



THE FOUNDATION FOR ACTIVE
COMMUNITY ENGAGEMENT

Foundation for Active Community Engagement (FACE)

Based at: Elm Park, Filton, Bristol BS34 7PS

Post Description	Tutor
Employer	Foundation for Active Community Engagement (FACE)
Managed by	Charity Director
Hours	Course duration (guided learning hours) doubled, plus 2 sessions planning pre-course and 2 sessions evaluation post-course (32 hours per course)
Salary	£11.09.h. Level 3+ qualified, £9.87 unqualified (expectation of becoming qualified)
Purpose of the job	To plan and teach commissioned courses for adults with social and learning disabilities. To support and encourage learners to complete courses that will assist in their social education and improve their lives. To complete all monitoring, recording, (lesson plans, schemes of work, learning plans, etc.) and evaluation to satisfy funders and accredited bodies.

Main duties and responsibilities

1. To plan and deliver provision of educational courses which meet the needs of target audience, combining 'fun' with 'informative' development activities. The educational programme FACE offers should cater for different learning styles and abilities and ensure people are supported to reach their full potential, adapting resources and teaching styles as appropriate. To provide guidance for any support workers assisting with courses and encourage them to develop skills in leading activities. To gather resources, set up and clear away activities and plan spending for the course budget and to ensure this is kept within guidelines.; *This will involve fully planning courses, researching / designing activities, gathering resources, being fully involved in all aspects of sessions, managing the course budget, completing all registers, schemes of work, learning plans, and review sheets, and supporting other workers to develop activities, ensuring all activities are fully accessible.*
2. To encourage and enable people to participate fully in the courses provided and the wider FACE programme, including in the planning and decision-making processes. To ensure learners are assessed and engage in courses that are appropriate for their development, and that they are supported and enabled to successfully complete courses. To ensure the target of 70% completion is upheld. To ensure regular contact with learners, especially if they miss sessions or seem to be withdrawing; *This will include involving learners in their learning journey in a way that is accessible to them, and offering a range of activities that excite, educate, and engage them. This will include assessing and monitoring learners and ensuring courses are appropriate. This may involve contacting learners and/or their parents or carers between sessions and arranging tutorials or progress meetings as needed to support people on their learning journey.*
3. To provide guidance to any assistant support workers or volunteers supporting the courses and liaise with the Charity Director to identify training needs and ensure adequate supervision and development for such workers; *This will include ensuring safe and developmental working conditions are upheld, arranging regular liaison meetings with the Charity Director and reporting any training needs, concerns or issues with support staff.*
4. To complete administrative tasks as required to enable courses to be successful, including the safe, timely, and effective collection, submission, and storage of evidence, internal moderation of evidence, ordering and distribution of certificates, and compliant safe-keeping of personal information about learners. To produce brief course reports after each course. To complete tasks as required to fulfil the funding and reporting requirements of funders; *This will include following FACE's Data Protection and Information Sharing procedures,*

liaison with the Administrative Assistant and Charity Director, keeping workspaces and electronic equipment tidy and maintained, and ensuring relevant paperwork is completed and filed / sent off appropriately in order for learners to access and gain awards, completing reports, photocopying and collation of evidence and keeping administrative monitoring up to date. This will include monitoring of courses and producing brief and clear reports.

5. As necessary to liaise with accrediting bodies (e.g. ASDAN) and funders (e.g. Council Community Learning Team) regarding FACE's commissioned accreditation targets, moderation and status and ensure that FACE complies with all relevant subscriptions and contracts; *This may involve email, meetings, and telephone contact, and liaising with the accredited bodies and funders as needed.*
6. To build appropriate trusting relationships with people to enable them to talk openly about their hopes, ambitions, feelings, and concerns, in order to help them to reflect and improve their own lives; especially regarding their education and future employment goals. To ensure people are listened to and respected and are referred on to other agencies as appropriate; *This will include providing un-biased information, advice and guidance to help people make informed choices about their future. This will include following FACE's Information Sharing and Safeguarding procedures. This will include understanding referral processes and accessing other agencies.*
7. To take positive steps to counter discrimination however and whenever it occurs; to observe equalities legislation, and to operate within Safe From Harm guidelines; *This will involve taking a lead on challenging behaviour and attitudes sensitively, ensuring that everyone follows FACE's rules and policies, as well as helping to form and develop future policies and procedures. This may also include whistle-blowing if colleague's practice is witnessed which goes against the policies and ethos of FACE.*
8. To encourage support for the work of FACE by fostering good relationships and building appropriate links with colleges, the job centre, day centres and other organisations to promote courses and support learners progression. To take an active role in meetings and ensure FACE is an active partner in the community; *This will involve promoting and upholding the core values of FACE throughout communications with others. This will also include promoting FACE's activities to learners, colleges, job centre, and other local organisations and publicise the good work of FACE in the community.*
9. To ensure the good Health & Safety of the premises and good Well-being of all staff and users is maintained; *This will include following Health & Safety & Safeguarding procedures, acting as Fire Marshal and First Aider during courses, liaising with the Charity Director and reporting any concerns or issues.*
10. To participate in staff team (and individual) training, supervision, and development activities as required, in order to develop the work of FACE and the post holder's skills and abilities. To attend tutor training events and conferences to ensure FACE complies with training expectations of our funders (e.g. South Glos. & Bristol City Council); *This will include attending training, conferences and supervision. This will include maintaining training and development in relevant areas of work.*

Person Specification

Qualifications:

A minimum Level 3 qualification in teaching, adult education, community learning, or other relevant area of work is essential for this post. *(A trainee post may be considered dependent on experience)*

A willingness to learn and commitment to professional and personal development is essential.

A First Aid qualification is essential (or a willingness to undertake the training).

A recently completed fire safety course is desirable. (Or a willingness to undertake the training).

A recently completed Equalities & Diversity course is desirable. (Or a willingness to undertake the training).

Skills:

You must be approachable and have an open communication style that enables you to communicate easily with people.

Your communication style must allow you to control both group and one-to-one situations with people, whilst ensuring that your interaction with them enables them to learn across the social education curriculum and practise their social skills.

You will be teaching courses for people with below Level 2 qualifications, which will include working with disabled adults, therefore experience in this field is essential.

A range of teaching or tutoring experience is essential.

You should understand your professional boundaries and the role of a tutor, and know when referral to other agencies is required.

You should be observant and able to easily adapt to changes around you.

A good working knowledge of Microsoft packages is essential, as you will need to be able to create worksheets and training materials, understand and update budget reports and write short reports.

Good leadership qualities are essential, both in regards the leadership of members and staff.

Awareness of Health & Safety, Safeguarding, Equalities, Data Protection, Information Sharing, and Accreditation schemes are essential.

Personality:

Our learners can be unpredictable and demonstrate lively, challenging, or emotional behaviours so you should have an ability to work within this environment in a safe and calm manner.

You should be self-motivated, honest and reliable.

You should be compassionate and patient with a good sense of what is fair.

You should be aware of your own values and how these affect your judgements.

An ability to promote the learning of information and social skills through fun and 'safe' activities is essential, as is the ability to act as a 'listening ear' to the problems of some learners and offer unbiased advice so that they may make their own informed decisions.

You should be encouraging and motivating to others, and a fair and trusted enabler of action. Your practice should inspire others.

Empathy with the Christian philosophy is desirable.