Birmingham Adult Education Service – Adult Learning Tutor (Variable Hours)
£21.42 per hour to £28.15 per hour

As a qualified and experienced tutor, you will be registering your interest in joining our tutor pool for the subjects listed below.

Successful applicants will be notified of appropriate fixed–term sessional tutor vacancies as and when they arise - day, evening, and weekend classes may be available.

You must hold a full teaching qualification, English and Maths qualifications at Level 2, and a relevant subject qualification at a minimum of Level 3.

For Maths, English and ESOL positions, as well as a teaching qualification, applicants must hold or be working towards a subject specialist qualification at level 4/5.

We are recruiting tutors for classes planned for 2018
Please clearly state the subject you are applying to teach on the job title of the application form. You will need to complete and return a separate job application form for each subject you can teach.

Previous applicants who have applied to join the tutor pool within the past 12 months need not apply.

‘Right to work in the UK checks will be undertaken and enhanced DBS checks, Depending on the location of the course.

Ref: PE4942017

Closing date: 31st December 2017

Tutors:
Cookery
Counselling
Digital Skills
English
ESOL
Family Learning
IT
Directorate for Place

Job Description

JOB TITLE: Adult Learning Tutor – Subject? or Family Learning Tutor – Subject?  
DIVISION: Place

GRADE: BAES 01LEC  
SECTION: Birmingham Adult Education Service

DISCLOSURE AND BARRING SERVICE

DBS check required if the member of staff is allocated work based in a school or a children’s centre, will be working with adults who are vulnerable, or is a member of the safeguarding team.

1. Job Purpose

1.1 To plan, prepare and deliver high quality teaching, learning and assessment.

1.2 To support learners to achieve the best possible outcomes on their courses.

2. Duties and Responsibilities

2.1 To attend enrolment, assess learners and provide appropriate information, advice & guidance.

2.2 To arrive punctually, be in the classroom ready to teach at least 10 minutes before the start of the lesson and complete register as learners arrive.

2.3 To induct learners into their programmes, promote the right attitudes to learning and complete relevant documentation.

2.4 To promote regular attendance and punctuality with learners, and address absence issues.

2.5 To carry out appropriate initial and diagnostic assessments with learners and use these in planning.

2.6 To identify and meet individual learners’ needs, including additional support needs.

2.7 To use Individual Learning Plans with learners to negotiate and regularly review challenging and meaningful targets and actively involve learners in this process.

2.8 To plan the course by devising or modifying a Scheme of Work to suit learners’ needs.

2.9 To prepare thoroughly for teaching sessions, ensuring clear learning outcomes and that all learners are engaged, challenged and supported.
2.10 To use a variety of teaching strategies to promote active, collaborative and independent learning, and peer and self-assessment.

2.11 To develop and use a range of high quality resources, including ILT and Moodle, to support learning outcomes and promote learner engagement.

2.12 To use assessment for learning strategies during sessions to monitor learner understanding and progress, and to adapt sessions responsively to maximise learner achievement.

2.13 To mark or assess learners’ work and give learners specific, positive and forward-looking verbal and written feedback on what they have done well and what they need to do to improve.

2.14 To develop learners’ English and Maths skills as appropriate for the course and to signpost learners to English and maths provision where appropriate.

2.15 To complete all documentation related to accreditation in a timely manner in the format required.

2.16 To foster good relations between different groups, challenge discrimination and promote diversity.

2.17 To take responsibility for the Health and Safety of learners, to comply with Health and Safety requirements within the work area and report any concerns to the staff responsible for the site.

2.18 To carry out Post-Induction Survey, Course Evaluation and Destination Survey with learners.

2.19 To provide information, advice and guidance to learners before, during and at the end of the course, including information on progression routes.

2.20 To attend induction, staff meetings and training as required.

2.21 To ensure the Tutor Course File is kept up to date and to the required standards.

2.22 To follow BCC processes for the withdrawal and transfer and of learners.

2.23 To leave teaching areas in a suitable condition for the next class.

2.24 To comply with and promote the City Council’s framework of policies and procedures at all times. Key policies include Equality and Diversity, BCC Code of Conduct, Safeguarding, Health and Safety, Probation, Managing Performance and Disciplinary.

2.25 To comply with BAES’s policies and procedures at all times. Key policies include OTLA Policy, Mentoring Policy, Peer Observation Policy, Marking Policy and appraisal procedure.

2.26 To check BAES email regularly for information.

2.27 To participate in staff development specified in annual PDR and arising from OTLA Tutor Action Plan, for which you will be paid 2/3 rate.

2.28 To attend staff meetings, for which you will be paid 2/3 rate.

2.29 To participate in the BAES Mentoring scheme if required.
2.30 To undertake additional tasks and responsibilities, appropriate to the grade, possibly at short notice, that are necessary for BAES to meet its obligations to learners, the SFA or BCC, which may be reasonably required.

3 **Supervision Received**

3.1 Supervising Officer Job Title: Teaching & Learning Manager, Curriculum Leader

3.2 Level of Supervision

- Regularly supervised with work checked by supervisor.
- Left to work within established guidelines subject to scrutiny by supervisor.
- Plan own work to ensure the meeting of defined objectives.

3.3 **Supervision Given**: None

4 **Special Conditions**

4.1 Annual leave should not normally be taken during main enrolment periods or term time.

4.2 Some duties must be undertaken on site whilst others, with the agreement of the line manager, can be undertaken elsewhere.

4.3 Time, location of work and work base may change to respond to the needs of the Service.

4.4 Evening and weekend work may be required.

4.5 Travel between sites required, for which a casual car user's allowance will be paid. (Travel between home and work not included).

