



LANCASHIRE COUNTY COUNCIL

For completion by Lancashire County Council employees. Please read the explanatory notes overleaf first.

Job Description Post of: Part Time hourly paid Tutors			
Directorate/ DSO	Adult and Community Services		Location
Unit/team	Lancashire Adult Learning		Post number
Grade	Part time hourly teachers' rate*		Designated Line Manager
Staff responsibility	N/A	Number of staff directly supervised N/A	Which business plan incorporates this post? Lancashire Adult Learning
<p>Core values and job purpose The core values of the County Council is that Lancashire is:</p> <p>A place where people can:</p> <ul style="list-style-type: none"> Feel safe Lead healthy lives Get help if they need it Learn and develop Work and prosper Travel easily and safely Enjoy a high quality environment <p>The core values of the Adult & Community Services Directorate is:</p> <ul style="list-style-type: none"> • Every person is unique and should be treated with respect • Working in partnership is more effective than working in isolation • People who use our services and their carers should be fully involved in decisions about their lives • Everyone has a right to free access to information • Our services should respond to the diversity of our local communities • Our workforce is our most important resource; investing in our staff, involving them in decisions, and developing flexible ways of working delivers better outcomes for people who use our services. <p>And the purpose of this job is to</p> <p>Deliver high quality teaching and learning to a diverse variety of learner cohorts within a wide range of venues</p>			

Core tasks (normally 6 but exceptionally up to 10)

1. **Plan and deliver high quality, appropriate and relevant learning activities which meet group and individual needs**
 - a) Prepare effective programmes of learning
 - b) Ensure that individual learner needs are identified and met
 - c) Assess and record learner progress and achievement
 - d) Undertake relevant duties in relation to external assessment and accreditation
 - e) Ensure that the quality assurance system is applied to courses delivered
 - f) Ensure all relevant administrative duties are undertaken
2. **Ensure that, within the classroom or learning environment, duties as specified in the Health and Safety Policy document are carried out so that a safe and secure environment for learning is provided**
3. **Liaise as appropriate with the relevant manager in relation to all aspects of the course(s) being delivered**
4. **Ensure that classes begin and end on time and that appropriate people are informed of any changes to the schedule**
5. **Maintain professional status and participate in mandatory staff development and meetings as required.**
6. **Participate in an annual review of work which will include maintaining and sharing personal and development records on an annual basis.**
7. **Conform with all policies and procedures**
8. **Ensure equality of access and opportunity to all learners. All staff will:**
 - g) Work to recognise and eliminate bias and stereotyping
 - h) Promote good practice
 - i) Ensure knowledge of and compliance with current legal requirements through attendance at relevant briefing events
 - j) Ensure that all contraventions of the Equality and Diversity policy are challenged and reported
9. **Promote good working relationships that foster learning**
10. **Undertake any other duties within the scope of the current grading of the post as directed by the needs of the service and specified by the Principal**

* Conditions of Service

For hourly paid tutors, the hourly rate of pay for teaching covers:

- a) 1 hour of contact time in the classroom or learning environment
- b) 0.429 of an hour spent on duties such as course preparation, initial assessment of students, preparing sessions, assessment, and completing administrative duties such as register completion and monitoring of individual learning plans

(Ref; 'Conditions of Service for Teachers and Management Spine Staff in Adult Colleges'; LCC; Jan 2007)

Prepared by: CPD Group SMT members

Date:

EQUAL OPPORTUNITIES: The County Council is committed to achieving equality of opportunity both in the delivery of services to the community and its employment arrangements. We expect all employees to understand and promote our policies in their work.

HEALTH & SAFETY: All employees have a responsibility for their own health & safety and that of others while undertaking their duties. Employees have a general duty to assist the County Council in implementing its general statement on health & safety policy.

JOB DESCRIPTION Explanatory notes

- 1 A Job Description should be written only after a thorough review of the core tasks of the job has been carried out. (See also para 5.3 and Appendix “F” on the use of Exit Interviews and para 5.9 relating to disability and an ability to drive.)
- 2 In listing the core tasks of the post, it is important that you identify in order these core requirements of the post. This will assist in the later processes of identifying essential requirements and the structuring of interview questions.
- 3 In this way the Job Description will provide you not only with a list of the core tasks of the post, but also of their relative importance.
- 4 Core tasks (normally 6 but exceptionally up to 10) – If substantially more than 6 tasks are listed as core tasks the selection/interview process is more likely to require greater time and may lead to confusion by the applicant as to what is required for the post.
- 5 It should be noted that this format has been drawn up to support the Job Evaluation process and it is therefore important that the identification and listing of the core tasks is carried out carefully.

All applicants must receive a copy of the Job Description.

