**Science, Engineering and Automotive Technologies**

**JOB DESCRIPTION**

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| **POST TITLE:**  | Work Based Tutor: Engineering |
| **SALARY:** | From £27,526 (SCP 24) up to £36,996 per annum pro rata (SCP34) dependent on qualifications & experience. |
| **CONTRACT TYPE:** | Academic |
| **HOURS:** | 37 Hours per week - 1.0 FTE  |
| **REPORTING TO:** | Head of School CSTEM |
| **RESPONSIBLE FOR:** | Supporting Apprenticeships |
| **CLOSING DATE:** | Wednesday 21st June 2023 at 12 noon |
| **INTERVIEW DATE:** | TBC |

**If you have not been contacted within 14 days of the closing date of the position, you should assume that, unfortunately, on this occasion your application has been unsuccessful.**

The information given below is intended to provide an outline of the workload of the job and its role within Preston College. The job description outlines the main duties in general terms only and it not intended to be prescriptive. The post holder will be expected to work in a flexible, proactive manner to carry out such duties as are necessary and to communicate effectively with all work colleagues.

**MAIN PURPOSE OF THE JOB**

* To plan, deliver and evaluate engineering provision across all learning levels in line with your area of expertise and qualifications in the workplace and in the college environment.
* To plan and effectively undertake the assessment process with learners and other stakeholders, including the establishment and development of employer participation.
* To actively contribute to the internal verification process.
* To work collaboratively as a member of the team to deliver provision of the highest quality and raise aspiration of learners.
* To be a positive member of the college staff, actively delivering against our agreed corporate behaviors and advocating our provision at all times.
* To build and maintain effective relationships with employer partners in strengthening the college reputation and enhancing business opportunities.

**Key Role and Responsibilities**

The principal role and responsibilities of the post are outlined below. These provide a guide to the major areas of responsibility. However, as the College’s business changes and develops, the post holders role and responsibilities will vary and therefore the job description should be seen as a guide and not as a definitive statement.

The successful post holder may have either of the following or a blend of both dependant on the needs of business.

Be expected to effectively manage the apprentice learning experience from the initial sign up and including the design and delivery of high-quality teaching, learning and assessment in order to ensure that learners achieve their maximum potential in-line with their agreed learning targets.

Will have timetabled sessions with students, this might be face to face within college, onsite at a place of employment or in an online environment through one or more of our multi-media tools to deliver taught sessions as required by the engineering curriculum leader(s).

A high priority is given to the creation of effective working relationships within the college. Staff will be expected to work with others in a supportive and co-operative manner and to work flexibly and with a high degree of professionalism and technical competence in discharging their duties and responsibilities.

**Adopt and deliver apprenticeship processes**

Follow the college guidelines for the apprenticeship provision:

* Use the preferred E-Portfolio and ensure apprentice programmes, processes and communication and kept up to date.
* Ensure off the job training is recorded correctly in line with regulatory hours.
* Plan and review apprentice progress through the apprenticeship reviews process in a timely manner.
* Be involved in the sign up as and when required, advice and guidance to employers and employees as a point of contact.
* Work with the curriculum leader(s) directly to deliver the college targets around our growing engineering provisions.
* Be a valued part of the college's internal quality management processes.

**Plan and Design Learning Programmes and Sessions**

Adopt good planning and preparation practices which lead to high quality learning programmes and sessions:

* Keep abreast of practical and theoretical developments and update material and lesson plans in-line with Preston approach to teaching, learning and assessment and changes in the education sector such as standards and T Levels.
* Establish realistic and challenging learning objectives which meet individual and group needs.
* Effectively prepare learners for End Point Assessment in-line with apprenticeship Standards, taking into account technical skills and knowledge as well as specific assessment preparation.
* Prepare session plans utilising a variety of teaching and training methods, incorporating the use of IT when appropriate and accommodating different learning styles.
* Develop effective learning materials, designed to raise aspiration and support learners in achieving beyond expectation.
* Ensure the effective integration of on and off-college learning activities into programme and session planning.
* Agree learning plans and contracts with individual learners and their employers and ensure that these are reviewed regularly.

