

SUTTON COLLEGE JOB DESCRIPTION

Role Title:	Sessional Worker - Tutor - Funded Courses		
Directorate:	Public Health & Wellbeing	Grade:	NCJ PP Grade 7 SCP 23-33 <i>inclusive of LW, Holiday & Planning & Preparation time.</i> £27.66-£33.96ph <i>Actual scale point you will be placed on will be based on experience and qualifications related to the role</i>
Post number:	XX	Hours/weeks:	Sessional /Zero Hours
Team:	Curriculum & Quality	Base/location:	Sutton College/Community Location
Reports to:	Head of Curriculum & Quality		
Responsible for:	Courses & Learners assigned to you following confirmation of your availability		
Staff Management	None		

Role and Context

Overall Role Purpose:	The post holder will teach a variety of College courses, both onsite, online, and in community settings. They will ensure high-quality delivery through the implementation of Quality Assurance processes and contribute to the College's growth by supporting a vibrant curriculum and improving learner outcomes. Additionally, the role involves assisting with focused curriculum development, personalised employment support, and learner progression. The post holder will help meet the College's strategic goals, especially targeting priority groups under the Adult Skills Fund, and will collaborate with the Head of Curriculum & Quality to deliver a high-quality program aligned with learner and employer needs.
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Strategy

N/A

Implementation

Main Duties & Accountabilities	<p>The post holder will</p> <ol style="list-style-type: none"> Undertake a teaching commitment for the work offered and you are available for. <p>The allocation of hours is outlined in the Job advert and may be subject to change if the needs of the business change.</p> <ol style="list-style-type: none"> Ensure availability for the work offered. Ensuring learners receive a continuous learning experience and minimal disruption to their programme.
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3. Plan, prepare, deliver and evaluate all courses you are responsible for, ensuring key elements are taken into consideration around exams and or internal college syllabi and process.
4. Deliver stimulating sessions that will inspire learners, in all lessons you deliver. Ensuring the learning is engaging, relevant and aligned to the current Scheme of Learning and the Intent & specification for the course.
5. Set high expectations for learners from the start of the learning journey, outlining and embedding college and course expectations, along with key British Values and life skills to equip them to succeed.
6. Manage the learning process effectively, guiding and supporting learners, differentiating teaching to meet the needs and interests of learners and ensure that learners are appropriately challenged and supported throughout their journey with us.
7. Upload all relevant teaching, learning and assessment materials to the virtual learning environment for all courses including assignment and key documents to support learners' extended learning opportunities. Ensuring this is kept up to date and aligned to unit delivery and available to learners from the start of their programme.
8. Ensure all learner, group and progress tracking documents are updated on a weekly and monthly basis, including accurate recording of learners' attendance and punctuality on each register.
9. Set challenging teaching and learning objectives that are relevant to the course intent and take into account the needs and development of all learners.
10. Agree individual learning plans with learners including setting and monitoring SMART course and personal targets, and reviewing them regularly ensuring learners are provided with meaningful feedback on their progress
11. Systematically assess learners' work, giving timely and developmental written and verbal feedback on progress, to support them.
12. Involve learners in reflecting on, evaluating and improving their own performance throughout their journey of learning.
13. Give subject specialist information, advice and support to learners as part of teaching duties, including providing learners with advice on progression, either within this College or referral to careers teams.
14. Identify, refer and plan additional support for learners by liaising with the learning support team, as necessary.
15. Work with the exams team, curriculum support and other support teams to ensure accurate records for learners, along with exam registrations and schedules are up to date and accurate from the start of all courses.
16. Plan opportunities for learners, with other staff where relevant, so they experience out of classroom contexts such as placements, volunteering, visits to the library, museums and employment-based settings.
17. Work with the Head of Curriculum & Quality to support the development of exciting programmes for learners, which will enable individuals to gain new skills, qualifications and knowledge for their personal goal, aspirations and employment.
18. Support the college marketing team by participating in key events at the college and externally,