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Person Specification Form		
Job Title Part Time hourly paid Tutors	Grade Part time hourly teachers' rate*	
Directorate/DSO Adult and Community Services	Post number	
Unit/team Lancashire Adult Learning		
Requirements (on the basis of the job description)	Essential (E) or Desirable (D)	To be identified by: application form (AF), interview (I), test (T), Ref. (R)
Qualifications		
Subject knowledge to at least level 3	E	AF,I
Mandatory qualifications for teaching the subject specialism	E	AF, I
Willingness to work towards a recognised Teaching or Training qualification if appropriate	E	AF,I
Recognised Teaching Qualification at level 3 or partial level 4	D	AF,I
Recognised Teaching Qualification at level 4	D	AF,I
Experience		
Teaching adults	D	AF,I, R
Working in the life long learning sector	D	AF,I, R
Working with specific target groups (e.g. sfl)	D	AF,I, R
Experience of delivering community based provision	D	AF,I, R
Knowledge/skills/abilities		
Able to provide high quality learning experiences	E	AF,I, R
Ability to prepare scheme of work, lesson plans and individual learning plans	E	AF,I, R,T
Ability to prepare high quality teaching materials	E	AF,I,
Ability to assess and monitor learner progress and achievement	E	AF,I,
Excellent literacy and numeracy skills	E	I,T
Excellent I.T. skills including use of ILT, internet and e-mail	D	I,T
Knowledge of current issues in the post 16 education sector, particularly in relation to adult and community and lifelong learning	D	AF,I,
Other (include special requirements)		
1. Commitment to Equality & Diversity	E	I
2. Commitment to Health & Safety	E	I
3. Willingness to work in a variety of locations	E	I
3. Driving licence and use of vehicle or ability to travel to delivery locations within a given geographical area	E	I
Prepared by:	Date:	
Note: We will always consider references before confirming an offer in writing.		

PERSON SPECIFICATION: Explanatory notes

1. List those essential attributes which you feel to be the minimum necessary in the light of the Job Description, and those in addition which you consider are desirable. Beware of listing subjective attributes which cannot be measured e.g. "pleasant personality" or "flexible outlook". Ask yourself the question, "What does the postholder need to do that requires him/her to be pleasant or flexible"? If it is that he/she will need to communicate effectively with callers (pleasant) or will need to work flexible hours (flexible), then these should be specified under the appropriate heading.
2. The County Council's recruitment process requires all applicants to be scored appropriately at both the shortlisting and interview stages of the selection process, (see Appendix "Q" and Appendix "AA"). It is therefore important that the elements listed in the Person Specification are phrased in such a way that the applicant is able to provide the appropriate evidence in their application form, interview, test etc, to provide relevant information to enable the Panel to score them properly.
3. You should indicate in the appropriate column whether each requirement is essential or desirable. Essential requirements are those vital attributes and skills without which an applicant would be simply unable to do the job to a reasonable standard, and which are not easily trainable in a reasonable time period. These will be especially relevant in carrying out the core tasks identified in the job description. Any applicant unable to comply must be rejected, for example, not being in possession of an essential qualification. See however the disability and essential driver advice (para 5.9).

Conversely, desirable requirements contribute to effective performance in the job, but are not essential: an applicant should not be rejected for failing to meet any single desirable requirement. Examples, for certain jobs, would be knowledge of new technology, or local government experience, or an 'A' level pass in a scientific subject.

4. When listing qualifications, only those qualifications which are truly essential to undertake the role should be listed as essential. It should be noted that any qualification above GCSE A Level or equivalent is accepted to be a "final qualification" for Local Government entry purposes (see Appendix "N" regarding qualifications). Similarly, beware of listing excessive desirable qualifications above the essential minimum. Qualifications e.g. degrees obtained abroad must be accepted if they are demonstrably equivalent to UK qualifications.

5. **When including the attributes you are seeking from the successful person you must consider the following areas in the context of essential or desirable attributes specifically:**

Does the job require particular Knowledge? (If so knowledge of what).

Does the job require certain Mental Skills (if so what type e.g. problem solving, interpretation of complex information, evaluation of knowledge data to make decisions, use of knowledge learned to develop plans for action and so on).

Does the job require interpersonal and communications skills? (If so how are these to be used, who with (management, staff, clients etc), do they involve negotiation, supervision etc.

Does the job require certain physical skills? (If so what skills, e.g. driving, lifting, moving objects, people and how frequently or otherwise undertaken). Can these be reasonably adjusted to meet the needs of a disabled applicant? (See para 5.9).

Does the job involve certain physical demands on the person you are looking for? (E.g. do they have to stand/walk regularly, work in confined spaces etc?).

Does the person you are looking for need to be able to operate on their own initiative or with a degree of independence? (If so to do what and to what degrees e.g. are they supervised in the conduct of their job, do they need to be able to follow instructions from outside the immediate location, what levels of control do they have for their own work?).

Does the job make mental demands on the person you are looking for? (if so what are they – e.g. levels of continued concentration for long periods, what type of demands are made – listening, visual, checking, deadlines, manual checking etc. What is the source of the demands and the environment – e.g. who initiates these demands, what are the general working conditions – busy office, responding direct with public in front office communicating difficult message etc.)

