

Job Description

Post Title: Education Support Specialist - Functional Skills Tutor
Responsible to: Head of Centre
Pay Grade: £21,731 - £31,650 Annually (FTE)
Hours: 9am - 3pm Term Time Only

Safeguarding

Embrace & Encourage Education CIC is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post and including checks and reference requests from past employers as well as the Disclosure and Barring Service. Safer recruitment guidelines will be adhered to throughout this process.

Main Purpose of Job:

Under the overall direction of The Head of Centre, working with **Embrace & Encourage Education CIC** to provide a supportive learning environment to address the personal, social and educational needs of learners who are experiencing difficulties in mainstream education.

Main Duties:

- Predominantly, the role of a Functional Skills tutor is to provide inspirational teaching, learning and assessment to promote high levels of learner satisfaction and success
- Deliver a full range of Functional Skills English and Maths from Entry Level 1 up to Level 2. This must be of a high-quality teaching, learning and assessment either in a classroom setting to a group or on a one-to-one basis.
- Facilitate Skills Forward Initial and Diagnostic assessments with learners and use results to form part of the individual ILPs.
- Take an active role in identifying individual learner support needs and implementing effective strategies to support learner success.
- Prepare learners for Functional Skills, English and Mathematics exams and liaise with the line manager / colleagues to plan external examination requirements.
- Work with the Functional Skills Internal Verifier to ensure flexible and efficient delivery, standardisation in teaching and the most efficient arrangements for testing.
- To understand the barriers of learning for the individual child, caused by a mix of social, emotional and behaviour problems.
- Knowledge of individual learners' behaviour and learning needs, contribute to discussions with team to develop appropriate and flexible lesson plans for learners and evaluate and adjust learning activities as appropriate.
- In the classroom situation, work with direct individual and small groups of learners. Respond appropriately to learners to encourage and motivate as necessary in order to keep learners on

task and consistent with behaviour and achievement expectations. Promote a calm and ordered learning environment maintaining an awareness of the whole class situation and using initiative to ensure learner behaviour does not interfere with other learners learning.

- Contribute to the ongoing assessment and recording of learner development and achievement. Contribute to discussions on progress with staff members, learners, and parent/carers.
- Provide pastoral support and one to one mentoring to learners, attending to personal needs and provide advice and assist in their social, health and hygiene development.
- Develop and maintain constructive relationships with external agencies e.g. social services, which aim to serve the needs of learners. Support learners who are transferring into mainstream education or transferring to another phase through liaison with school, providing personal support to learners.
- Accompany learners (and other adults) on external visits to ensure the safety and acceptable conduct of learners and assist in meeting the desired learning outcome of such visits.
- Maintain awareness and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. Represent the provision at meetings, internal and external, where learner behaviour is a major part of the discussion. Undertake continuous professional development in this field.
- Co-ordinate and attend regular learners' reviews with school's/parents/ and alternative provisions if appropriate.
- Work with schools/ other provisions to understand their needs and develop individual plans for the learner to achieve this

Context:

All staff are part of a team at **Embrace & Encourage Education CIC**. They are required to support the values and ethos of the centre and the provision priorities as defined in the mission statement. This will mean focusing on the needs of colleagues, parents, learners and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have and pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemption) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provisions of the Act, and, in the event of employment being taken up, any failure to disclose such conviction will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration with the CRB code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

Physical Effort:

The job is likely to involve some lifting of equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with conflict and the use of de-escalation techniques.

Safeguarding: The provision is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to complete relevant safeguarding and child protection training.

Personal Specification:

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

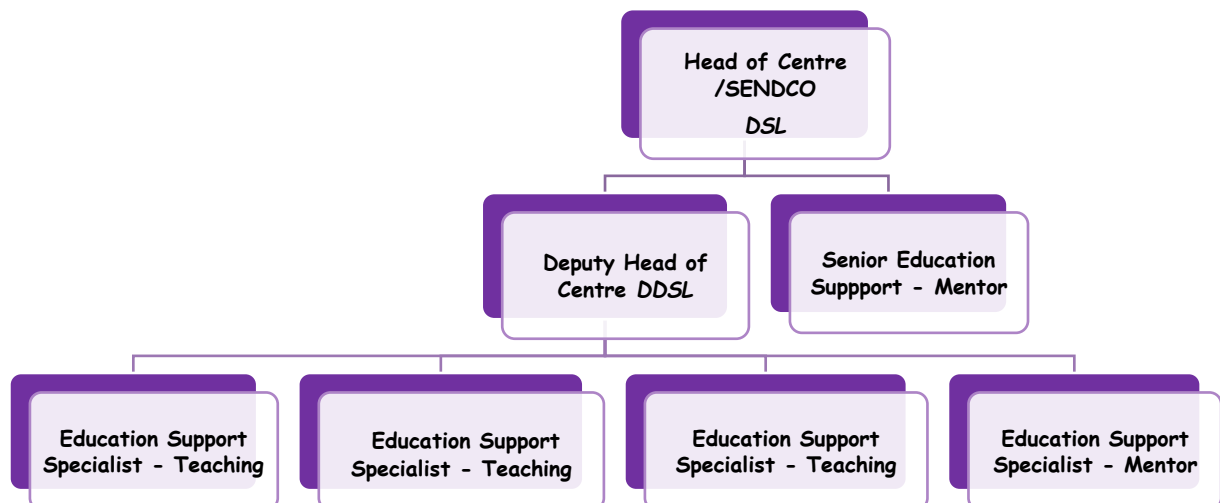
Essential (E): - without which candidate would be rejected

Desirable (D): - useful for choosing between two good candidates.

	Essential	Desirable
Training & Qualifications:		
Relevant Teaching qualification (PGCE/CERTED/PTTLS/QTS) or equivalent qualification or equivalent experience	<input type="checkbox"/>	
Educated to Degree Level		<input type="checkbox"/>
Minimum level 4 qualification, with additional qualifying experience	<input type="checkbox"/>	
GCSE English & Maths or equivalent	<input type="checkbox"/>	
Trauma informed or/and Adverse Childhood Experiences Awareness (ACE's)		<input type="checkbox"/>
Experience:		
A proven track record of working with learners with social and behavioural needs.	<input type="checkbox"/>	
A proven track record of working with parents to support their child's development.	<input type="checkbox"/>	
A proven track record of supporting learning of disaffected learners in an educational environment.		<input type="checkbox"/>
Experience providing counselling, Pastoral care.		<input type="checkbox"/>
Experience of working with children in a school or youth work environment.	<input type="checkbox"/>	
Ability to use ICT effectively to promote learning and manage admin effectively	<input type="checkbox"/>	
Skills & Abilities:		
Motivate disaffected learners	<input type="checkbox"/>	
Respond positively in emotionally demanding situations	<input type="checkbox"/>	
Contribute constructively to the work of a team.	<input type="checkbox"/>	
Build and maintain positive professional relationships with learners and parent/carers.	<input type="checkbox"/>	
Differentiate written materials within relevant curriculum.	<input type="checkbox"/>	
Excellent interpersonal, communication and organisation skills	<input type="checkbox"/>	
Create a well-organised, stimulating learning environment	<input type="checkbox"/>	
Ability to work hard under pressure, while maintaining a positive, professional attitude	<input type="checkbox"/>	
Competencies:		

Demonstrate motivation to work with young people.	<input type="checkbox"/>	
Demonstrate positive role modelling	<input type="checkbox"/>	
Emotional resilience in working with challenging behaviour		<input type="checkbox"/>
Ability to employ strategies to improve a learner's self-esteem and self-worth	<input type="checkbox"/>	
Commitment to safeguarding, child protection and promoting the welfare of our learners	<input type="checkbox"/>	
Equality Issues:		
Able to recognise and act upon discrimination.	<input type="checkbox"/>	
Understanding of different social backgrounds of learners	<input type="checkbox"/>	
Understanding the needs of the learners and the appropriate strategies to support them	<input type="checkbox"/>	
Specialist Knowledge		
Knowledge of relevant legislation & codes of practice. (Keeping Children safe in Education, Equality Act 2010 & Teaching code of practice)		<input type="checkbox"/>
Knowledge of national curriculum at appropriate ages and levels.		<input type="checkbox"/>
Other Requirements		
Current driving licence, business insurance and willingness to use own car to carry out work commitments	<input type="checkbox"/>	

Organisation Flow Chart



Disability Discrimination

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job holder will ensure that **Embrace & Encourage Education CIC** policies are reflected in all aspects of his/her work, in particular those relating to

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984, 1998 and 2018)

Agreed by:

Name: Debbie James

Role: Head of Centre

Signed: *D James*