	<p>promoting and providing information on college courses to new learners or employers.</p> <p>19. Write detailed and accurate course outlines for any courses you are responsible for, to support the promotion of the department and college.</p> <p>20. Carry out interviews for new & existing potential learners to the college, including conducting initial and diagnostic assessments.</p> <p>21. Attend and contribute to departmental, college and external meetings as required by the Head of Curriculum & Quality and SLT. * <i>Please note attendance at meetings are paid in addition to the hourly rate stated above and are at the set meeting rate</i></p> <p>22. Keep up to date with internal and external assessments and examinations, including the keeping of appropriate records and completion of returns.</p> <p>23. Liaise accordingly with the Exams team as and when needed, to support the smooth operation of internal and external examinations.</p> <p>24. Undertake and keep up to date with Health & Safety, Equality & Diversity, Safeguarding, Prevent and Data Protection/GDPR training, maintaining awareness of key risk issues within the curriculum area and escalate any concerns to the relevant member of staff.</p> <p>25. Comply with the Professional Standards for Teachers and Trainers in Education and Training as per college policy (Observation of Teaching and Learning Policy).</p> <p>26. Undertake other duties commensurate to the grade of the post, including supporting the priorities and management of the College as a whole.</p>
<p>College Accountabilities *All staff</p>	<ul style="list-style-type: none"> ● To be responsible for Health & Safety issues in all areas of own work within the guidelines stated in the College Health & Safety policy. ● To take responsibility for own professional development in consultation with Line Manager, and be proactive and willing to invest in own development subject to the availability of appropriate resources and job/organisational requirements. ● To carry out all duties and responsibilities in accordance with all College Policies and procedures inclusive of Equal Opportunities, Safeguarding and Data Protection, core values, behaviours, maintenance of confidentiality and other relevant procedures. ● To be a proactive and effective team member working flexibly and efficiently toward the achievements of the department targets leading to the overall College strategic targets. ● To undertake any other such comparable duties as may be reasonably required by the Line Manager or his/her delegated deputy. ● Support the improvement, growth and sustainability of the College.

Person Specification		A - I - T
Qualifications & Experience		
Mandatory qualifications:	<ul style="list-style-type: none"> A. An appropriate teaching qualification for the Post 16 Sector (e.g. DET / Cert. Ed. or equivalent) and/or willingness to complete a L4 qualification within the 1st year of appointment B. A qualification in the subject specialism (to at least Level 4 e.g. HND, 1st Degree), or an in-depth knowledge and a minimum of 3 years' substantial experience in teaching English/Maths C. Level 2 (GCSE or equivalent) qualifications in English & Mathematics 	A
Desirable Qualifications	<ul style="list-style-type: none"> D. A1 Assessors qualification or equivalent E. V1 Verifiers qualification or equivalent 	A
Professional Experience	<ul style="list-style-type: none"> F. Experience of teaching in Adult Education or Further education post 16 college/ training environment. G. Experience of teaching a range of levels up to GCSE English/Maths, including preparation for GCSE and functional skills. H. Experience of quality improvement processes which support and develop practice 	A/I A/I/ T A/I/ T
Person Specification		A - I - T
Knowledge, Skill & Competencies	<i>Method of candidate assessment:</i> A = Application form I = Interview T = Test	

Knowledge, Skill & Competencies	<ul style="list-style-type: none"> I. An understanding of the principles underpinning teaching adults i.e. planning, delivery, assessment and evaluation of learning. J. An awareness of different learning strategies and teaching methods suitable for teaching a diverse range of abilities. K. Ability to embed English, Maths and Digital skills into courses delivered. L. Knowledge of current developments in the FE/Adult sector & curriculum including within Family Learning. M. An understanding of the reasons for an Equal Opportunities Policy and how it affects the immediate working environment and relationships with clients. N. Experience of using online learning portals, to deliver learning and/or use for learner extended learning. O. Ability to think creatively to enable learning to be inspiring and engaging P. Experience of preparing learners for formal assessment and exams. Q. Excellent classroom skills with the ability to employ a range of teaching strategies and to support learners in the promotion of active learning. R. Excellent knowledge and understanding on retention, achievement and pass for the curriculum. S. Ability to continuously improve learner retention & recruitment for the department and college. T. Experience of successfully supporting Learners' progress through tutoring. U. An awareness of Safeguarding and how it relates to the work of this post in Adult Learning and in the community. V. Advanced written & verbal communication skills including the ability to produce clear and concise documents. W. Good interpersonal skills with the ability to express views and communicate effectively on confidential and sensitive matters to engage, inform and influence a variety of audiences at all levels within and outside the College. X. Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. Y. Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. Z. Ability to tailor your approach to each conversation appropriate to the audience, responding clearly even in complex situations. 	A/I /T A/I T A/I T I/T A/I T

Person Specification		A - I - T
Personal attributes – All college staff	<i>Method of candidate assessment:</i> A = Application form I = Interview T = Test	
Personal attributes	AA. Ability to maintain confidentiality, act with integrity, uphold ethical values, including social responsibility, equality, diversity and inclusion in line with the College PRIDE values. BB. Can demonstrate a commitment to safeguarding and PREVENT duty. CC. Commitment to own learning and development, with evidence of CPD. DD. Excellent interpersonal skills. EE. Commitment to teamwork, ability to work flexibly and under pressure. FF. An excellent team player with a willingness to contribute to the development of the College.	A/I A/I A/I I A/I T A/I
Safeguarding Disclosure and Barring Service	Enhanced DBS is required, and a requirement to sign up to the update service.	

All job descriptions are subject to regular review/updates as necessary for the role.

TO BE COMPLETED BY THE JOB HOLDER:

I agree the above job description:

Signature Job holder:		Date:
Name of Job Holder:		

TO BE COMPLETED BY THE LINE MANAGER TO WHOM THE JOBHOLDER IS RESPONSIBLE TO:

Signature Line Manager:		Date:
Job title:		