Does the job place any emotional demands on the post holder? (e.g. level of direct contact with public, service users, elected members, contractors and if any of these are likely to place emotional demands at times on the post holder, and how frequent or otherwise this may occur).

If the job has service user responsibilities use the person specification to highlight the skills and attributes linked to people management skills you are looking for. (E.g. ability to manage effectively responsibilities for the “well-being” of others [physical, mental, social, economic, environmental, health and safety] of people the person you are looking for will come into contact with). Does the person also for example draft and/or implement policies for the care of service users?

If the job has staff responsibilities use the person specification to highlight those skills and attributes linked to people management which you are looking for. (E.g. training and development of staff, personal development skills, co-ordination/work allocation skills, delegation, disciplinary/conduct management, workload management)?

If the job has financial resource responsibilities specify what is involved. (e.g. is it cash, invoices, budgets etc.) and then define the responsibilities is it for spend or monitoring and then identify the associate attributes, (e.g. numeric skills, trust, accountancy skills, financial management abilities and so on).

If the job has responsibility for other physical resources then consider what these are and specify by example what they are and the attributes you are looking for in the person to whom you would be placing these responsibilities of (e.g. buildings, computers, furniture, plant etc, with the attributes of ability to manage resources, service contracts, health and safety, policy development, security management and so on).

6. **Special requirements** are normally conditions of service with which the postholder must comply (e.g. flexible working hours, a sleeping-in requirement, general working conditions e.g. working inside/outside, degrees of heat/cold, potential for verbal abuse or anti social behaviour, etc.) -These are not normally scored but should be taken into consideration at each relevant assessment.

7. **All applicants must receive a copy of the Person Specification.**



LANCASHIRE COUNTY COUNCIL

Person Specification
(including core competencies)

For completion by Lancashire County Council employees. Please read the explanatory notes overleaf first.

Job title:	Grade:	Post number:	
Where based:			
The abilities and qualifications needed for this job (on the basis of the job description)		Essential (E) or Desirable (D)	To be identified from Application Form (AF), Interview (I), Test (T), Presentation (P), References (R)
1. Qualifications			
2. Competencies The Postholder should have the potential to work to the level required by our Core Competency/management framework, and in particular should be able to show they can work in the following ways:			
3. Specialist knowledge/skills			
4. Experience			
5. Other considerations (for example: having a relevant driving licence, ability to work unsocial hours)			
Prepared by: Date prepared:			
Note: We will always consider references before confirming an offer in writing.			

PERSON SPECIFICATION USING THE CORE COMPETENCIES: EXPLANATORY NOTE

ESSENTIAL (E) OR DESIRABLE (D)
 You should indicate whether each requirement is essential or desirable. Essential requirements are those vital attributes and skills without which an applicant would be simply unable to do the job to a reasonable standard, and which are not easily trainable in a reasonable time period. These will be specially relevant in carrying out the core competencies identified in the job description. Any applicant unable to comply must be rejected out of hand.

Examples: not having a current driving licence; not possessing a nationally required qualification

Conversely, desirable requirements contribute to effective performance in the job, but are not essential: an applicant should not be rejected for failing to meet any single desirable requirement.

Examples, for certain jobs, would be knowledge of new technology, or local government experience, or an 'A' Level pass in a scientific subject.

QUALIFICATIONS

When listing qualifications, only required professional qualifications should be listed as essential. It should be noted that any qualification above GCSE A Level is accepted to be a "final qualification" for Local Government entry purposes (see Appendix "N" regarding qualifications).

Similarly, beware of listing excessive desirable qualifications above the essential minimum.

Qualifications eg degrees obtained abroad must be accepted if they are demonstrably equivalent to UK qualifications.

SPECIALIST KNOWLEDGE/SKILLS

There will be requirements of the post which will not be specified in the Competency Framework eg IT skills, and these should be included in this part of the Person Specification.



LANCASHIRE COUNTY COUNCIL

Person Specification
 (including core competencies)

Appendix "I"

For completion by Lancashire County Council employees. Please read the explanatory notes overleaf first.

Job title:	Grade:	Post number:	
Where based:		Essential (E) or Desirable (D)	To be identified from Application Form (AF), Interview (I), Test (T), Presentation (P), References (R)
The abilities and qualifications needed for this job (on the basis of the job description)			
1. Qualifications			
2. Competencies The Postholder should have the potential to work to the level required by our Core Competency/management framework, and in particular should be able to show they can work in the following ways:			
3. Specialist knowledge/skills			
4. Experience			
5. Other considerations (for example: having a relevant driving licence, ability to work unsocial hours)			
Prepared by: Date prepared:			
Note: We will always consider references before confirming an offer in writing.			

OTHER
 Normally conditions of service with which the Postholder must comply (things like for flexible working hours, a sleeping-in requirement, heavy lifting etc). These are not normally scored but should be taken into consideration at the assessment stage.