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###### Groundwork London Job Description

Job Title: Functional Skills Tutor – Central and South London

**Responsible to:** Training and Skills Manager & Programme Manager

Location: Outreach delivery against Central & South London NEETS contracts

JOB BACKGROUND:

The Functional Skills Tutor (Central & South London) supports the Employment and Skills Teams in the delivery of programmes and projects supporting the Trust’s Key Strategic and Operational Programmes delivered to combat worklessness in young people and adults.

The Functional Skills Tutor supports contracts which are designed to deliver a range of qualifications, skills and knowledge to unemployed 16 – 24 year olds to assist and support them into work and/or further education.

The Functional Skills Tutor is a key role in programme and project delivery and provides in-house as well as outreach group sessions and 121s to a range of learners.

MAIN OBJECTIVES:

The Objectives of the Functional Skills Tutor are to;

* deliver accredited qualifications in English and Maths Functional Skills at Entry Level 1, 2 & 3 and Level 1
* deliver a variety of accredited qualifications throughout Central & South London to programme participants.
* deliver non-accredited skills, knowledge and competencies in a variety of subjects supporting the employment teams’ contracts.
* support individual learners to achieve their leaning aims by addressing their literacy and numeracy needs along with other qualifications, particularly addressing such as employability skills.
* deliver learning to groups and as required in one-to-one sessions.

KEY TASKS & RESPONSIBILITIES:

* Working with the rest of the team to promote our programmes and enrol eligible learners.
* Carry out the BKSB Initial Assessment process with all potential learners, provide them with feedback and complete the appropriate project and learning programme documentation.
* Obtain/record detailed information regarding learners’ skills level, short, medium and long-term aims.
* Deliver learning and training needs for City and Guilds qualifications at the correct level and subject – Reading, Writing and/or Speaking & Listening working to the appropriate GLH.
* Provide underpinning knowledge and skills ensuring it is mapped to the Core Curriculum standards.
* Prepare and adapt teaching materials including handouts, assignments, booklists and assessment papers, to enable all learners to progress.
* Provide teaching and assessment opportunities in line with the relevant awarding body requirements to promote access to achievement.
* Produce and deliver appropriate individual and group exercises in order to achieve the Individual Learning Plans of participants.
* Assist learners thought appropriate coaching and mentoring to produce work in accordance with the standards of learning and achievement required to progress.
* Provide a supportive role and motivate learners to successfully overcome the barriers to gaining qualifications and employment
* Build up communications with learners; take a helpful and positive approach with a caring and considerate manner.
* Work with the Employment Advisors to refine and update learner personal development plans.

OTHER RESPONSIBILITIES

* Undertake any other related responsibilities commensurate with the evolving objectives of the post and the evolution of the Trust, as may reasonably be requested by the Director
* Work with due regard for Groundwork’s core values and objectives
* Ensure the effective implementation of and adherence to, the Trust’s Diversity, Equal Opportunities and Health and Safety policies and procedures

PERSONAL AND PROFESSIONAL DEVELOPMENT

* Participate in the Groundwork London Performance Management and Appraisal process, and agree short, medium and long term goals with line manager, and direct line staff.
* Identify learning and development needs with line manager and evaluate T&D to demonstrate needs have been met.
* Share best practice and achievements, and actively seek opportunities to present outcomes and case studies.
* Contribute to the learning of others across the organisation by sharing knowledge and skills both informally and formally by participating in the trust’s training and development programme.

**Feb 2020**

**Person Specification**

**Note to Applicant: When completing your application form you should demonstrate/evidence the extent to which you have the necessary education, experience, knowledge and skills identified as required by the application criteria for the post.**

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| **Position Name: Functional Skills Tutor –Central & South London** |
| **Job****Factors** | **Criteria No** | **Person Specification Criteria** | **Ranking** | **Criteria to be tested by the following documents and/or activities** |
| **E = Essential****D = Desirable** | **Application Form** | **Interview** | **Presentation** | **Practical Exercise Test** | **Work Simulation Test** | **Certificates or Qualifications** |
| **Qualifications & Experience** | **1** | Certificate in Literacy, ESOL or TSOL at minimum Subject Support level (level 2); Certificate in Education or equivalent. Certificate in Education or equivalent or PTTLS, DTTLS. Ability to deliver skills qualifications in conjunction with ESOL and IAG. | D | **✓** |  |  |  |  | **✓** |
| **2** | A proven record of developing curriculum/programmes of learning and of planning & delivering, on a roll-on, roll-off programme.  | E | **✓** |  |  |  |  |  |
|  | **3** | Experience of conducting BKSB initial and diagnostic assessments, analysing results and producing individual learning plans, specific to the learners needs.  | D | **✓** |  |  |  |  |  |
| **4** | Experience of working within and understanding of the Awarding Body requirements for the delivery of adult national qualifications at Entry Level 1, 2, 3, and Level 1.  | E | **✓** |  |  |  |  |  |
| **5** | Experience of managing and teaching ESOL or literacy in group and one to one settings. | E | **✓** | **✓** |  | **✓** |  |  |
| **6** | Experience of working in a target driven environment and achieving set targets.  | E | **✓** | **✓** |  |  |  |  |
| **7** | Assessors Award D32 D33 A1 Award TAQA or willing to work towards it.  | D | **✓** |  |  |  |  |  |
| **8** | Ability to produce appropriate learning resources and plans designed for group or one-to-one lessons. | E |  |  |  | **✓** |  |  |
| **9** | Empathy with the customer group and experience of overcoming complex personal and social barriers, and a background in working with unemployed and/or disadvantaged people and in a challenging environment. | D |  | **✓** |  |  |  |  |
| **10** | Understanding of Equal Opportunities, Health and Safety policies with specific attention to health and safety requirements when organising off-site activities), Safeguarding of Adults and Children and Data Protection  | E | **✓** | **✓** |  |  |  |  |
| **11** | The ability to handle challenging situations whilst remaining calm and in control especially in a group situation. | E |  | **✓** |  |  |  |  |

**Appointment to this role is subject to an enhance records check via the Disclosure and Barring service**