

London Borough of Havering Job Profile

Job Title: Specialist Teacher-Assessor	Directorate: Children, Adults and Housing Services
Service/Section: Learning & Achievement	Post Number(s): Job Evaluation Number:
Grade: G7	Date last updated: January 2018 Date of last Evaluation:

Main Purpose of the Job/Key Objectives:

To plan, deliver and assess on a range of new and established courses and learning opportunities with annually variable number of teaching hours in a specialist curriculum area across a range of academic levels.

To undertake formal assessments, including the provision of verbal and written feedback to candidates, within a maximum of a 3-week timeframe.

To support management in the provision of pre-course information, advice and guidance within specialist areas at a range of venues.

To actively market the Havering Adult College specialist provision (through attending events, assisting in the content and design of marketing materials, and having a presence at key locations etc.) to promote specialist learning opportunities.

To support the management tier with quality assurance related tasks, including the maintaining of the curriculum area files and tracking learners beyond their learning in line with funding agency stipulations.

Job Context

1. The post-holder reports to a Curriculum Development Manager
2. The post-holder has no line management responsibilities, but may provide mentoring to sessional teachers within their specialist areas
3. The post-holder has responsibility to procure specific resources within a pre-determined resource budget, as appropriate.
4. In addition, the post holder, as part of the wider team, may take the responsibility for supporting one or more of the following areas of work

as determined by service need, their capacity, and the area(s) of specialism covered:

1. Supporting managers' appointing sessional staff
2. Mentoring new sessional staff within their specialisms
3. Preparing work for Internal/External Quality Assurance audits
4. Undertaking Internal Verification activity of sessional staff, where required within their subject specialism, to support the management function, including liaising with External Quality Assurance officers from various awarding institutions
5. Attending specialist locations, including partner delivery sites, to develop relationships with harder to engage learners as an ambassador for the College

Experience

Extensive experience of teaching/training and managing learner groups ranging potentially from Pre-Entry Level to Level 5 inclusive, depending on the areas of specialism covered, is essential.

Experience of conducting initial assessments, formal assessments, initial advice and guidance (including, but not exclusively, interviewing prospective learners) is also essential.

The post-holder must have the ability to work on their own initiative and have knowledge of post 14 education systems. Extensive knowledge and skills related to the area(s) of teaching is essential, as is the ability to support learners in overcoming barriers to learning.

The post-holder must have the ability to research, produce and use teaching resources to maintain high standards of learning in different environments including the use of e-learning. It is also essential that they have a desire to develop and use new methods of teaching and learning to engage and motivate learners.

It is essential that the post-holder is able to use software packages on a PC, and that they possess excellent interpersonal skills with an ability to co-operate with others in the planning of teaching programmes. They must also have an ability to relate to and motivate learners of all ages and from different backgrounds using effective teaching and learning strategies.

The post-holder must also be able to make decisions required as necessary to underpin the main responsibilities of the post, and liaise effectively with the other teachers in the subject-specific department. Effective planning, organisational and administrative skills to support learning, quality assurance processes and awarding body requirements are also essential.

The post-holder will have experience of funding methodologies to support them in the identification, development and planning of new courses in conjunction with the curriculum team.

Qualifications

Essential qualifications for this post are:

1. Full Level 3 qualification within the specialist area of study
2. Level 4 Teaching Qualification
3. Level 3 Certificate in Assessing Vocational Competence or the equivalent
4. Level 4 Certificate in Internal Quality Assurance or the equivalent (where awarding institutions dictate)
5. Level 2 English and Maths as directed by the statutory instrument governing teachers in learning and skills

Working conditions/circumstances

The post-holder will be based at Havering Adult College although they may be required to work in any one of the Council's sites, as well as partner delivery sites. Suitability to work in an environment where contact with children, young persons and/or vulnerable adults will be required. The post may involve evening events, including course delivery, so flexibility in attendance patterns will be required from time to time to accommodate special circumstances. Full driving licence and access to a car or alternative travel arrangements are necessary.

Key Accountabilities and Result Areas

Key accountabilities identify the main areas of work and responsibilities of the role and are intended to be a guide to the range and level of work expected of the post-holder. This is not intended to be an exhaustive list of all tasks that may fall to the post-holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

Key Result Area	Expected End Result
Main duties- <ul style="list-style-type: none">• To plan, deliver, and assess as required in at least 2 related specialist fields, complying with the standard terms and conditions of a teaching post within Havering Adult College.• To provide timely and meaningful developmental feedback to candidates in verbal and written form.	<p>Good quality teaching and learning leading to good outcomes for learners.</p> <p>Efficient and timely completion of observations and assessments.</p>