**Deliver effective Teaching, Learning & Assessment**

Create a stimulating and professional learning environment which reflects workplace expectations:

* Establish an open and trusting relationship with learners and their employers.
* Teach on programmes in the workplace and in college when required, managing the learning process effectively, guiding and supporting learners.
* Ensure that individual needs of all learners are met, effectively engaging with other college departments as required.
* Regularly review progress against targets, and ensure effective intervention as required throughout the learner journey.
* Work collaboratively with other staff who contribute to apprenticeship delivery, ensuring that high standards are consistently met across the provision.
* Recognise individual learning styles and ability and adjust teaching and training accordingly.
* Use a variety of delivery methods to engage learners, to convey information, and to encourage creativity and motivation.
* Effectively utilise the approved college systems and processes in positively contributing to the learner journey, sharing best practice as appropriate.
* Use effective materials and appropriate resources, at a pace and level which meet learners’ needs.
* Use learning materials which are free from stereotyping and present positive images in relation to race, gender and disability etc.
* Provide effective learning support, giving learners opportunities to develop and practice their skills.
* Encourage learners to take responsibility for their own learning, providing resources designed to promote independent learning.
* Deal promptly and effectively with inappropriate behavior or attitudes to learning.
* Effectively incorporate the health, safety and wellbeing of learners into the teaching and learning environment.

**Develop comprehensive learning plans and effectively assess learner skills and knowledge**

Adopt appropriate strategies to assess learning and achievements:

* Use a variety of methods to assess formatively and summatively, ensuring that learners understand the purpose of assessments, and that methods are appropriate.
* Regularly feedback to learners and their employers to support and inform the learning process.
* Encourage learners to reflect on their own learning experiences and to monitor their own progress.
* Use assessments to identify additional delivery and support requirements.
* Check regularly that teaching and training is meeting learners’ needs and that effective learning is taking place and modify delivery accordingly.
* Record and process assessments in-line with awarding body, EPAs and college standards.
* Ensure that learners have access to impartial, comprehensive and current advice which meets learners’ personal development as well as educational and vocational needs.
* Attract and retain learners, and help them achieve learner competence, test and examination results.

**Monitor, Evaluate and Improve the Quality and Effectiveness of Own Practice, and Help to Raise the Standards of Teaching and Learning in the College**

* Continually engage in self-reflection and review and identify own development needs.
* Work with others to monitor, evaluate and improve the effectiveness of learning sessions, including the use of learning walks.
* Review and monitor own performance, using a variety of means and indicators; e.g. feedback from learners, employers, line manager or observer in order to support continual professional development.
* Actively participate in the college Internal Quality Audit process and self-assessment and contribute positively to audit from external bodies.
* Seek out best practice in teaching, learning and assessment and actively promote this within your own delivery.
* Keep abreast of sector developments and engage employer colleagues in the support of personal skills and knowledge development.

**Working as a Team**

* Build strong team relationships through effective communication and collaboration, working with your colleagues to set and sustain high standards of delivery.
* Value team member contributions and share personal knowledge and experience in order to help others work more effectively.
* Understand team goals and responsibilities and work tirelessly in ensuring that your contribution is positive.
* Actively seek the views of others, drawing on their knowledge and experience.
* Demonstrate honesty, openness and fairness in dealings with others.
* Effective liaison with external organisations, particularly employer partners whose input is significant in shaping the college delivery.

**EQUALITY AND DIVERSITY STATEMENT**

Preston College is committed to ensuring equal rights and opportunities for all. Recruitment for positions in the college will be carried out in a manner which accords with best equal opportunities practice. The selection of candidates for interview will be based on the personnel specification and applicants should bear this in mind when preparing their applications and completing the application form.

#### The postholder will be expected to take a lead role in the promotion of the college policies on Equality and Diversity, Health and Safety and Quality Assurance.

