**EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION**

**Job Title:** Accredited Essential Skills (Skills for Life) Tutor

**Department:** CET - Adult College for Rural East Sussex

# **Grade:** [Single Status 8](https://www.eastsussex.gov.uk/jobs/working-here/pay/east-sussex-single-status)

# **Responsible to:** Business Development and Learning & Development Coordinators

**Purpose of role:**

ACRES provides adult learning opportunities to many students across rural East

Sussex and works with partners to ensure everyone can access learning. Learning is

empowering and can make a real difference to people’s lives, developing their

knowledge and skills along the way and enabling them to integrate confidently into

their local communities. Students access adult learning for many reasons

including employability, developing their career prospects, progression to further

learning and for their own personal growth and enrichment.

As an accredited Essential Skills (Skills for Life) Tutor you will play a vital role in facilitating learning to help adult students who are harder to reach and / or have a range of additional learning support needs (Profound & Multiple learning disabilities (PMLD)) achieve their individual goals and aspirations, enabling them to progress to their chosen next steps by providing high quality, positive learning experiences which are well planned, delivered and evaluated. You will benefit from working with others in the ACRES’ team to ensure students are fully equipped and ready for their portfolio assessments. You will gain a sound understanding of the compliance requirements and specifications of the qualifications you are delivering to ensure ACRES always provides the high quality, inclusive learning we pride ourselves on.

Seeing an adult student achieve, in some cases for the first time in their life, is

incredibly rewarding and fulfilling and so you really are making a difference in this

role.

**Key tasks:**

1. Liaise and collaborate with the Business Development Team (BDT) to create and develop a course that meets the needs of students, whatever their level of knowledge and skill, and which takes into account the identified needs of the partner / community / cohort / organisation.
2. Plan a logical and sequential programme of learning, which is relevant to the syllabus and is adapted for and targeted to a range of adult students with additional learning support needs. Use the appropriate documentation, (e.g. course and lesson planning documents) which is amended in accordance with ongoing assessment of learning taking place and identified and changing students’ needs, including those students with additional support needs / Exam Access Arrangements (EAAs) / Reasonable Adjustments (RAs).
3. Deliver and facilitate student centred sessions, which are inclusive and flexible to meet students' levels, preferences and needs; which have a variety of appropriate and relevant activities and tasks and uses a range of resources to inspire students to participate and engage.
4. Continually assess learning against course, session and qualification outcomes through a range of discrete assessment methods (e.g. quizzes, worksheets and direct and indirect questioning), using the results of these to adapt learning both planned and taking place in the classroom, so each student has an individualised learning experience to ensure they progress and achieve their qualification.
5. Engage students in their own self-assessment process through the completion of Individual Learning Plans and ongoing self and peer working and assessment and use the results of these to adapt and individualise both planned and learning taking place in the classroom.
6. Complete accurate and timely records of learners' progress from assessment and evaluation using these to track and measure achievement against qualification outcomes and adapt content and delivery methods to ensure all students can access their learning, whilst still acquiring the skills and knowledge to successfully achieve their qualification.
7. Use a range of appropriate communication strategies and methods (e.g speech, PECS, basic signing i.e. (Makaton)) to give accurate and timely constructive feedback to students so they know how to progress in their studies and use this to adapt and individualise ongoing learning.
8. Create a safe, inclusive and effective learning environment through good communication and classroom and behaviour management skills using a working knowledge, understanding and application of the relevant local, national, organisational and subject specific policies, processes and procedures. These would include (though not exclusively) those relating to Safeguarding, British Values and Prevent, Equality, Diversity and Inclusion, Health and Safety, GDPR, JCQ and Awarding Organisations. Complete any appropriate paperwork in relation to these correctly and accurately, (e.g. Risk Assessments, attendance registers, H&S forms, EAA/RA forms).
9. Appropriately and effectively plan for, collaborate with and direct Additional Learning Support Tutors and other non-teaching staff so all students stay safe, receive the best possible learning experience and progress and achieve above expectation.
10. Effectively embed appropriate digital / IT, literacy and numeracy skills to give learners a baseline knowledge in these key skills to support them both in and beyond the learning environment, and where appropriate to access and achieve their portfolio assessments.
11. Plan and manage own workload so all planning, recording, preparation, marking and portfolio assessment criteria are completed within the allocated timeframe (including curriculum meetings, marking homework and portfolio assessments competing relevant assessment forms and documentation and the reading, understanding and implementation of ACRES, JCQ and AO processes, policies, procedures and other relevant documents).
12. 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.
13. Ensure ongoing professional development through participation in targeted mentoring sessions, relevant staff and curriculum meetings / discussions (including with peers), undertaking any subject specific and organisational training and / or relevant continued professional development as agreed.
14. Participate in professional development meetings, programme planning discussions, mentoring, engaging in ACRES' Performance Management process as well as organisational development initiatives, conducting research and analysis as appropriate, suggesting recommendations for approval.

