

## Role Specification

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**Position:** Post 16 Teacher (Mentor)  
**Teaching Subject:** **English Skills**  
**Reports to:** Centre Manager  
**Key Relationships:** Directors & ETF Staff  
 Local Authority SEN team, Jobcentre Plus  
 Partner Agencies, Schools, Colleges, Employers and  
 parents/carers

**Annual Leave:** 28 days inclusive of statutory bank holidays

**Place of Work:** Paignton- also required to work at other sites as directed  
*(Must be capable of travelling for business related purposes)*

**Contract:** Full Time, Term Time Only, 37.5 hours p.w.

**Salary Band:** £22,556 - £25,318 *(Being the pro-rata amount for term time only)*

**This role is subject to an enhanced DBS check with a 6-month probationary period.**

### Overview:

A qualified teacher role, delivering a high quality education and outcomes to learners. Through excellent interpersonal skills and maintaining your own CPD, this role will mentor “Instructors” (un-qualified teachers) and “Learning Support Assistants” in implementing curriculum, creating resources, plans, assessments and projects to inspire learners.

As a professional role, you will manage your time and be accountable for learners achievements and will liaise with the learners circle of support, employers and other third parties to build a team approach in enabling the learner to achieve their aims.

Above all engendering a positive, fun, engaging environment and experience for all.

### Key Objectives:

| Objective   | Measured by  |
|---|--|
| <ul style="list-style-type: none"> <li>Engage and retain learners</li> </ul>                                  | <i>Attendance data, retention data</i>                       |
| <ul style="list-style-type: none"> <li>Demonstrate high quality teaching and learning</li> </ul>              | <i>Observation of teaching, learning and assessment</i>      |
| <ul style="list-style-type: none"> <li>Build learner confidence and self esteem</li> </ul>                    | <i>RARPA, distance travelled</i>                             |
| <ul style="list-style-type: none"> <li>Develop opportunities for learners to gain experience</li> </ul>       | <i>Work experience, trips, visits and community projects</i> |
| <ul style="list-style-type: none"> <li>Enable learners to achieve outcomes</li> </ul>                         | <i>Achievement, destination data</i>                         |
| <ul style="list-style-type: none"> <li>Demonstrate high quality work</li> </ul>                               | <i>Audit, Accuracy, timeliness, awarding organisations</i>   |
| <ul style="list-style-type: none"> <li>Demonstrate positive interpersonal relationships</li> </ul>            | <i>Behaviours, feedback</i>                                  |
| <ul style="list-style-type: none"> <li>Ensure a safe and healthy environment</li> </ul>                       | <i>Risk assessment, Safeguarding/Prevent records</i>         |
| <ul style="list-style-type: none"> <li>Achieve a positive fun and interesting learning environment</li> </ul> | <i>Learner voice, feedback</i>                               |

### Responsibilities:

#### Education

- Mentor “Instructors” (un-qualified teachers) and “Learning Support Assistants” to meet learners needs, case conference, advise on approaches, develop resources and materials
- Support ETF marketing and promote our services to prospective learners and stakeholders, attending events to market and engage learners
- Develop and maintain positive relationships with the parents and carers of learners
- Work with the learner and circle of support on an ongoing basis to develop Person Centred Plans (PCP) and Information, Advice & Guidance (IAG) that inform the Individual Learner Plan (ILP), Education Health Care Plan (EHCP) and progression
- Provide a skills scan, initial and diagnostic assessment of learners to inform and set targets for their Individual Learning Plan in a person centred approach and embedding RARPA (Recognising and Recording Progress and Achievement) practices
- Support the specific requirements of learners with Special Educational Needs, providing information to update the Education Health Care Plans, and taking part in person centred review meetings
- Plan and deliver teaching and learning (virtual and face to face); assess learners and evaluate your delivery for learners, to prescribed standards and meeting the requirements of funding/quality bodies (Ofsted, MATRIX, RARPA etc).
- Embed, contextualise math, English and ICT in all lessons
- Develop teaching and learning resources to meet the learner and curriculum needs (Vocational, GCSE, T-Level, etc)
- Provide pastoral support to learners, linking to their circle of support
- Maintain learner related risk assessment for SEND, Safeguarding and PREVENT
- For SEND learners Identify any reasonable adjustment or access arrangements required for assessment and examinations
- Work with employers and community projects as appropriate or when required to:
  - To develop understanding and knowledge of subject related industrial and professional activities.
  - To develop work experience, supported internships, traineeships, apprenticeships and progression opportunities
- Prepare reports for parents/carers and other stakeholders

