

## Post Specification

<b>Date</b>	<b>May 2024</b>
<b>Post Group Number</b>	<b>8202</b>
<b>Post Title</b>	<b>Senior Teaching Assistant - Adult Learning</b>
<b>Job Family</b>	<b>People Care and Development</b>
<b>Job Family Role Profile</b>	<b>PCD7</b>
<b>Final Grade</b>	<b>Grade 7</b>

To be read in conjunction with the job family role profile

<p><b>Service Area description</b></p> <p>The Adult Learning Service is an integral part of the Council's Thriving Communities Directorate. The service is largely externally funded by the Education Skills Funding Agency with other smaller grants from the Department for Education and the United Kingdom Shared Prosperity Fund (UKSPF).</p> <p>The service delivers Community Learning and Adult Skills provision to around 6000 adults a year in over 200 venues across the county including a network of Council-run buildings, schools, children's centres, employer premises, a wide range of community outreach locations and a number of independent externally subcontracted 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.</p> <p>The service provision consists of a wide range of Community Learning and Adult Skills programmes including - English and Maths (at all levels from Entry Level through to GCSE); ESOL; LLDD; Employability; Family Learning; Digital Skills; Health and Wellbeing, Arts and Craft.</p>
<p><b>Purpose of this post</b></p> <p>Work as part of the Adult Learning Support Team to enhance the overall learning experience for learners and provide valuable support to tutors across our curriculum. This position is a crucial part in creating a positive and supportive learning environment, contributing to the success and satisfaction of learners in their educational pursuits.</p>
<p><b>Key job specific accountabilities</b></p> <ol style="list-style-type: none"> <li><b>1. Enhancing Instructional Support:</b> <ol style="list-style-type: none"> <li>a. Assist tutors in preparing and delivering lessons, presentations, and instructional materials.</li> <li>b. Identify and recommend relevant resources to enhance the learning experience including differentiating, adapting, and tailoring learning programmes and resources to suit the needs of learners.</li> <li>c. Communicate effectively with both tutors and learners.</li> <li>d. Provide additional specialist learning support to learners who may need extra help.</li> </ol> </li> <li><b>2. Facilitating Learning</b> <ol style="list-style-type: none"> <li>a. Foster a supportive atmosphere to help adults from diverse backgrounds to feel comfortable and motivated in their learning journey whilst being sensitive to the unique needs and challenges faced by learners.</li> <li>b. Establish productive working relationships with learners and encourage the setting of high expectations.</li> <li>c. Support tutors in the creation and ongoing development of schemes of work.</li> <li>d. Monitor, track and analyse performance, providing objective constructive feedback to learners on their progress across varied provisions.</li> </ol> </li> </ol>

- e. To aid the tutor, be responsible for accurate record keeping and the updating of learner records.
- f. Facilitate examination access arrangements to ensure learners with learning differences are not disadvantaged.

**3. Classroom Management:**

- a. Work closely with tutors to employ strategies to support the creation of an inclusive and engaging learning environment that encourages active participation among learners.
- b. Work cooperatively to manage classroom behaviour and address any issues that may arise.
- c. Recognise own strengths and areas of expertise and use these to advise and support others.
- d. Aid learners in navigating and using technology for education purposes.

**4. Professional Development and Compliance:**

- a. Engage in ongoing professional development and seek opportunities for training and learning to stay current with best practices including pedagogy.
- b. 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.
- c. Have knowledge of and comply with all Adult Learning policies and procedures including code of conduct, safeguarding, Health and Safety, security, confidentiality and data protection, reporting all concerns to a nominated person.

**Please note annual targets will be discussed during the appraisal process**

**Key facts and figures of the post**

<b>Budget Responsibilities</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Staff Management Responsibilities</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**Essential Criteria - Qualifications, knowledge, experience and expertise**

- Level 2 Maths and English qualification.
- Level 3 qualification in a relevant subject.
- Up to date knowledge of current teaching and learner support practices.
- Experience of providing support within a classroom environment, desirably within an adult education setting.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Able to work constructively as part of a team, understanding classroom role and responsibilities and own position within these.
- Able to prioritise tasks and act on own initiative.
- Able to motivate and encourage learners to develop to their full potential.
- Can use digital technology effectively to support learning.
- Desirable to be bi-lingual in order to support in ESOL classes with refugees and asylum seekers from Syria, Iran and Afghanistan.

**Disclosure and Barring Service – DBS Checks**

- This post requires a DBS check.
- The level of check required is:
  - DBS Enhanced – Adults

**Job working circumstances**

<b>Emotional Demands</b>	<ul style="list-style-type: none"> <li>• Occasional exposure to safeguarding issues involving distressing situations for others.</li> </ul>
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<b>Physical Demands</b>	<ul style="list-style-type: none"><li>• Normal</li></ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"><li>• Potential for occurrences of lone working and/or remote working.</li><li>• Post based within in a district but postholder may be involved assisting learning across other areas of the county.</li></ul>
<b>Other Factors</b>	
<ul style="list-style-type: none"><li>• Ability to travel independently within the district worked in.</li><li>• Willingness to work outside normal office hours to meet the requirements of the post and the business needs of the service.</li></ul>	