

EMPLOYABILITY TUTOR ROLE PROFILE – March 2020

| Title Reports to Level | Employability Tutor Assistant Academy Manager H24-H33 (Unqualified maximum of H30) | Business: Harlow College Location: Harlow, Essex | |
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| ROLE IN CONTEXT | ROLE IN ACTION | NEED TO KNOW | NEED TO BE |
| <p>Context</p> <p>1. Success To be part of a forward looking FE college, currently a sector leader for innovation in learning, teaching and assessment. We aim to provide our students with “more than a qualification”, providing them with the skills to achieve excellent destinations and careers.</p> <p>2. Culture To contribute to a results driven operation in a fast paced culture where flexibility, hard work and change are the norm and our core values are:</p> <ul style="list-style-type: none"> • Students at the Heart • Work hard, work together • Be the best, Be the Future • Be Innovative and Enterprising <p>3. People Individuals not numbers, we believe all our people, both staff and students, have the potential to succeed in whatever they set their minds to and, at Harlow College, everything we do is about getting them there.</p> <p>Purpose and Dimensions</p> <p>1. Job Purpose To train young people and adults with the skills required to support their return to employment</p> <p>2. Function's Strategy Part of the Employability, Innovation and Skills Academy responsible for the delivery of training to young people and adults.</p> <p>3. Key Partners/Relationships: Staff (e.g. AAM and wider ;Team Harlow') Students External Organisations (eg DWP) Employers and other stakeholders</p> | <p>Core Areas of Responsibility</p> <ol style="list-style-type: none"> 1. Deliver teaching and learning to adults and young people undertaking development programmes including at venues external to main college campus 2. Contribute to programme setup activities and resources including creation of workbooks and session plans. 3. Represent the college with professionalism and positivity. 4. Carry out effective and accurate initial assessment and enrolment activities to ascertain suitability and eligibility.. 5. Keep accurate records in accordance with internal and external organisation requirements and contribute effectively to internal quality assurance procedures. 6. Ensure learners make appropriate progress and successfully complete courses in a timely manner through deployment of support strategies including formative and summative assessment. 7. Manage learner attendance and implement corrective action where necessary 8. Maintain good working relations with referral organisations (e.g. DWP). 9. Ensure Additional Learning Support needs are identified and supported (including literacy, numeracy and IT) 10. Promote and safeguard the welfare of vulnerable adults and young persons you are responsible for, or come into contact with. 11. Work in accordance with the College's policies and procedures <p>Critical Success Factors</p> <ol style="list-style-type: none"> 1. Deliver the targets set in each of the following areas: <ul style="list-style-type: none"> • Learner starts • Retention • Achievement Rates • Learner destination • Positive feedback from learners/external stakeholders 2. The LTAS is fully implemented 3. Quality of materials and resources 4. Achievement of annual appraisal | <p>Organisational Capabilities</p> <ol style="list-style-type: none"> 1. Ability to work to the standards and set procedures that come with the necessary scrutiny when working in the public sector but in optimum resource efficient ways so as to minimise delays and over-administration 2. Achieves maximum benefit from limited resources 3. Quickly adapts to change and sees it as an organisational 'norm' 4. Establish a purposeful learning environment <p>Be the Expert (technical knowledge, qualifications, experience, occupational competence & requirements, etc)</p> <ol style="list-style-type: none"> 1. Ability to deliver teaching and learning to a high standard and in accordance with the College's Teaching, Learning & Assessment Strategy 2. Previous experience of delivering successful training programmes. 3. Ideally has a teaching qualification or willingness to undertake study of a teaching qualification. 4. Where relevant hold licenses to practice and qualifications required to deliver training. 5. Ability to work with autonomy and maintain good mental resilience when under pressure. 6. Demonstrable evidence of problem solving skills. 7. Hold Level 2 or equivalent qualification in Maths & English 8. Demonstrable ability to motivate and engage learners to learn and work hard 9. Excellent organisation and planning skills that enable effective learning. 10. Exceptional interpersonal skills and ability to deal effectively with confrontation. 11. Be able to understand and utilise digital technology 12. Ability to apply and embed themes and principles of E&D across the entire spectrum of teaching and learning | <p>Competencies (core for all HC team members)</p> <p>1. Learning Orientated</p> <ul style="list-style-type: none"> ➤ Seeks feedback on their own performance from a variety of sources ➤ Shares learning with others ➤ Engages in development activities and achieves tangible progression ➤ Actively seeks to increase/improve knowledge and skills <p>2. Results Focused</p> <ul style="list-style-type: none"> ➤ Meets targets and job related outputs ➤ Remains focused on the priorities and delivers them relentlessly despite issues that may arise ➤ Resolves issues that affect targets being met <p>3. Quality Minded</p> <ul style="list-style-type: none"> ➤ Can evidence their contribution to the college's Quality Improvement cycle (e.g., SAR/QIP) ➤ Seeks ways to continuously improve the service/productivity of their working area ➤ Notices quality performance in others and offers feedback accordingly <p>Role Competencies (specific to role)</p> <p>1. Innovative</p> <ul style="list-style-type: none"> ➤ Generates original and new ways of embedding learning and assessment ➤ Seeks cutting edge ideas/models of excellence and adapts them to suit the College and achieve success ➤ Finds ways around restrictions and / or limitations ➤ Is creative under pressure and/or with limited resource <p>2. Customer Focus</p> <ul style="list-style-type: none"> ➤ Actively seeks students'/external organisations' views on what they want from the service provided ➤ Uses feedback to continuously improve the learning experience and service provided ➤ Responds to external organisations'/students' concerns or complaints promptly and positively ➤ Provides support that is bespoke to the individual ➤ Professional and courteous in all interactions with students, clients, staff, partners and members of the public |