**SAFEGUARDING LEARNERS STATEMENT**

Preston College is committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and expects all staff and volunteers to share this commitment. All Preston College staff and volunteers are required to undertake mandatory Safeguarding training. The successful candidate for this appointment will be required to apply for Enhanced Disclosure for regulated activity through the Disclosure and Barring Service at a cost to themselves. At present this fee is £38.00 and payment will normally be deducted from your first month’s pay.

Further information on the Disclosure process can be found at;

 [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service).

**CORPORATE BEHAVIOURS**

To promote and deliver the College vision, values and corporate behaviours that are characterised by:

**Committed to learning**

* We are dedicated to our teaching, learning and support, responding to customer needs.
* We continually pursue excellence in everything we do.
* We are open to change, new ideas and we share information and knowledge.

**Respect and Consideration**

* We treat each other, our college and our community with respect and consideration.
* We value the achievements of every person in the college.
* We work together as one college, whilst recognising individual contribution.

**Customer Focused**

* We are all representatives of the college and will act in a way that best represents our values and behaviours.
* We demonstrate consistently strong performance.
* We seek what is best for the college and the people it serves.

**Integrity and Honesty**

* We challenge anything that is inconsistent with our values.
* We are accountable for our actions.
* We act honestly, ethically and legally in all that we do.

**Make it Enjoyable**

* We encourage a positive and supportive environment.
* We make time to help others.
* We care about the success of the college.

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**PERSON SPECIFICATION**

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|  | **Essential/ Desirable** | **Method of assessment** |
| **Experience** |  |  |
| Previous experience of teaching or training, preferably in a FE setting. | D | A |
| Evidence of continuing professional development (CPD) | E | A |
| Experience of planning and implementing effective assessment plans for learners, enabling them to achieve beyond expectation. | D | A and I |
| Experience of successful employer engagement in the delivery of teaching and training. | D | A and I |
| Experience of effective working in a relevant sector. | E | A |
| Evidence of the application of e-learning and e-portfolio. | D | A |
| **QualificaTions** |  |  |
| Level 4 engineering qualification or above from a recognised awarding organisation (EAL/Pearson etc) | D | A and I |
| Level 3 Engineering qualification or above from a recognised awarding organisation (EAL/Pearson etc) | E | A and I |
| Certificate of Education/PGCE or a willingness to study on a programme that will lead to this accreditation. | D | A and I |
| Minimum of Level 2 English Functional Skills, or English Language GCSE at Grade C or Grade 4. (or a willingness to achieve in an agreed timescale). | E | A |
| Minimum of Level 2 Maths Functional Skills, or Maths GCSE at Grade C or Grade 4. (or a willingness to achieve in an agreed timescale). | E | A |
| Level 2 ICT qualification at minimum Grade C or a willingness to achieve within an agreed timescale. | D | A |
| An appropriate Assessing Qualification at Level 3 or equivalent or a willingness to study on a programme that will lead to this accreditation. | D | A |
| IQA (Internal Quality Assurance) Qualification at Level 4 (or a willingness to achieve in an agreed timescale). | D | A |
| **Knowledge, Skills and Abilities** |  |  |
| Up-to-date knowledge of current information relating to apprenticeship frameworks and standards delivery. | E | A and I |
| Willingness and ability to liaise effectively with internal and external stakeholders. | E | A and I |
| Ability to communicate effectively. | E | I |
| Effective organisational and planning skills. | E | A |
| **CORPORATE EXPECTATIONS** |  |  |
| A commitment to the expected values and behaviours associated with working at Preston College | E | A |
| A commitment to safeguarding, equality and diversity and health and safety at Preston College. | E | I |
| **OTHER REQUIREMENTS** |  |  |
| Willingness and ability to work at any site or employer location. | E | A |
| Willingness and ability to work flexibly throughout the week. | E | A |

Key: A Application Form

I     Interview

T Test

Please note where the person specification states that criteria will be identified through more than one medium i.e. A / I, you must specify how you meet the criteria clearly at all stages in order to comply with the College’s Recruitment Procedures for Employees and Casual Workers.