

### JOB OUTLINE

<b>Post title</b>	Literacy/Numeracy Group tutor
<b>Division / Section</b>	Schools and Community Services
<b>Department</b>	Children and Families
<b>Responsible To</b>	Senior CLD Worker/CLD Worker or as appropriate
<b>Number of post holders</b>	20+
<b>Acting up/ Secondment</b>	N/A

#### **Purpose of Job**

To tutor a course or mixed ability group of adult learners in literacy/numeracy and/or English Speakers of Other Languages (ESOL). Learners may have limited or no literacy or numeracy skills, and may have mental or physical disabilities which make learning more difficult. The Tutor must ensure that a student-centred approach is taken and materials and delivery is suitable for all learners.

#### **Major Tasks**

In negotiation with Adult Literacy and Numeracy Learners, plan , prepare, deliver and support progression within a course or group.

#### **Job Activities**

To identify, together with the students, smart learning goals which relate to each person's aspirations and circumstances. To plan and develop from this a learning programme in negotiation with the students.

To employ a range of learning and teaching methods and approaches e.g. group discussion, small group work, tutor/student 1:1 and independent study which value adults students' experience and knowledge.

To use resources which are appropriate to adults and have been adapted where necessary to ensure relevance to students' interests and goals and taking their learning preferences into account; to adapt or prepare materials as appropriate.

In conjunction with the Senior Community Learning and Development Worker/Community Learning and Development worker to ensure that the accommodation/materials/equipment are suitable and available and feedback any relevant issues.

To assist students to consider their continued learning outcomes and progression routes by offering guidance before, during and at the end of a course.

To develop a teaching practice which demonstrates in both content and process an understanding of equal opportunities and inclusion issues in relation to equalities groups.

Evaluate the programme together with the students and in doing so enable students to identify their preferred learning styles.

To agree to the appropriate placement and deployment of trained volunteers within the group.

To maintain required records of attendance, following up absences as agreed with the designated Senior Community Learning and Development Worker/Community Learning and Development Worker.

To ensure volunteers and students understand the approaches being used and that volunteers are clear about their role within the group. To support and supervise volunteer tutors within their group.

To familiarise him/herself with health and safety procedures.

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)**

One or more volunteer tutors or support tutors (Community Learning and Development staff members) per group, up to a maximum of three staff.

The Tutor may be required to feed back on the input and effectiveness of the volunteer or support tutors to support the individual's own learning or career development.

### **Creativity and Innovation**

As students will have limited or no literacy or numeracy skills, the tutor will require to develop new learning and teaching approaches to make a course accessible to individual students within diverse groups.

The tutor will decide the best approach to take for the group and individual eg four weeks structured round form completion, at the end of which students should have made progress in their ability to fill out forms.

Both literacy and numeracy may be covered in the same class in some instances, requiring the tutor to devise appropriate materials.

The post holder should be able to adapt resources or prepare original resources which engage and interest learners eg looking at bank statements to place learning in context.

The tutor should have a flexible and adaptable approach to session plans, to enable them to respond quickly to learner interests or issues.

The tutor should be able to creatively use authentic materials to provide useful learning experiences.

The tutor should take advantage of the creative possibilities of IT equipment such as iPads, apps and online resources.

The tutor will devise or adapt appropriate evaluation methods.

### **Contacts and Relationships**

The main role of the Tutor is to support students in learning literacy and/or numeracy skills. The Tutor must identify what level of knowledge each student has, what their aims are in attending the class, and develop and deliver group and individual tuition which fulfils these aims. Where students have learning and/or physical disabilities the Tutor must understand the difficulties such disabilities place on the student with regard to learning, and adapt their tutoring and support accordingly.

The Tutor will advise students on their next steps on learning eg courses available.

Senior CLD worker/CLD worker – The Tutor will be supervised by the CLDW

Administrative and clerical staff

Key Workers

Support Staff

Volunteer/Support Staff – post holder will have direct supervisory responsibility for any assistant tutors or other staff.

### **Decisions (Discretion)**

The post holder is responsible for making decisions on methods and approaches to be used for learners.

The tutor is responsible for deciding how to support learners assess their progress and achievements and evaluate the learning programme.

The post holder is responsible for the educational guidance offered to students.

### **Decisions (Consequences)**

Assessment will ensure recognition of progress and continued motivation to make progress to further learning, training or community involvement.

Ensuring health and safety procedures are followed ensures that candidates and staff have a safe and successful learning/work experience and ensures insurance remains affordable.

### **Resources**

The post holder will be responsible for the appropriate use of equipment such as photocopies and IT.

Post holders are responsible for ensuring personal data is kept securely in accordance with data protection legislation.

### **Environment – Work Demands**

The post holder must adhere to CLD guidelines and timescales for submitting paperwork or any other requirement.

Post holders are expected to arrive in good time to set up the room and meet students. The time, location and duration of the course is determined by the local CLD worker. All other preparation work can be managed at a time that suits the tutor.

### **Environment – Physical**

Most work will take place in a classroom environment.

The post holder will not be expected to undertake strenuous activity, to do any heavy lifting or to undertake any unreasonable activity.

### **Environment – Working conditions**

The post holder will usually work in a community centre or school. In some cases an accredited course may be taught as part of an outdoor activity. The post holder will not be expected to undertake work in adverse conditions.

### **Environment – Work Context**

The post holder may be required to work with vulnerable people, for example offenders in prison, people with mental health issues, learning difficulties, or substance abuse issues. The postholder will have to be sensitive to their needs and balance this 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.

### **Knowledge and Skills**

The post holder should have excellent literacy/numeracy skills and significant knowledge of the subject being taught. Post holders would normally be qualified to minimum of SCQF Level 8 or alternatively must demonstrate considerable relevant experience. Ideally the post holder would hold a recognised qualification in tutoring Adult Literacy/Numeracy, for example SQA Carry out the Assessment Process, Tutoring Adult Literacy or equivalent.

It is desirable that the ESOL Tutors have a Certificate in Teaching English to Speakers of other languages (CELTA).

The post holder should have excellent interpersonal skills and group work skills, and must be able to manage conflict and accommodate different needs and requirements.

The post holder should have a positive attitude towards diversity and an active commitment to inclusion.