

JOB DESCRIPTION

Job title: FE Tutor
Responsible to: Principal/Vice Principal

JOB PURPOSE

Work as part of a team to deliver personalised learning programmes to autistic young people and adults, preparing them for the next stage in their education, employment or lives.

DUTIES AND RESPONSIBILITIES

1. Continuous reflection on what works best in personal teaching, learning and assessment to meet the diverse needs of learners
2. Evaluate and challenge your own practices, values and beliefs
3. Inspire, motivate and raise expectations of learners through personal enthusiasm and knowledge
4. Provide creative and innovative teaching, learning and assessment by adapting strategies to support learners to prepare for adulthood
5. Value and promote the social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners
7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective teaching, learning and assessment drawing upon research and other evidence
10. Evaluate own practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understanding the teaching and professional role and your responsibilities
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver highly effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the Mathematics and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support the progression and achievement of learners
19. Maintain and update your own teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others
21. Ensure that initial and ongoing formative and summative assessment is comprehensive, evidence based and accurate

22. Produce high quality and detailed written reports on the progress and achievement of learners for both internal reports and external bodies
23. Promote, monitor and maintain health, safety and security in the workplace
24. To attend and contribute to team meetings
25. To engage in supervision and annual performance reviews in line with policies and procedures, and to complete targets within agreed timeframes
26. To work towards the achievement of relevant qualifications to ensure the college maintains a highly skilled workforce
27. To complete all mandatory training within the time scale required and you will be assessed as competent when required
28. Act as a role model for the Society's values and ethics for continuous learning and improvement
29. To promote a culture which supports the generation of new ideas and new ways of thinking to encourage innovation and organisational development
30. To reinforce a culture of excellence
31. To inspire employees and create a culture of involvement, ownership, empowerment and accountability through their actions, behaviours and experience
32. To build your team's capabilities to contribute and achieve the Society's vision and that this is recognised and rewarded
33. To carry out the inductions, training, mentoring, supervisions and annual performance reviews of other staff
34. To conduct observations and provide clear information, advice and guidance both verbally and in written form
35. To work within a team setting, promoting a consistent service, working towards agreed goals, ensuring tasks and duties are performed within clearly defined time quality standards
36. Compiling and processing, supplying information and data to both internal and external contacts whilst ensuring confidentiality is maintained where appropriate
37. To ensure effective assessment verification and moderation procedures for all learners' programmes

Commitment to safeguarding

The North East Autism Society is fully committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults and expects all staff to share this commitment. We recognise it's our responsibility to take all reasonable steps to promote safe practice and to protect children, young people and vulnerable adults from harm, abuse and exploitation.

Employees and volunteers will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of those we support.

Supporting autistic individuals

Supporting autistic and/or neurodivergent people in a specialist education setting provides a rewarding and diverse day-to-day job; however, aspects of the role can be demanding. This includes times of crisis when it may be hard to understand and respond to the needs of those we support.

Some of the children, young people and adults we support may have additional, co-occurring conditions including communication and/or physical disabilities or difficulties meaning certain environments can be overwhelming and stressful. Meanwhile others will have encountered placements breaking down in the past, relationships changing and other traumatic situations.

Crisis situations do occur and while full ongoing training, peer and managerial support is offered, the role does require resilience and a strength of character alongside the ability to put training theory into practice.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Education and training	Level 5 Diploma in Education and Training/PGCE or equivalent* <i>*If not already achieved, you must be willing to work towards it within your first year (paid for by the Society)</i>	GCSE (or equivalent) maths and English* <i>*If you are unable to satisfy this, the Society will support you in your role</i>
Experience and skills	Awareness of autism and other forms of neurodivergence Experience of working within an educational or training setting in post-compulsory education Experience and knowledge of quality assurance system Experience of raising achievement through setting high expectations, and being able to deliver highly effective and innovate teaching, learning and assessment that prepares learners for adulthood High level of verbal and written communication skills Competence in using ICT (associated networks and systems)	An awareness that autistic and neurodivergent individuals may have difficulty understanding both verbal and non-verbal communication Knowledge of the Education Inspection Framework Knowledge of the Special Educational Needs and Disability Code of Practice Knowledge of the Children and Families Act, 2014 Experience of curriculum development Experience of contributing to and carrying out learner reviews
Values and attitude	A commitment to working in an anti-discriminatory way A commitment to continuous improvement A commitment to raise expectations through setting high expectations of learners and staff and being able to deliver effective teaching, learning and assessment A commitment to ensuring the health and wellbeing of learners through safeguarding procedures	Able to communicate with parents, professionals and commissioning bodies
Other qualities	Ability to communicate with different people in different ways Ability to actively listen, observe and support the emotional needs of autistic and/or neurodivergent individuals	Able to drive, with a clean UK driver's licence Ability to keep up to date with relevant legislation and policy