

Job Description

Teacher Adult Skills Programmes Salaried V1.2 FINAL

Job Details	
Grade	B
Job Evaluation Number	A10020 A10020
Number of Posts	50
Directorate	Adult Social Care
Division	Early Intervention and Prevention
Department	Birmingham Adult Education Service
Service Area	Faculty
Reporting to	Programme Manager

Strategic statement about Birmingham City Council

1.0 Portfolio Responsibilities

1.1 To plan, prepare and deliver high quality, learner-centred teaching, learning and assessment that inspire learners in face-to-face and virtual classroom learning.

1.2 To provide advice, guidance and support learners to achieve the best possible outcomes on their courses and progress according to their personal goals and aspirations.

1.3 To support the development of the programme in specified areas.

1.4 To share and promote good practice development and support others to develop their practice.

1.5 To contribute to quality assurance within the Faculty.

2.0 Key Responsibilities (WHAT DO WE EXPECT THIS ROLE TO ACHIEVE)

2.1 To attend enrolment, assess learners and provide appropriate information, advice & guidance.

2.2 To arrive punctually, be in the classroom ready to teach at least 10 minutes before the start of the lesson and complete register as learners arrive.
2.3 To induct learners into their programmes, promote the right attitudes and behaviours to learning and complete relevant documentation.
2.4 To promote regular attendance and punctuality with learners, and address absence issues.
2.5 To carry out appropriate initial and diagnostic assessments with learners, ensuring prior attainment and starting points are recorded and that learners are in the right course and level, and use these in planning.
2.6 To identify and meet individual learners' needs, including additional support needs.
2.7 To use Individual Learning Plans with learners to negotiate and regularly review challenging and meaningful targets and actively involve learners in this process.
2.8 To track progress through one to ones and tutorials, and make referrals to Learner Services when appropriate.
2.9 To plan the course by devising or modifying a Scheme of Work to suit ALL learners' needs.
2.10 To prepare thoroughly for teaching sessions, ensuring clear learning outcomes and that all learners are engaged, challenged and supported, incorporating fully inclusive and differentiated learning and assessment approaches.
2.11 To use a variety of teaching strategies to promote active, collaborative and independent learning, and peer and self-assessment.
2.12 To develop and use a range of high-quality resources, including ILT and online platforms, to support learning outcomes and promote interactive and autonomous learning.
2.13 To use assessment for learning strategies during sessions to monitor learner understanding and progress, and to adapt sessions accordingly to maximise learner achievement.
2.14 To mark or assess learners' work and give learners specific, positive and forward-looking verbal and written feedback on what they have done well and what they need to do to improve.
2.15 To develop learners' English, Maths and digital skills as appropriate for the course.
2.16 To complete all documentation related to accreditation in a timely manner in the format required.
2.17 To foster good relations between different groups, challenge discrimination and promote diversity.

2.18 To provide pastoral care where relevant to learners in the group.
2.19 To comply with Health and Safety requirements within the work area and report any concerns to the staB responsible for the site.
2.20 To carry out learner sa[]sfac[]on and impact of learning surveys with learners.
2.21 To provide informa[]on, advice and guidance to learners before, during and at the end of the course, including informa[]on on progression routes.
2.22 To a:end induc[]on, staB mee[]ngs and training.
2.23 To ensure the Tutor Course File is kept up to date and to the required standards.
2.24 To follow BAES processes for the withdrawal and transfer of learners.
2.25 To leave teaching areas in a suitable condi[]on for the next class.
2.26 To comply with and promote the City Council's framework of policies and procedures at all []mes. Key policies include Equality and Diversity, BCC Code of Conduct, Safeguarding, Health and Safety, Proba[]on, Managing Performance and Disciplinary.
2.27 To comply with and promote BAES's policies and procedures at all []mes. Key policies include OTLA Policy, Mentoring Policy, Peer Observa[]on Policy, Marking Policy and my appraisal procedure.
2.28 To work eBed[]vely with colleagues, key partners and learners to support BAES's whole curriculum approach to safeguarding including Prevent and e-safety, and the whole organisa[]on's approach to Equality, Diversity and Indusion.
2.29 To check BAES email regularly for informa[]on.
2.30 To contribute to Service Self-Assessment by comple[]ng Self-Assessment reports of own prac[]ce
2.31 Ability to use IT packages and systems, e.g. Word, PowerPoint, Moodle, Padlet et. al. to deviseresources and deliver learning.
2.32 To be a reEed[]ve prac[]er, cri[]cally evaluate own prac[]ce, iden[]fy areas of strength and areasof development and seek out appropriate development opportuni[]es.
2.33 To undertake addi[]onal tasks and responsibili[]es, appropriate to the grade, possibly at shortno[]ce, that are necessary for BAES to meet its obliga[]ons to learners, the Funding Body or BCC, which may be reasonably required.

