



DESCRIPTION OF POST

Job title: Flexible Learning Tutor/Assessor

Conditions of Service: LBR Adult Ed Teaching & Educational Management Staff

Hours: Variable depending on candidate numbers
Set hours to be worked are not set by the organisation; the employee will choose when to complete candidate assessments providing these are timely and performance is satisfactory.

Scale: Academic Scale: 2-5 depending on qualifications and experience and duties

Directly responsible to: Assistant Principal, Adult Skills

A. Overall Purpose of Job

1. To act as personal tutor to flexible learning candidates providing effective on line support and written feedback on assessments
2. To provide a face to face induction for flexible learning candidates, remote tutorials and a workshop reviews if required

B. Main duties and responsibilities

1. To provide IAG, initial assessment and induction on flexible learning for learners using the Learner Handbook
2. To distribute approved learning and assessment materials provided to support the learner to meet the qualification requirements
3. To set up learners with their on-line account
4. To ensure access to resource materials and assessment for learners with special needs liaising with the Learning Support Adviser if required
5. To develop, agree, review and update assessment plans with learners
6. To assess evidence against the standards set out in the qualification specification
7. To provide monthly on-going support through a month-end remote tutorial
8. To provide detailed, high quality written and **timely** feedback to candidates submitting assessments using the on line platform
9. To support the development of English and maths skills where candidates require this ensuring all spelling, punctuation and grammar is corrected
10. To complete and update assessment records in accordance with internal and external quality standards as set by the awarding body and the Institute Quality Improvement Framework ensuring these are accurate and up to date
11. To follow agreed complaints and appeals procedures if candidates disagree with your assessment decisions
12. To liaise with the internal verifier and other assessors attending standardisation meetings as required
13. To seek the advice and support of the internal verifier should clarification of evidence requirements be needed or there are areas of concern
14. To cease contact with learners on successful candidate completion or withdrawal
15. To hold all information about the Institute's business and learners, including learner lists, prospective list, marketing material **confidentially** and, on leaving the post will return the same to the Institute and confirm destruction of soft or hard copies.

C. General Duties

1. To participate in performance review and continuous professional development (CPD) developing required knowledge, understanding and skills to deliver responsibilities effectively
2. To positively promote the Institute in all contact and communication with the public and learners
3. To follow all Institute policies and procedures
4. To undertake any other duties as may be reasonably requested commensurate to the level of experience and responsibility expected including supporting other teams at peak times



Person Specification: Flexible Learning Tutor/Assessor

Specification	Essential	Desirable
Education and Training Formal qualifications and relevant training	<ol style="list-style-type: none"> 1. Degree or professional qualification/subject specialist qualification at level 3 or 4 2. Either unit A1 Assessor award or D32/D33 units 3. A recognised teaching qualification (e.g. Cert Ed, DTTLs) 4. Maths and English at Grade A*-C or equivalent 	<ol style="list-style-type: none"> 1. Additional qualification in special educational needs, preferably autism 2. Safeguarding and Prevent Duty 3. Equality & Diversity training
Experience Ability to undertake duties of the post	<ol style="list-style-type: none"> 1. Experience of working in the field of autism in one of health, education, social work or third sector provision 2. Evidence of successful experience in competence based assessment procedures 3. A good working knowledge of IT applications 4. Experience of completing basic skills assessments 	<ol style="list-style-type: none"> 1. Recent experience of working within the occupational area 2. Experience of flexible learning and assessment 3. Experience of OFSTED inspection and matrix assessments
Skills and Knowledge	<ol style="list-style-type: none"> 1. Knowledge of learning disabilities and autism and techniques that support people best 2. Understanding of equalities, safeguarding, counter terrorism, health & safety and DDA legislation 3. Understanding of the matrix quality standards and OFSTED Common Inspection Framework and other quality assurance and improvement frameworks 4. Excellent organisational and planning skills. 5. ICT skills and using technology to support on line learning and assessment 6. Knowledge and awareness of personal responsibilities in the areas of risk management and health, safety and welfare, both in terms of self and others 	<ol style="list-style-type: none"> 1. Knowledge of Autism Accreditation schemes 2. Coaching skills 3. Knowledge of the current local and national priorities in post 16 learning 4. Understanding of the Professional Standards for Teachers
Personal Qualities	<ol style="list-style-type: none"> 1. High level communication skills both oral and written 2. Positive, energetic and proactive approach 3. Motivated to work independently and remotely 4. Highly organised and with the ability to prioritise workload and meet deadlines 5. Attention to detail 6. Reliable with a flexible approach to working hours able to meet the needs and requirements of learners 7. Reflective practitioner able to develop own skills and seek advice from a variety of sources 8. Ensures an appropriate level of confidentiality in processes 9. Committed to developing the success and wellbeing of others 	