# **PERSON SPECIFICATION**

# **Essential education and qualifications**

1. QCF Level 3 in a subject relevant to the course
2. QCF Level 2 qualification in English and Maths
3. Relevant teaching qualification

# **Essential skills, abilities, knowledge, experience, values and behaviours:**

1. Use communication, interpersonal and team development skills to work with peers, managers and other relevant stakeholders and professionals, collaborating and sharing ideas to facilitate ongoing development including peer support where necessary, responding to challenge and requests for change in a professional and courteous manner.
2. Specialist subject and curriculum (SEND) expertise and use this to inspire and motivate a cohort of adult students with a range of additional learning support needs (PMLD) and / or who are harder to reach to participate and engage in their learning, expand their interest and knowledge, acquire a passion to learn more and achieve their qualification.
3. Relevant experience of delivering accredited courses to a range of adult students, including those with additional learning support needs (PMLD) and / or an EAA / Reasonable Adjustment.
4. IT and administrative skills with the ability to use Microsoft, Google and other software to record and update student assessment; course planning records, relevant assessment and / or portfolio documentation and embed these within teaching and learning to enhance the learning experience where relevant.
5. Ability to plan learning and deliver, assess and evaluate sessions to meet the needs of students, ACRES and other relevant stakeholders (eg JCQ, the Awarding Organisation and OfSTED) keeping accurate records and measuring data to ensure students' progression and achievement can be robustly assessed.
6. Ability to use a variety of teaching, learning and assessment strategies that are relevant to a range of adult students who are harder to reach and / or with additional learning support needs (PMLD).
7. Ability to adapt and individualise learning for students with additional learning support needs (PMLD), both planned and taking place in the classroom, based on assessment and the changing needs of the students, including managing diverse student learning and behavioural needs and using a range of methods to communicate with them managing diverse student learning needs.
8. Ability to self-reflect and assess own practice, engaging in professional discussion to act upon constructive evaluative feedback to continually improve.
9. Ability to manage own time effectively and organise own workload to meet conflicting deadlines and demands.
10. Use knowledge and awareness of health and safety and how this would apply, in a practical context, in all aspects of the role.
11. Use an understanding of and commitment to Equality, Diversity and Inclusivity and how these would apply, in a practical context, to all aspects of the role.
12. Use an understanding of and commitment to the principles and practices of safeguarding and how these would apply, in a practical context, to all aspects of the role.
13. Ability to embed literacy, numeracy and digital skills within teaching and learning.
14. Ability to be flexible to meet the student or organisational need in response to demand for learning or organisational requirements (e.g., mode and location of learning) including meeting the travel requirements of the role and / or have a full driving licence.

# **Desirable key skills, abilities, knowledge, experience, values and behaviours**

1. Assessor’s Award or able to evidence equivalent knowledge and skills
2. Knowledge of AAC (Augmentative & Alternative Communications), specifically:
	* Knowledge of or at least ability to recognise technical assistive devices used by Nonverbal learners
	* A basic knowledge of core vocabulary of Makaton signs and symbols
	* A basic Knowledge of PECs cards
3. Knowledge of/experience of working with EHP and Positive Behaviour Plans
4. Knowledge of the services provided by ACRES

**Document version control:**

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**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 |
| Moving & handling operations | Yes |
| Occupational Driving | Yes |
| Lone Working | Yes |
| Working at height | No |
| Shift / night work | No |
| Working with hazardous substances | No |
| Using power tools | No |
| Exposure to noise and /or vibration | No |
| Food handling | No |
| Exposure to blood /body fluids | No |