process, which is aligned and quality assured against the Education Inspection Framework (EIF) to ensure the process is robust and objective.

You will be given the opportunity to attend peer and group mentoring and training sessions so you can share experiences, techniques, resources and best practice to expand your knowledge and skills in all aspects of teaching and learning.

Exams Officer

The Exams Officer is responsible for all exam and assessment activities across the academic year, including qualification approvals, registrations and entries, invigilation and exam day tasks, results and post results.

The Exams Officer will work with you, providing you with the qualification specification, sample papers and access to the Awarding Organisation's resources and assessment materials, as well as informing you of the dates for the exams, deadlines for entries and the process for supporting students in respect of any access arrangement and reasonable adjustments required.

The Administration Team (daytime and evening)

Daytime Office Manager

The ACRES' Admin team will be here to support you throughout your course, from the printing or photocopying of documents; issuing you with the resources you need to deliver your course, including your registers; to keeping you up to date with student information. We are also available to assist with any salary queries you may have in the first instance and support you if we need to cancel any planned sessions. Our aim is to be your first point of contact when you need any kind of assistance, and we promise to always do this with a smile.

Evening Office Manager

Our Evening Admin team are here to support you on-site when teaching in our consortium college premises. As a new tutor, you will hear from our Evening Office Manager with a welcome, introductory email detailing the Centre Administrator assigned to the college you are working in, relevant college details, including room allocation, college refreshment times, photocopying arrangements, IT passwords/Wi-fi access, resources, emergency arrangements, security gates and parking information.

Once you are teaching you will receive timely support from our Centre Administrator in the college you are working in with matters such as student attendance, the following up of student absences, maintaining registers, managing emergency procedures, allocation of resources, provision of student support, problem-solving whilst on site acting as liaison between ACRES and the community college staff teams as well as providing refreshments for you and your students at break times.

The Application and Appointment Arrangements

We hope that after reading the information in this booklet, you will be keen to apply to join our dedicated team and we look forward to receiving your application.

Please ensure that you complete **all sections** of the application form and note that we are unable to accept CVs.

Important - must read:

When completing your application form, it is **essential** that you relate your current and previous experience **specifically** to the Job Description (JD) and Person Specification within the 'Why would you be suitable for the role?' section.

You **must** show us **how** you have used your knowledge, skills and experience to meet the requirements of the role and **map these accordingly** to the relevant aspects within the JD and Person Specification.

Please pay particular attention to this as we are unable to objectively shortlist your application and potentially invite you for an interview if it is not clear **how** you meet the requirements of the role.

Closing Date

The closing date for receipt of completed applications is **Sunday 24th October 2021**. Unfortunately, applications received after this time cannot be considered.

Shortlisting

Shortlisting will take place promptly after the closing date. If you are short-listed for the post, we will contact you as soon as possible to invite you to an interview.

Interviews

Interviews will take place during the week commencing 1st November 2021.

Further information

If you have any questions about the role or the application process, or if you have any difficulties completing the application, please do contact us by emailing acres.vacancies@acres.org.uk in the first instance, leaving your name and preferred contact number if you would like us to call you. One of our team will then be in touch as soon as they are able.

The Interview Process

We look forward to welcoming short-listed candidates to interview when they will have the opportunity to find out much more about ACRES and our team.

In the interests of staff and applicant safety, please note all interviews will take place remotely using 'Google Meet'

You will be sent an invite with a secure link to join the interview 15 minutes before the scheduled interview start time to enable you to prepare and settle yourself in online before the interview begins.

What can you expect from your interview?

- A warm welcome from members of our Business Development and Learning & Development teams represented within the Interview panel
- An overview of our organisation, our staff, our students, our programme and our organisational development initiatives
- A Micro-teach of 30 - 45 minutes that you will present to the interview panel, on a topic of your choice from within the GCSE Maths' curriculum, using a range of teaching, learning and assessment strategies and demonstrating your ability to deliver remote learning via Google Meet.
- A competency-based panel interview discussion to further explore your suitability for the role, mapped to competencies within the Job Description, Person Specification and in relation to your Micro Teach session.
- An opportunity to ask further questions

Please note: East Sussex County Council is an authority committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance for this authority.

Contact us

Vacancies email: acres.vacancies@acres.org.uk

General Enquiries Email: adultlearning@acres.org.uk

Telephone: 01825 761820

Website: www.acreslearning.org.uk

Adult College for Rural East Sussex (ACRES)
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ACRES

Enriching Lives, Fulfilling Ambitions

