Westmorland & Furness Council

Post Specification

Post Specification - Key Information

- **Post Title: Community Learning and Skills Tutor – Employability / Digital**
- **Date:** July 2025
- **Post Group Number:** 8709
- **Job Family:** People Care and Development
- **Job Family Role Profile:** PCD8ii
- **Final Grade:** 9

To be read in conjunction with the job family role profile.

Service Area Description

The Community Learning and Skills (CLS) Service is an integral part of the Council's Resources and Transformation Directorate. The service is largely externally funded by the Skills Funding Agency with other smaller contracts from the Education Funding Agency and European Social Fund.

The service delivers community learning and skills provision to around 9,000 adults a year in over 200 venues across the county including a network of Council-run community learning centres, schools, children's centres, employer premises, a wide range of community outreach locations and a number of independent externally sub-contracted organisations. The service is focussed on provision which transforms the lives of our most disadvantaged communities, enhances employment opportunities for low skilled residents and meets the needs of local employers.

The service provision consists of a wide range of community learning and skills programmes including: vocational qualifications; work-based learning (including apprenticeships); English & maths (at all levels from entry level through to GCSE); LLDD provision; employability; family learning; ICT; civic engagement; health & well-being, and culture.

Purpose of this Post

- To provide high quality learning experiences for students enrolled on non-accredited and initial qualification Community Learning and Skills courses in the following subject areas:
  - Employability
  - Digital Skills

Contribute to the development of learner centred learning provision which enables learners to develop their skills and knowledge and achieve their objectives within the Service Quality Improvement framework

Key Job Specific Accountabilities

1. Participate in the Service's performance management and Quality Improvement processes through regular monitoring of attendance and learner progress and participating fully in the OTLA processes, including implementing any quality improvement or staff development activities identified in feedback and action plans.

2. Complete all necessary paperwork and administrative tasks including registers, progression and destination data, schemes of work, lesson plans, assessments, records of student work, and all appropriate accredited programme requirements within the required timeframes.

3. Prepare relevant, effective and challenging learning opportunities and provide regular feedback to learners on their learning so that all learners make good progress relevant to their starting point, they know how well they are doing, what they need to do to improve and meet the objectives set in their ILP.

4. Attend and complete mandatory training, CPD opportunities and annual appraisal meetings.

5. Share good practice and where appropriate develop learning programmes with colleagues.

6. Comply with key policies, in particular; Health & Safety, Equality & Diversity, Safeguarding/Prevent, Quality Improvement, also to work within the guidance set in the Tutor Handbook

Please note: Annual targets will be discussed during the appraisal process.

Key Facts and Figures of the Post

- **Budget Responsibilities**: None
- **Staff Management Responsibilities:** None
- **Other:** Learner Responsibility

Essential Criteria

- **Qualifications:**
- Qualified to an introductory teaching qualification in the adult learning sector (minimum Level 3, e.g. PTLLS/Award in Education and training) or working towards and must achieve in the first 12 months.
- Maths and English at Level 2 or prepared to work towards achieving these
- Relevant qualification and / or relevant experience in the Subject Specialism being offered
- **Knowledge:**
- Knowledge and understanding of working with hard to reach/challenging learners e.g. NEET, Unemployed, Learners with a learning difficulty or disability and supporting them to achieve to their full potential
- Knowledge and understanding of specific learning difficulties and disabilities, physical or learning disability.
- Up to date knowledge of the adult learning sector.
- **Experience:**
- Experience of working in an adult learning context.
- Ability to effectively implement processes to improve the quality of provision to meet the requirements of the Ofsted Common Inspection Framework.
- **Expertise:**
- Ability to work effectively as part of a wider curriculum team.
- Good record keeping skills with the ability to provide data to inform curriculum development and quality improvement.
- Ability to communicate effectively with learners from a wide range of backgrounds and be able to adapt teaching and learning strategies and select resources as appropriate in order to meet individual need.
- Ability to lead, develop and motivate students to achieve learning needs in accordance with their Individual Learning Plan.
- Good planning and organisational skills, with the ability to prioritise workloads, monitor and evaluate work, to ensure standards and outcomes are achieved

Disclosure and Barring Service (DBS) Checks

- This post requires a DBS check.

- The level of check required is:
    - Enhanced DBS (Adult Workforce)

Job Working Circumstances

- **Emotional Demands:**
- Regular exposure to some distressing and upsetting situations involving members of the public on learning programmes e.g. Unemployed learners suffering financial hardship; learners with learning difficulties and disabilities facing multiple challenges in everyday life; young people not in education, employment or training with challenging behaviour; adults suffering memory loss becoming frustrated in accessing digital services
- Occasional exposure to safeguarding issues
- **Physical Demands:** Normal
- **Working Conditions:**
- Exposure to people who may be upset or angry / aggressive
- Post based within in an Area team but may be involved delivering learning across other areas of the county
- **Other Factors:**
- Willingness to work outside normal office hours to meet the requirements of the post and the business needs of the service.
- Ability to travel independently within the District worked in.