

Role Profile

Part A - Grade & Structure Information

Job Family Code	8PE	Role Title	Lead Tutor/Teaching and Learning Observer
Grade	PS8	Reports to (role title)	Curriculum Manager
		Directorate	Legal, Democratic and Cultural
JE Band	269-313	Service	Cultural Services
		Team	
		Date Role Profile was created	Jul-17

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>The Lead Tutors/Teaching and Learning Observers are the senior teaching roles within the Adult Learning Service. To plan and deliver high quality learning for adults in a subject in which they have extensive knowledge and act as expert practitioners including the delivery of accredited programmes. To support and mentor other Adult Learning tutors, including through observations of teaching and learning. To act as a critical friend while promoting the sharing of good practice, leading to higher standards of quality in teaching, learning and assessment.</p> <p>Design a structured teaching programme for each course, in agreement with the Curriculum Manager, that reflects the subject and level and that will match the needs of learners using appropriate Schemes of Work and Lesson Plans and relevant teaching materials. Complete and maintain all required quality documentation necessary for the course and to meet external awarding body requirements.</p> <p>Undertake mentoring and observations of other tutors as required, and develop individual action plans to contribute to continuous quality improvement.</p> <p>Using appropriate teaching and learning methods to promote diversity and inclusion, assess each learner's prior knowledge and skills, establish their learning needs at the start of the course, monitor their progress session by session and, together with individual learners, evaluate achievement at course end. Ensure learners are aware of potential progression routes to enhance their learning. Collect data on impact for learners and learner progression as appropriate.</p> <p>Develop learners' confidence and self-esteem, and, where appropriate, facilitate the integration of learners with additional needs, learning difficulty or disability. Ensure that each learner's contribution is recognised and valued and create a climate conducive to the learning needs of adults.</p> <p>Support and advise tutors to develop a consistent approach to their planning, delivery, sourcing of materials, quality improvement, risk assessment and evaluation of courses, within a specific area of programme delivery. Develop curriculum materials and other resources and/or documentation appropriate to supporting the work of tutors within the specific programme area.</p>
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Work Context	<p>Community Learning and Skills has seven dedicated centres in Surrey. In addition it also hires or works from approximately 90 further venues each year. It delivers some 2500 courses comprising both a published course programme and a set of bespoke courses that are designed to meet the needs of individual groups of adults in the community. There are four main teams that make up Community Learning and Skills:</p> <ol style="list-style-type: none"> 1. Curriculum, who look at curriculum planning and delivery, quality improvement, the provision of an extensive course offer and the management of tutors employed in the Service 2. Learning Services, who are responsible for the customers' experience with the service, enrolment, the environment the course is delivered in, and associated administrative processes 3. Information, Technology and Funding Team, who look after the Management Information System and the provision of technology associated with Learning 4. Business Development Team, who look after the marketing, business development and growth in income generation. The financial and business analysis functions are directly led by the Principal. <p>Lead Tutors/Tutor Observers report to the Curriculum Manager and work within the defined subject area to ensure that teaching, learning and assesment is subject to continuous improvement against the rigorous standards set by Ofsted. They are required to travel and work at any centre/venue as specified. They need to work flexibly, including evenings and Saturdays as required. A working pattern will be agreed with the Curriculum manager prior to the start of each term.</p>
Line management responsibility if applicable	N/a
Budget responsibility if applicable	N/a
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Service Development</p> <ul style="list-style-type: none"> • Contribute to the regular monitoring and review of services established to facilitate service improvement. • Provide specialist/professional advice and recommendations within defined policy and procedures to support informed decision making. • Promote and manage the delivery of the service to meet the needs of the public. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan personal and/ or team resources to enable delivery of a quality service. • Lead small scale projects and reviews or support more complex projects and reviews to promote engagement within the service area. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Adhere to established processes and systems to monitor and review service delivery and achievement of agreed objectives. <p>Finance/Resource Management</p> <ul style="list-style-type: none"> • Make recommendations for and manage work within the finance and resources allocated. <p>Work with others</p>

	<ul style="list-style-type: none"> • Liaise, communicate and build relationships with other internal departments, partner organisations, the community and volunteers on operational issues and opportunities to share knowledge, raise awareness and ensure quality, integrated service delivery. <p>People Management</p> <ul style="list-style-type: none"> • Allocate work and monitor the standard of team performance and ensure resolution of any issues, and / or may take on a coordinating and supervisory role with more junior staff as directed by their manager. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p>
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Advanced Vocational Qualifications at level 4 and/or relevant professional qualification and specialist experience. • For some roles a relevant degree may be required. • Sound knowledge of the service/functional area including relevant legislation, policies and procedures relating to the service area. • Customer focus and the ability to listen to and understand customer needs to provide appropriate services to a high standard. • Ability to manage a range of projects to completion. • Proven IT skills and able to use technology to be effective in the role. • Effective written and oral communication and interpersonal skills with the ability to maintain effective working relationships at all levels. • Ability to prioritise and plan and make best use of personal resources in achieving performance objectives. • Ability to organise, develop and motivate a team of staff and apply relevant Council procedures and policies.
Details of the specific qualifications and/or experience if required for the role in line with the above description	<ul style="list-style-type: none"> • Recognised teaching qualification and an appropriate professional qualification • For some roles, a relevant degree may be required • Experience of teaching adults • Track record of high quality of teaching and learning (Grade 2 or better when observed for the quality of teaching, learning and assessment in their sessions) • Flexible approach to working patterns and practices • Ability to give feedback, support and challenge • Willingness and ability to travel between SAL venues as required
Role Summary	<p>Roles at this level may supervise a team providing a public facing service of facility. Alternatively, they may hold specialist knowledge used to provide a service involving complex equipment/resources to enable customers to access, examine and utilise assets, resources and information. They require the ability to influence and practically apply knowledge on the basis of technical knowhow, facts and evidence. They engage with members of the public, customers or other agencies/ partners to review and promote service delivery and resolve problems. Role holders need to be able to work independently whilst working under the supervision of more experienced staff.</p>