

JOB OUTLINE

Post title	Adult Education Tutor (Non Accredited Courses)
Division / Section	Schools & Community Services
Department	Children and Families
Responsible To	Senior Community Learning and Development Worker/Community Learning and Development Worker or as appropriate.
Number of post holders	350 approximately
Acting up/ Secondment	Not applicable

Purpose of Job

To tutor agreed adult education courses/groups within the advertised Adult Education Programme, Community High Schools or in other community based settings.

To tutor learners to achieve outcomes set out in the agreed course programme.

To work with groups in the community to develop opportunities for further learning and understanding of issues/subjects/campaigns, which develop capacity building at an individual, group or community level.

Major Tasks

To plan, prepare, deliver and evaluate an adult education course, or activity, supporting learners to develop their knowledge and skills in a specific subject area. This should be undertaken using a student centred and negotiated approach to agree course objectives and content.

Job Activities

To set out clear aims and objectives for any course and provide a course description.

To deliver the course employing a range of educational methods and approaches, eg teaching, group work, demonstration, visits etc.

To prepare appropriate learning materials and resources, eg handouts, demonstration materials, invited speakers etc.

To employ a range of teaching strategies which recognise and value adult students' experience, knowledge, abilities and learning styles.

To negotiate the content of the course with the students / participants.

To support students to reach their goals and regularly evaluate progress with individuals and the group.

To develop a teaching practice which demonstrates, in content, process and materials used, an understanding of equal opportunities and inclusion issues in relation to gender, class, race, disability, sexuality and religion.

To ensure that support staff / volunteers / carers in the class understand the approaches being used and are clear about their role in assisting students.

Respond effectively to issues which arise, eg class dynamics or practical problems such as dealing with resources.

To devise appropriate methods for, and carry out evaluation of, each course via student feedback, eg group discussion and / or questionnaires.

To assist students / participants to consider their continuing learning needs and support progression by offering guidance before, during and at the end of a course.

In conjunction with the Adult Education Programme Organiser / Senior Community Learning and Development Worker / Community Learning and Development Worker / Community Programme Manager, ensure that the accommodation and resources are suitable and available and feed back any relevant issues.

To become familiar with health and safety procedures, ensure these are met and that students / participants are aware of, and follow these.

To prepare fully for each session, eg materials, room layout etc.

To maintain records of attendance and carry out other administrative tasks as required.

To undertake induction and other training as deemed necessary by the Children and Families Department.

Supervision and Management of People (Numbers and type of staff)

The tutor is responsible for the effective use of support staff, eg art model, inclusion support worker, to maximise learning opportunities for all students.

Creativity and Innovation

Adult education tutors work in a range of contexts and utilise different approaches, knowledge and skills. These could include:

- Adult Education Programme classes
- Facilitating learning in informal community groups
- Family Learning
- Out of school hours language classes with young people, eg for heritage language provision.

Tutors are responsible for the preparation, effective delivery and evaluation of course content. Tutors will adapt the content of each course according to the differing needs of each class/participant, recognising that students/participants will come from a range of backgrounds and abilities. Tutors may be required to develop new tutoring techniques to make a course more accessible and inclusive.

When tutoring informal community groups, the tutor will need to be particularly flexible in responding to the learning needs of the group.

Tutors will support learners to identify further learning needs and to provide accurate information about progression.

Tutors undertake research, devise a syllabus for the course, plan individual lessons and organise course materials as well as determining appropriate methodology.

Tutors are responsible for responding to a variety of learning styles and participants' needs, and for developing innovative and appropriate approaches to meeting those needs.

Tutors are required to develop and employ a range of strategies for effective communication and negotiation.

Tutors should take advantage of the creative possibilities of IT equipment, eg iPads, Smartboards, in the planning and delivery of courses, where appropriate.

Contacts and Relationships

- Senior Community Learning and Development Workers / Community Learning and Development Workers / Adult Education Programme Organisers / Community Programme Managers - Line managers – all issues to do with class tutoring and contracts
- Administrative and Clerical staff - Liaise about resources, absence, pay etc
- Service Support Officers - Liaise about accommodation and resources
- Students - Teaching, dealing with students' issues
- Support Staff - Using effectively in the teaching situation
- Key Workers / Carers - Communication about students' needs
- Day school / community centre staff - Communication about shared use of facility and resources
- Staff in other organisations - Planning visits, excursions, talks etc

Decisions (Discretion)

The aims of each programme, the methods of teaching, materials used and the objectives are decided upon by the tutor in agreement with the line manager and / or the course participants. The tutor will also have to decide on:

- Health and safety of students
- Educational guidance offered to students
- Course evaluation and progression
- The consequences of decisions about what and how to teach will determine the quality of the learning experience of the students. If this is poor, students will complain, request refunds and affect quality, customer satisfaction and income targets.

- Good decisions about classroom management will lead to students feeling valued and included.
- If issues around inclusion, challenging behaviour, class dynamics are not dealt with appropriately, the consequences are that the students will complain, leave the class, request refunds and the viability of the class may then be in question.
- Ensuring that health and safety procedures are followed ensures that students have a safe and successful learning experience.
- Providing effective, accurate and timely guidance will ensure retention of students and allow them to progress effectively in their learning.

Resources

Tutors are responsible for all resources used for teaching the class including equipment in the building or supplied to them for their use. These would include resources for, eg woodwork, cookery, IT, dressmaking, art, sports classes etc. Tutors are responsible for ensuring personal data is kept securely.

Tutors are also responsible for the safe use of the resources by students in their class.

Environment – Work Demands

Tutors are expected to arrive in good time to set up the class and meet students.

The time, location and duration of the course is pre-determined. The tutor has responsibility for all teaching materials and how to manage the class. All preparation work can be managed at a time that suits the tutor.

Major or difficult issues are referred to the line manager and resolved through discussion and negotiation.

Supervision is minimal and tutors are expected to work independently and autonomously.

Environment – Physical

Tutors should have no physical demands placed on them, unless they are tutoring a course which requires physical effort, eg fitness, walking, furniture making.

Environment – Working conditions

Tutors may be required to work in an isolated part of a building.

Tutors may be required to deal with challenging behaviour by students as classes are open to all members of the public.

Environment – Work Context

Tutors may be required to deal with vulnerable people or people exhibiting challenging behaviour, eg people with mental health issues, learning difficulties or substance abuse issues. Tutors have to be sensitive to their needs and balance these with the needs of the group.

Tutors should be aware of how to refer students for additional support if necessary and where to find support for themselves if necessary.

Creativity and Innovation

Tutors are expected to find creative solutions to a wide range of issues which may arise while teaching, eg conflict, racist comments, inclusion issues, challenging behaviour, minor accidents, practical problems etc.

Knowledge and Skills

Tutors must provide evidence of their subject knowledge through a recognised qualification, such as a degree, diploma, certificate, and/or considerable demonstrable relevant experience. Alternatively the tutor must be able to demonstrate equivalent relevant experience in a different subject.

Experience of teaching is desirable but not essential if tutors can demonstrate an understanding of what to take into account when teaching; an ability to plan a course and individual lessons; knowledge of a range of teaching methods and materials; and an understanding of the characteristics of adult learners.

Tutors should have a positive attitude towards diversity and a commitment to inclusion.

Tutors should have excellent interpersonal and group work skills.

Tutors should have excellent communication skills.

Tutors should be able to manage conflict, challenging situations and the different needs and requirements of students.

Organisation Structure