<ul style="list-style-type: none"> • To maintain personal professional links as required by the awarding bodies within the work environment in which the assessments are based. • To inform Curriculum Development Manager of any emerging concerns in relation to the progress of any candidate. • To strive to reach, and exceed, performance targets (such as retention, success, attendance) set by the service to drive up standards • To provide specialism-specific guidance to designated Curriculum Manager(s) to support in the preparation and planning of a responsive and needs-focused curriculum • To comply with policies to ensure the health, safety and welfare of learners and staff including: <ul style="list-style-type: none"> a. The service's health and safety policies in terms of our own safety and that of learners, colleagues and visitors in different settings b. Demonstrating a positive commitment to the Service's Equality and Diversity plan. c. Ensuring the safety and welfare of children, young people and vulnerable adults. d. Referral where appropriate of those in need of pastoral support. e. Comply with any Council policies that appertain to this post. • To undertake specialist pre-course information, advice and guidance (on and off-site as required) to maximise learning opportunities, and direct learners to fundable options • Contribute to the marketing of the courses through assisting in content for promotional 	<p>Current knowledge base to underpin good delivery.</p> <p>Appropriate support to learners/staff provided in a timely fashion as required. Outcomes for learners are achieved and quality maintained</p> <p>Adult College provision is commercially responsive, marketable, and suitable for targeted audiences (such as unemployed, Family Learning, etc) as required</p> <p>Provision of a safe and supportive learning and working environment.</p> <p>Harder to engage learners are actively supported in re-entering suitable education</p> <p>Increased visibility of the College, and the</p>
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<p>material, and attending specific events and activities</p> <ul style="list-style-type: none"> • Undertake work as part of the Internal and External Quality Assurance activity in line with awarding institution requirements, including acting as the IQA within the specialist area of work, and liaising with the awarding institutions' representatives (EQA) to maintain the professional relationships, access to direct claim status, and ongoing funding of provision. • Support appointing managers with the interviewing of sessional staff for the specialist area. • Provide mentoring support for sessional teachers who are new to the specialist area to support them in key aspects of their role during their initial term, and additionally as required to support the quality of service delivery. • To undertake tracking and monitoring of learners' progression within the timeframes and criteria specified by funding agencies and regulatory bodies, through various communication methods, so additionally maintaining the relationship with learners to extend income potential. • To contribute to the maintenance of the curriculum area files, ensuring they are kept up-to-date with suitable evidence for external auditing and quality monitoring by funding agencies and regulators, such as Ofsted, to ensure quality standards are maintained 	<p>specialism in particular.</p> <p>Departments are ready to meet the exacting demands of AI audits, with all feedback, monitoring, and assessment data prepared and up-dated.</p> <p>New staff are appropriately appointed.</p> <p>New staff are well supported, and the quality of the learners' experience is supported.</p> <p>Data is maintained and kept up-to-date to enable returns to be made to the relevant funding agencies (e.g. Education & Skills Funding Agency)</p> <p>Regulators and other audit mechanisms are supported and executed smoothly, with positive outcomes for the service.</p>
<p>Employee's Responsibility-</p> <ul style="list-style-type: none"> • Flexible working to cover non-standard hours of delivery by arrangement. • Working conditions: Assessing duties will generally take place in the classroom environment, but may include delivery in a range of venues across this and neighbouring boroughs where demand dictates. 	

<ul style="list-style-type: none"> • Teacher-Assessor to be in attendance at least 15 minutes prior to the commencement of the site-based assessment. • Assess any potential risk from the environment and/or the public. • Ensure that all personal details are kept up-to-date in terms of personal contact details, qualifications, and in keeping with Education & Training Foundation guidance, continuous professional development. • In standard contracts, marking and preparation are included in the enhanced hourly salary. For specialist teacher-assessors, this may therefore include additional duties such as interviews of potential candidates, or attending marketing events where the specialism may be appropriate. • Ensure that professional currency is maintained and can be evidenced for awarding and regulatory bodies, including the participation in activities required to maintain professional status with the Institute for Learning. 	
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Additional Requirements

- You must comply with Health and Safety Regulations associated with your employment.
- You may be required to work in any one of the Council's sites, or partner sites.
- The Council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and promote its policies in their own work, and to undertake any appropriate training.
- Demonstrate a flexible approach in the delivery of work within the service cluster. Consequently, the post-holder may be required to perform duties not specifically identified in the job profile but which are in line with the general responsibilities of the post.
- Be available to attend evening/daytime/weekends as applicable to the working pattern of the post

London Borough of Havering Competency Profile

Job Title: Specialist Teacher-Assessor:

Grade:

Competency	Level	Criteria to be Evidenced (Description)
Achieving Results	B	<ul style="list-style-type: none"> Assumes personal responsibility for achieving outcomes and making appropriate decisions and is considerate of others and their contributions Monitors and evaluates own performance against targets Develop new ways of working to achieve results Demonstrates high personal standards as an example to others and delivers what they agree Is consistently positive and remains focused and flexible when faced with competing demands and priorities Allocates time and resources to reflect priorities Seeks information to aid decision making
Planning and Implementing	B	<ul style="list-style-type: none"> Plans and prioritises workload to ensure deadlines are met through busy periods Monitors and adjusts plans as necessary Communicates the plans to appropriate staff / stakeholders Makes effective use of time Balances short term requests with long term priorities Determination and commitment
Delivering Excellent Customer Service	B	<ul style="list-style-type: none"> Proactively gathers information about customers and consistently seeks to establish and meet their current and future needs Analyses and understands delivery and range of services, providing solutions to individual customer needs Develops and maintains constructive relationships with customers Takes pride in delivering high quality services and seeks to expand own skills Constantly questions "how will this benefit the customer?" Seeks customer feedback to identify ways to improve customer experience
Respecting Others	B	<ul style="list-style-type: none"> Acknowledges and values the positive contribution that everyone can make Demonstrates integrity at all times

		<ul style="list-style-type: none"> • Considers impact of own actions and tries to cater for the differing needs of others • Acts as a role model sets a personal example of good equalities practice at all times • Challenges inappropriate and discriminatory behaviour • Understands different learning and personality styles and preferences • Respects confidentiality wherever appropriate • Acts upon concerns about discrimination or inequality of opportunity • Applies consistent standards of service and response
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