#### Personnel

- Take part in staff appraisal and supervision and maintain own continuing professional development
- Support delivery of staff training in support of CPD needs
- Establish effective working relationships, both internal and external, to work mutually in helping manage ETF to support colleagues with behaviour management and day-to-day administration

- Show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age).

### Quality

- Undertake assessment for your area of responsibility, and support:
  - Team and standardisation meetings
  - Self-assessment
- Assist with gaining and maintaining MATRIX and other standards within ETF
- Undertake internal verification for your area of responsibility and supporting,
  - EV visits
  - compliance with audit and awarding body regulations and standards.

### Facilities

- Ensure all work is undertaken in accordance with health and safety rules and policies, generating and reviewing risk assessments.

### Administration

- Mentor "Instructors" (un-qualified teachers) and "Learning Support Assistants" to complete documentation and update online systems in a timely way
- Ensure your learner administration, online systems and documentation is accurately completed within the required timeframe
  - including staff calendar, registers, enrolment, pursuing learner absence, progression, achievement of goals and any other student related administration as deemed appropriate.
  - Specific SEND paperwork
  - Track progression and destination of learners during and after completion of ETF provision
- Provide live and timely information to management

### General

- Attend meetings and conferences within a network of professional contacts as required
- Comply with all Company Policies and legal requirements with special reference to Health and Safety; Data Protection, Safeguarding and the promotion of Equal Opportunities at all times
- Travel as required for business to support other ETF centres, community based delivery and to meet wider business needs.
- Maintain and promote your workplace as a clean and healthy environment
- Undertake any other duties required by senior management.

### Safeguarding

ETF is committed to safeguarding and promoting the welfare of learners, including children and young people, and expects all staff and volunteers to share this commitment.

| <b>Person Specification</b>   | Essential | Desirable |
|---|-----------|-----------|
| <b>Qualifications</b>   |           |           |
| Cert Ed (Level 5), DTLL's, PGCE or equivalent   | ✓         |           |
| Assessors Award or equivalent (or willing to undertake)   | ✓         |           |
| Verifiers Award or equivalent (or willing to undertake)   |           | ✓         |
| Vocational Subject at a level 3 or above in <ul style="list-style-type: none"> <li>English</li> </ul> | ✓         |           |
| Literacy/Numeracy level 2 or equivalent   | ✓         |           |
| First Aid at Work   |           | ✓         |
| <b>Skills &amp; Experience</b>  |           |           |
| 2 Years experience in delivery of teaching and learning   | ✓         |           |
| Experience of teaching GCSE curriculum  |           | ✓         |
| Experience of working with SEND learners  | ✓         |           |
| Experience of embedding/contextualising math, English & ICT   | ✓         |           |
| Experience of working to company policies   | ✓         |           |
| Ability to maintain accurate records and administration   | ✓         |           |
| Excellent presentation and communication skills   | ✓         |           |
| Excellent time management   | ✓         |           |
| Excellent ICT skills, particularly MS Office  | ✓         |           |
| Ability to travel for work as required  | ✓         |           |
| Ability to inspire and motivate people  | ✓         |           |
| Ability to meet legal requirements of the role (H&S, Safeguarding, etc)                               | ✓         |           |
| <b>Personal &amp; Work related attributes</b>   |           |           |
| Creative/Imaginative thinker/teacher  | ✓         |           |
| Demonstrate positive behaviours at all times  | ✓         |           |
| Demonstrate flexibility and enthusiasm at all times   | ✓         |           |
| Demonstrate a good level of spoken/written English  | ✓         |           |
| Work calmly under pressure  | ✓         |           |
| "Can-do" self motivated attitude  | ✓         |           |
| Work under own initiative and able to take instruction  | ✓         |           |
| Work flexibly to fulfil the role requirements   | ✓         |           |
| Committed to equality of opportunity  | ✓         |           |