

Directorate for Place

Person Specification

Post: Adult Learning Tutor – Subject? **Salary/Grade:** BAES 01LEC

Division: Place **Section:** Birmingham Adult Education Service

Method of Assessment (M.O.A.) A.F. = Application Form; I = Interview; T. - Test or Exercise; C. – Certificate; P. – Presentation.

CRITERIA	ESSENTIAL	M.O.A.
Education/Qualifications NB: Full regard must be paid to overseas qualification	<ul style="list-style-type: none"> A teaching qualification at a minimum of Level 4, e.g. CTLLS, or preferably at Level 5, e.g. DTLLS, Cert Ed, PGCE, IRR. Candidates who do not hold this upon appointment will be required gain it within two years as a condition of employment. 	C
	<ul style="list-style-type: none"> An appropriate Subject Specialist qualification at a minimum of Level 3 or equivalent commercial experience/expertise in areas of shortage. If this is not held, gaining it within two years of appointment may be specified as a condition of employment in the letter of appointment. 	C
	<ul style="list-style-type: none"> Candidates holding neither a teaching qualification nor a subject qualification/equivalent expertise will not be shortlisted. 	AF/C
	<ul style="list-style-type: none"> A minimum of a Level 2 (GCSE A*- C or equivalent) English qualification. Candidates who do not meet this criterion will not be employed. 	C
	<ul style="list-style-type: none"> A minimum of a Level 2 (GCSE A*- C or equivalent) Maths. If this is not held, gaining it within two years of appointment will be a condition of employment. 	C
Experience (Relevant work and other experience)	<ul style="list-style-type: none"> Experience in effective course planning, individual learning planning, assessment and delivery, using appropriate materials and resources including ILT. 	I/P
	<ul style="list-style-type: none"> Experience of teaching a relevant subject. 	AF/P
	<ul style="list-style-type: none"> Experience of teaching post-16 learners. 	AF
	<ul style="list-style-type: none"> Experience of delivering accreditation. 	AF
	<ul style="list-style-type: none"> Experience of producing schemes of work, session plans and Individual Learning Plans. 	I/P
	<ul style="list-style-type: none"> Experience of giving constructive feedback to learners in order to promote improvements. 	I
	<ul style="list-style-type: none"> Experience of promoting equality and diversity in the classroom. 	I
	<ul style="list-style-type: none"> Experience of using ILT in the classroom. 	I/P

Skills & Ability e.g. written communication skills, dealing with the public etc.	<ul style="list-style-type: none"> • Ability to meet the requirements of awarding bodies, individual courses, programme objectives and associated administration. • Ability to plan a programme of learning and sessions with clear outcomes which provide flexibility to meet learners' individual needs. • Ability to use a variety of teaching methods, to promote learning, learner collaboration and autonomy, peer support, assessment and evaluation. • Ability to use a range of suitable learning resources, including ILT, to motivate and meet the needs of learners. • Ability to support learners' English and maths skills. • Ability to communicate accurately in writing. • Ability to communicate effectively verbally. • Effective interaction with people (individuals and groups) through highly developed interpersonal skills. • Ability to use email for work purposes. • Ability to use IT packages, e.g. Word, PowerPoint, and Smartboard to devise resources and deliver learning. • Good technical ability in the relevant subject. • Understanding of the features of good teaching, learning and assessment that meets the quality standards required by Ofsted, ETF, accrediting bodies and stakeholders. • Knowledge of relevant subject(s). 	I I/P P P I AF I/P I I I/P P I I/P
Training	<ul style="list-style-type: none"> • A track record showing commitment to professional development. • Critical awareness of strengths and areas for development in own practice and positive attitude towards improving practice or performance. 	A/F I
Other	<ul style="list-style-type: none"> • Willingness to work at a variety of BAES venues and to travel between sites as required 	I

Birmingham City Council is **committed to safeguarding** and **promoting the welfare of children and young people** and expects all staff to share this commitment

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.

Section 2 – Competencies

If your application is successfully long listed, you will be invited to the next stage in the selection process. In addition to the above requirements you will be asked to demonstrate competencies in the below areas. Competencies can also be described as behaviours. They describe 'how' we expect people to behave doing their job. Competencies will vary between job roles and different levels but an overview of them, as required by Birmingham City Council, are described below.

Competencies (behaviours)	Category Definition	MOA
Moving the Council forward -	People who demonstrate this competency take the needs of the council and its customers into consideration when assessing how best they can deliver their service. They will network and develop relationships with others in helping to deliver a better service. They will help others in their work and be open to new ways of working.	
Managing Ourselves	People who demonstrate this personal competency take responsibility for their work and development. They take action to overcome obstacles and seek to achieve agreed outcomes in the most cost effective way. They are careful and economical in the use of resources. They ensure that work carried out meets the needs of the Council. They adopt strategies to manage their own workload.	
Working with others	People demonstrating this personal competency treat others as they wish to be treated. They build effective relationships with all their working contacts both inside and outside the council. They are encouraging supportive and helpful, and consider the impact of their working style on others.	
Providing direction	People who demonstrate this personal competency display the behaviours underpinning the council's values (Belief, Excellence, Success and Trust) and present themselves as a role model to others. They enable people to achieve their best. They set clear objectives and standards, review performance, coach and organise work. They communicate the way ahead and consult and involve others.	