3.0 Management Responsibili[]es (excludes those who are INDIRECTLY supervised i.e., through others)

Post Title	Post Title - Grade - Number of Posts	Number of Posts

Special Conditions	
Is Safeguarding Check needed?	DBS Standard

Person Specification

Essential Criteria		
Method of Assessment (M.O.A): Application Form; Work Based Exercise; Interview; Quali+ca[]ons; Presenta[]on		
Quali+ca[]ons	AF	A teaching quali+ca[]on at a minimum of Level 5, e.g. DTLLS, Cert Ed, PGCE, IRR.
Quali+ca[]ons	AF	An appropriate Subject Specialist quali+ca[]on at a minimum of Level 3 or equivalent commercial experience/exper[]se in areas of shortage. If this is not held, gaining it within two years of appointment may be speci+ed as a condi[]on of employment in the le:er of appointment.
Quali+ca[]ons	AF	A minimum of a Level 2 (GCSE 9 - 4 or equivalent) English quali+ca[]on. Candidates who do not meet this criterion will not be employed.
Quali+ca[]ons	AF	A minimum of a Level 2 (GCSE 9 - 4 or equivalent) Maths. If this is not held, gaining it within two years of appointment will be a condi[]on of employment.
Quali+ca[]ons	AF	Assessor Award if this is a requirement of the subject. If this is not held, gaining it within two years of appointment will be a condi[]on of employment.
Experience	AF	Substan[]al experience in eBec[]ve course planning, individual learning planning, assessment and delivery, crea[]ng and adap[]ng innova[]ve

		materials and resources including ILT.
Experience	AF	Substantial experience of teaching a relevant subject or subjects, and experience of teaching adults.
Experience	AF	Substantial experience of delivering accreditation.
Experience	AF	Experience of producing detailed and highly effective schemes of work, session plans and ILPs.
Experience	AF	Experience of giving constructive feedback to learners in order to promote improvements.
Experience	AF	Experience of actively and effectively promoting equality and diversity in the classroom.
Experience	AF	Experience of using ILT effectively to improve teaching, learning and assessment.
Skills	I	Ability to meet the requirements of awarding bodies, individual courses, programme objectives and associated administration.
Skills	I	Ability to plan a coherent programme of learning and sessions with clear outcomes which provide flexibility to meet learners' individual needs.
Skills	I	Ability to use effectively a variety of teaching methods, to promote learning, learner collaboration and autonomy, peer support, assessment and evaluation.
Skills	I	Ability to devise and use a range of innovative learning resources, including ILT, to motivate and meet the needs of learners.
Skills	I	Ability to develop learners' English, Maths and digital skills.
Skills	AF	Ability to communicate effectively and accurately in writing.
Skills	I	Ability to communicate clearly and effectively verbally.

Skills	I	Effective interaction with people (individuals and groups) through highly developed interpersonal skills.
Skills	AF	Able to use email for work purposes.
Skills	AF	Ability to use IT packages and systems, e.g. Word, PowerPoint, Moodle and other online platforms to devise resources and deliver learning.
Skills	I	Self-motivated and passionate about teaching, learning and assessment.
Skills	I / AF	High level of expertise in your subject area.
Skills	I / AF	Ability to recognise and refer safeguarding concerns.
Other	AF	Willingness to work at a variety of BAES venues and to travel between sites as required
Knowledge	I	Clear understanding of the features of good teaching, learning and assessment that meets the quality standards required by Ofsted, ETF, accrediting bodies and stakeholders.
Knowledge	I	Understanding of how to support learners to develop their English skills.
Knowledge	I	Good knowledge of relevant websites and materials.
Knowledge	I	Knowledge of the different aspects of equality and diversity and practical understanding of how to promote it in the classroom.
Training	AF	Willingness to undertake training and appropriate accreditation required to act as Internal Verifier.
Training	AF	A track record of active engagement with continuous professional development and application of learning to own practice.
Training	AF	Critical awareness of strengths and areas for development in own practice and positive attitude towards improving practice or performance.

All staff at BCC understand that employment on this job description is in line with the current BCC Workforce Contract

In line with your Birmingham workforce contract, it may be reasonable from time to time to request employees to undertake other duties commensurate with your role. These requests should be exceptional. If you find these are anything other than a 'time to time' request, then it will be necessary for the role to be re-evaluated (following NJC Gauge principles) to maintain the integrity of BCC's job evaluation scheme.

For reference your contract of employment states: From time to time, you may be required to undertake other or additional duties as we may reasonably require.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

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As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace. People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in. Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together in order to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with this, everyone has an overarching responsibility for safeguarding and promoting the welfare of

all children/young people and adults in the area.

- Work in a way that prevents and protects service users from abuse;
- To be aware of the signs of abuse or neglect;
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.

Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves. We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.