Title	Senior Tutor	Business: Harlow College
Reports to	Assistant Academy Manager	Location: Harlow, Essex
Level	H30-38	

ROLE IN CONTEXT	ROLE IN ACTION	NEED TO KNOW	NEED TO BE

ROLE IN CONTEXT

Context

1. Success
To be part of a forward looking FE college, currently a sector leader for student success and value added. We aim to provide our students with "more than a qualification", providing them with the skills to achieve 1st class destinations and employment.

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:
- Students at the Heart
- Work Hard, Work Together
- Be The Best, Be the Future
- Be Innovative and Enterprising

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.

Purpose and Dimensions

Part of a team responsible for the delivery of the College's learning, teaching and assessment strategy and 3 year strategic plan.

1. Job Purpose
Plan, deliver and develop the learner experience to enable them to achieve their learning goals, in accordance with the College's values and ethos.

2. Key Partners/Relationships:
- All students who are the responsibility of their delivery team
- Fellow team colleagues
- Support staff working with their delivery team
- The wider "Team Harlow"
- Parents and carers of students

ROLE IN ACTION

Core Areas of Responsibility

1. Design, plan, prepare and assess teaching and learning maximising achievement and progression of students
2. Deliver teaching and learning in accordance with the Learning, Teaching & Assessment Strategy (LTAS)
3. Provide tutorials and learning support
4. Co- ordinate as part of a team the learner experience resulting in high achievement by learners
5. Promote and implement the College Equality and Safeguarding practises
6. Produce schemes of work, lesson, learning & assessment plans and learning materials that impact directly on the effectiveness of learning,
7. Work in accordance with the College's policies and procedures
8. Manage attendance and take corrective action were necessary
9. Deploy an effective evaluation and assessment strategy that identifies areas of development and enables learners to progress
10. Marking learners' work including formal assessment of learners' work
11. Implement all the relevant processes as required by Awarding Bodies and the college's own internal verification system

Critical Success Factors

1. Delivery of the annual targets set in each of the following areas:
   - Retention
   - Attendance
   - Success Rates
   - Grades
   - Value added
   - Student satisfaction
   - Learners achieve their daily targets

2. The LTAS is fully implemented

3. Quality of the learning materials

4. Achievement of annual appraisal

NEED TO KNOW

Organisational Capabilities

1. Ability to work to the standards and set procedures that come with the necessary scrutiny when working in the public sector
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 that promotes and maintains appropriate behaviour, communication, respect for others, while challenging discriminatory behaviour and attitudes.

Be the Expert (technical knowledge, qualifications, experience, occupational competence and requirements, etc))

1. A degree or equivalent qualification, **OR** a minimum of a Level 3 qualification in the relevant vocational area and significant industrial experience
2. Ideally has a teaching qualification or willingness to undertake study of a teaching qualification and attain qualified teaching and learning status
3. Has Level 2 or equivalent Maths & English
4. Has curriculum knowledge and, where relevant, industrial experience in the relevant area
5. Demonstrate practical experience of delivering high standards of teaching using appropriate teaching & learning strategies
6. Demonstrate practical experience and aptitude in effective management of good behaviour in a learning environment
7. Has a flair for motivating and engaging learners to learn and work hard
8. Evidence of good organisation ,planning and assessment skills
9. Ability to plan, and apply themes and principles of E&D in teaching and learning
10. Be able to understand and utilise digital technology
11. Ability to work under pressure whilst maintaining a good mental stability and mental resilience.
12. Evidence of integrating safeguarding principles into working practices

NEED TO BE

Teaching & Learning Competencies (core for all HC Principal and Senior Tutors)

1. Learning Orientated
- 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 increases/improve knowledge and skills

2. Results Focused
- 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

3. Quality Minded
- 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
- Fully operates and adheres to the college's QA processes

Role Competencies (specific to role)

4. Innovative
- Generates original and new ways of embedding learning
- Seeks cutting edge ideas/models of excellence and adapts them to suit the College and achieve success
- Finds ways around restrictions and limitations
- Is creative under pressure and/or with limited resource

5. Customer Focus
- Actively seeks students views on what they want from the service provided
- Uses student feedback to continuously improve the student experience
- Responds to students' concerns or complaints promptly and positively
- Provides support that is bespoke to the individual
- Professional and courteous in all transactions with students, clients, staff, partners and members of the public