4.6 DBS check required if the member of staff will be based in schools or working with vulnerable adults.

4.7 This vacancy is exempt from the Rehabilitation of Offenders Act.

4.8 This job description will be reviewed and updated at intervals when necessary.

Right to Work in the UK documentation will be fully checked for all applicants. All non UK and EU applicants are required to apply for a certificate of sponsorship from Birmingham City Council and must be approved by the UKBA before any employment offer can be confirmed.

Observance of the City Council's Equal Opportunities Policy will be required.
# Directorate for Place

## Person Specification

**Post:** Adult Learning Tutor – Subject?  
**Salary/Grade:** BAES 01LEC  
**Division:** Place  
**Section:** Birmingham Adult Education Service  

### Method of Assessment (M.O.A.)
- A.F. = Application Form;  
- I = Interview;  
- T. = Test or Exercise;  
- C. = Certificate;  
- P. = Presentation.

## CRITERIA

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<thead>
<tr>
<th>Education/Qualifications</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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| NB: Full regard must be paid to overseas qualification | • A teaching qualification at a minimum of Level 4, e.g. CTLLS, or preferably at Level 5, e.g. DTLLS, Cert Ed, PGCE, IRR. Candidates who do not hold this upon appointment will be required gain it within two years as a condition of employment.  
• An appropriate Subject Specialist qualification at a minimum of Level 3 or equivalent commercial experience/expertise in areas of shortage. If this is not held, gaining it within two years of appointment may be specified as a condition of employment in the letter of appointment.  
• Candidates holding neither a teaching qualification nor a subject qualification/equivalent expertise will not be shortlisted.  
• A minimum of a Level 2 (GCSE A*-C or equivalent) English qualification. Candidates who do not meet this criterion will not be employed.  
• A minimum of a Level 2 (GCSE A*-C or equivalent) Maths. If this is not held, gaining it within two years of appointment will be a condition of employment. | C  
|                           | C  
|                           | AF/C  
|                           | C  
|                           | C  |

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<tr>
<th>Experience (Relevant work and other experience)</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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| • Experience in effective course planning, individual learning planning, assessment and delivery, using appropriate materials and resources including ILT.  
• Experience of teaching a relevant subject.  
• Experience of teaching post-16 learners.  
• Experience of delivering accreditation.  
• Experience of producing schemes of work, session plans and Individual Learning Plans.  
• Experience of giving constructive feedback to learners in order to promote improvements.  
• Experience of promoting equality and diversity in the classroom. | I/P  
|                                                  | AF/P  
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|                                                  | I/P  
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<tr>
<th>Skills &amp; Ability</th>
<th>Training</th>
<th>Other</th>
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<tr>
<td>e.g. written communication skills, dealing with the public etc.</td>
<td>- Ability to meet the requirements of awarding bodies, individual courses, programme objectives and associated administration.</td>
<td>- A track record showing commitment to professional development.</td>
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<td>- Ability to plan a programme of learning and sessions with clear outcomes which provide flexibility to meet learners' individual needs.</td>
<td>- Critical awareness of strengths and areas for development in own practice and positive attitude towards improving practice or performance.</td>
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<td>- Ability to use a variety of teaching methods, to promote learning, learner collaboration and autonomy, peer support, assessment and evaluation.</td>
<td>- Willingness to work at a variety of BAES venues and to travel between sites as required.</td>
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<td>- Ability to use a range of suitable learning resources, including ILT, to motivate and meet the needs of learners.</td>
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<td>- Ability to support learners' English and maths skills.</td>
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<td>- Ability to communicate accurately in writing.</td>
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<td>- Ability to communicate effectively verbally.</td>
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<td>- Effective interaction with people (individuals and groups) through highly developed interpersonal skills.</td>
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<td>- Ability to use email for work purposes.</td>
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<td>- Ability to use IT packages, e.g. Word, PowerPoint, and Smartboard to devise resources and deliver learning.</td>
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<td>- Good technical ability in the relevant subject.</td>
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<td>- Understanding of the features of good teaching, learning and assessment that meets the quality standards required by Ofsted, ETF, accrediting bodies and stakeholders.</td>
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<td>- Knowledge of relevant subject(s).</td>
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<td>Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment</td>
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<td>All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.</td>
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Section 2 – Competencies

If your application is successfully long listed, you will be invited to the next stage in the selection process. In addition to the above requirements you will be asked to demonstrate competencies in the below areas. Competencies can also be described as behaviours. They describe 'how' we expect people to behave doing their job. Competencies will vary between job roles and different levels but an overview of them, as required by Birmingham City Council, are described below.

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<tr>
<th>Competencies (behaviours)</th>
<th>Category Definition</th>
<th>MOA</th>
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<tr>
<td><strong>Moving the Council forward</strong></td>
<td>People who demonstrate this competency take the needs of the council and its customers into consideration when assessing how best they can deliver their service. They will network and develop relationships with others in helping to deliver a better service. They will help others in their work and be open to new ways of working.</td>
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<td><strong>Managing Ourselves</strong></td>
<td>People who demonstrate this personal competency take responsibility for their work and development. They take action to overcome obstacles and seek to achieve agreed outcomes in the most cost effective way. They are careful and economical in the use of resources. They ensure that work carried out meets the needs of the Council. They adopt strategies to manage their own workload.</td>
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<td><strong>Working with others</strong></td>
<td>People demonstrating this personal competency treat others as they wish to be treated. They build effective relationships with all their working contacts both inside and outside the council. They are encouraging supportive and helpful, and consider the impact of their working style on others.</td>
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<td><strong>Providing direction</strong></td>
<td>People who demonstrate this personal competency display the behaviours underpinning the council’s values (Belief, Excellence, Success and Trust) and present themselves as a role model to others. They enable people to achieve their best. They set clear objectives and standards, review performance, coach and organise work. They communicate the way ahead and consult and involve others.</td>
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