

Role profile

Job Title:	Adult Learning and Skills Tutor (guaranteed minimum hours roles)	Grade:	8 (hourly rate to include % for rolled up holiday pay and 30 minutes per hour of teaching)
Department:	Adult Learning and Skills	Post no.:	Various
Directorate:	Economy and Sustainability	Location:	Various venues in the borough

Role reports to:	Curriculum Leader or as required
Direct reports:	Not applicable
Indirect reports:	Not applicable

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Purpose of role

- To deliver teaching, learning and assessment in a range of venues across the Borough based on Service needs and council priorities.
- To deliver a safe, high-quality and inclusive learning experience to learners, using a range of teaching methods and learning resources to support the delivery of innovative programmes that promote progression and support the priority outcomes of the Council.
- To reflect on current teaching, learning and assessment practice and keep up to date on current pedagogical through the attendance of team meetings, attending continuous professional development (CPD) and self-assessment of teaching and learning.

Key accountabilities

- To plan, deliver and evaluate a course(s) of learning for learners as set out in the contract of employment to the agreed number of hours and weeks.

- To ensure all learners achieve, including those with additional support needs by planning individualised learning, making relevant referrals and tracking progress effectively.
- To manage the learning environment and ensure that all equipment and facilities are used appropriately and safely, including marking the paper and online register accurately at the start of each session and use the register in the event of a fire or other emergency.
- To complete and submit all the paperwork adhering to the Service's guidelines, including initial assessment records, individual learning plans, learners' progression and destination data and learners' feedback.
- To monitor, mark and assess learners' work and progress and maintain such records as appropriate and to prepare learners for exams and accreditation.
- To embed effective use of technology, promote the use of e-learning and digital skills as well as deliver cross-cutting themes such as green, sustainability, health and wellbeing, maths, English and employability within curriculum delivery.
- To assist with enrolment and recruitment procedures as appropriate and ensure that learners are placed onto courses which meet their individual learning goals and aspirations.
- To provide subject specific information, advice and support to learners including providing learners with advice on progression, either within the service or at another establishment.
- To comply with the lesson observation process and respond to feedback and action planning to further raise the quality of teaching, learning and assessment and participate in team meetings, regular CPD sessions and the Council's appraisal cycle.
- To ensure continuing professional/curriculum development and participate in training where appropriate, keeping up to date with as well as national and local developments in adult learning.
- To contribute to Learn Ealing's events, marketing, promotions and customer standards whenever possible providing feedback to Learn Ealing.
- To work at any site across the borough including additional hours from time to time which may involve evening or weekend work, to ensure the efficient operation of Learn Ealing and to meet all its stakeholders' needs.
- To comply with the Service and the Council's policies and procedures, including Health & Safety, Safeguarding, PREVENT and Equality and Diversity, so that all students are treated with respect and dignity in an environment in which diversity of backgrounds and experience is valued and deal with any harassment or discrimination issues that arise.
- To carry out all other duties commensurate with the role and the changing nature of adult learning and local government, including covering colleagues' roles in times of need.

- Leave requests to be submitted to your manager for authorization, during peak times leave will be awarded in exceptional circumstances only and in a case-by-case basis.

Key performance indicators

- Meet individual KPIs in relation to learner attendance, retention, achievement and progression.
- Learner feedback is positive and reflects a high-quality learning experience.
- Relevant and well-prepared quality documentation is always available at course file audit, internal verification (including RARPA) and external verification.
- Timely safeguarding referrals are made as per service policy and procedure.

Key relationships (internal and external)

- Adult Learning Staff
- Learners
- Ofsted
- Awarding Bodies
- Internal/External Assessors / moderators
- Partners

Authority level

- Delivering teaching and assessment across the Borough
- Ensuring all learners achieve, including those with additional support needs
- Managing the learning environment and ensuring safety
- Monitoring, marking, and assessing learners' work and progress
- Promoting the use of technology and delivering cross-cutting themes
- Complying with the lesson observation process and responding to feedback
- Ensuring continuing professional development and participating in training

Person specification

Community and partnership working are essential for all roles as are a commitment to Equality, Diversity and Inclusion and ensuring Health and Safety at Work for everyone working at Ealing Council.

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Candidates are requested to address all criteria within their application and provide specific examples demonstrating how they meet each criterion.

Examples should clearly evidence relevant skills, knowledge, qualifications, and experience.

Essential knowledge, skills and abilities

1. Proven knowledge of subject area and relevant experience teaching in both accredited and non-accredited courses across diverse learner levels and abilities with good or better achievement rates.
2. Competent in the use of Information and Learning Technology (ILT) in educational settings and proven ability to teach in both traditional classroom settings and virtual learning environments.
3. Experience of working in various community settings, teaching to a wide range of learners, with different abilities and needs, ensuring they are able to achieve.
4. An understanding of the principles underpinning teaching adults i.e. planning, delivery, assessment and evaluation of learning and demonstrated success in embedding essential skills in lessons.
5. Understanding of RARPA processes and proficient in conducting various assessments (initial, diagnostic, formative, and summative) and maintaining accurate records of learner progress.
6. Committed to achieving key educational targets such as recruitment, attendance, retention, and achievement rates and capable of collaborating within a multi-functional team to enhance learner support and outcomes.
7. Understanding of the current Ofsted Education Inspection Framework and current developments in Adult Community Education.
8. Excellent communication and presentation skills, effective time management, and the ability to work both independently and as part of a team.
9. Knowledgeable in and committed to complying with the council and Service policies including Health and Safety, Equality and Diversity and Safeguarding.

10. Understanding of community engagement principles, strong communication skills, and the ability to work collaboratively and adapt teaching methods to diverse groups.

Essential qualification(s) and experience

1. Teaching qualification (or equivalent qualification* and/or experience of delivery in Post -16 Sector)
2. Evidence of recent continuing professional development
3. Maths and English at a minimum of Level 2 or above
4. ICT at a minimum of Level 2 or above
5. * The Award in Education and Training (AET) would be considered an advantage for an applicant without a formal qualification, but all staff who are not formally qualified in teacher training will be required to undertake at least the Diploma in Education and Training (DET) within the first 2 years of appointment.

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
• Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues	• Does what they say they will do on time • Is open and honest • Treats all people fairly	• Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents	• Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures	• Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards