

Aspire-igen is committed to helping individuals, organisations and communities succeed through learning and work. We have a strong track record of successfully delivering government funded initiatives and contracts including ESF contracts and Study Programmes. We are a major provider of advice and support services to young people and adults in the Yorkshire and Humber area.

## **Vocational Tutor / Assessor – ICT**

**£26,000 per annum**

**Full-time, 37hrs per week, Permanent contract**

**Based in Bradford and Leeds**

An opportunity has arisen for a **Vocational Tutor/Assessor in ICT**, within our Learner Delivery Team. The role includes teaching, assessment and learner support from Entry to Level 3, leading to further training, vocational pathways and employment opportunities. You would need to plan, monitor, support and train learners on our contracted programmes to ensure planned programmes are completed in a timely manner.

The main objectives of the role are:

- To train and teach learners skills in ICT including Website Development, Computer Program Creation, Coding, Computer Games Development, and Solving Technical IT Problems
- Ensure that they gain the relevant knowledge and skills that lead to other vocational pathways and employment opportunities
- To use learning materials that enhance learner's practical and technical employability skills and prepare them for further employment and/or training and raise motivation and self-esteem.
- To support learners to find suitable work experience placements which support their chosen career path and aspirations and visit them in the workplace and assess them as part of their Study programme or Apprenticeship to ensure the successful achievement of their programme in line with contractual requirements and targets.

Ideally you would have at least two years occupational competence in an ICT delivery role however, NQT's are encouraged to apply. You will need to be familiar with Awarding Body requirements.

You must have a recognised teaching qualification (PGCE, Cert Ed, CTTLS, DTTLS) and a level 4 or above qualification in ICT/Computer Science and a good standard of literacy, numeracy – GCSE grade 4 or equivalent.

### **Application Process**

To apply, please download an application form from <https://aspire-igen.com/aspire-igen/work-us> and e-mail it to [rob.mifsud@aspire-igen.com](mailto:rob.mifsud@aspire-igen.com)

A full job description and a complete list of our current vacancies are available on our website <https://aspire-igen.com/aspire-igen/work-us>

**Closing date: 11<sup>TH</sup> December 2018**  
**Interviews will be held W/C 17<sup>th</sup> December 2018**

*All positions are subject to the Rehabilitation of Offenders Act (Exemptions Order) 1975 and as such it will be necessary for a submission for an Enhanced Disclosure to be made to the Disclosure and Barring Service to check for any previous criminal convictions, cautions, warnings and reprimands*

*Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment.*

*Aspire-igen is an equal opportunities employer. We wish to encourage the recruitment of staff from under-represented groups to apply for the advertised positions. Aspire-igen will seek to recruit the best candidate for the job based on merit. The recruitment and selection process will ensure the identification of the person best suited to the job and Aspire-igen.*

**No Agencies Please**

## ***JOB DESCRIPTION***

**POST TITLE: Vocational Tutor / Assessor – ICT**

The following information is furnished to assist staff joining the Company to understand and appreciate the work content of their post and the role they are to play in the organisation. However the following points should be noted:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.

Staff should not refuse to undertake work which is not specified on this form but they should record any additional duties they are required to perform and these will be taken into account when salaries are reviewed.

### **PRIME OBJECTIVES OF THE POST:**

- To train and teach learners skills in ICT including Website Development, Computer Program Creation, Coding, Computer Games Development, and Solving Technical IT Problems
- Ensure that they gain the relevant knowledge and skills that lead to other vocational pathways and employment opportunities
- Plan, monitor, support and train learners on our contracted programmes to ensure planned programmes are completed in a timely manner.

### **SUPERVISORY/MANAGERIAL RESPONSIBILITIES:**

- No direct line management responsibility

### **SUPERVISION AND GUIDANCE:**

- Responsible to the Performance Manager.
- Personal initiative is expected to be exercised, referring only complex problems or policy queries to the Performance Manager.

### **RANGE OF DECISION TAKING:**

- Responsible for decisions made in connection with duties

### **RESPONSIBILITY FOR ASSETS, MATERIALS ETC:**

- Confidential files held in relation to learners and providers
- Consumable office items reference books, portable computer equipment and some audio/visual equipment.

## **RANGE OF DUTIES:**

1. Develop and deliver a range of materials that train and teach learners the skills and knowledge required to ensure they gain the relevant knowledge and skills that lead to future vocational pathways and employment opportunities.
2. Throughout the programme of assessment, training and support you will use learning materials that enhance learner's practical and technical employability skills and prepare them for further employment and/or training and raise motivation and self-esteem.
3. Deploy a wide range of teaching and learner centred learning strategies to ensure:
  - a. The most effective learning, continuation, achievement and progression of learners by extending their knowledge and skills to enable them to move into further training and/or employment
  - b. The most effective use of teaching time and other resources
4. To undertake formal review of training design and delivery annually to ensure the effectiveness of the programme and facilitate continuous improvement.
5. Ensure full implementation of the Company's Learner recruitment, induction and initial assessment phase activities for learners.
6. Work with Management to review/visit and enhance the work experience of all learners fulfilling all requirements and targets.
7. Prepare, agree and review assessment plans with each candidate. Create learner portfolios to agreed target standards and ensure they are submitted on time.
8. To carry out training needs analysis for employers to identify that standards and training processes are relevant to the learner needs and meet contract requirements.
9. Undertake weekly reviews to monitor performance against individual learning plans to support learner's progress.
10. Liaise with placement providers and Employers to ensure that standards and training processes are appropriate to their business needs and that on-the-job training and portfolio development is being completed to appropriate standards.
11. Responsible for meeting retention and achievement targets for learners.
12. Provide information and reports to management as directed.
13. To meet with other tutor/assessors and internal verifiers in order to ensure a standard approach.
14. Act in compliance with all course examinations, assessment and validation requirements to Awarding body and JCQ standards
15. To ensure daily contact is evident and recorded with learners who have not attended and support re-engagement.
16. Complete all necessary documentation as required by the company and contractual requirements including learner records, registers, reports and statistical data in accordance with audit requirements.
17. Attend regular centre, regional and company meeting when requested.

18. Where appropriate provide cover in the absence of other tutors/assessors.
19. Ensure that adequate health and safety arrangements are in place for learners in line with the procedures within the Company's Quality Management System.
20. To undertake other duties consistent with the scope of the post and within the competence of the post holder as required
21. All employees are obligated to manage their effective personal development as part of the Company's commitment to quality, staff training and development – this involves active commitment to and participation in the appraisal process, during which individual employee developmental needs will be highlighted
22. Each individual must ensure that they meet their statutory responsibilities with regard to Health & Safety, Equality & Diversity in the workplace and other relevant employment legislation and Company rules.
23. To work in line with and demonstrate an attitude which supports the company ethos outlined in our vision, mission and values.

# PERSONNEL SPECIFICATION

## POST TITLE: Vocational Tutor / Assessor – ICT

The Aspire-igen Group is an equal opportunities employer and requires its employees to carry out its policies in terms of equal opportunity for employment and access to the Company's services. Job share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

The following is a summary of the criteria we will use to shortlist and select applicants indicating where they are essential or desirable and how they will be identified:

### Experience

|                   |   |                       |
|-------------------|---|-----------------------|
| <i>Essential:</i> | Able to design and deliver training appropriate to Study learners                             | Application/Interview |
|                   | Previous experience working with young people   | Application/Interview |
|                   | Experience supporting the delivery of literacy and numeracy qualifications to 16-19 year olds | Application/Interview |
| <i>Desirable:</i> | At least 2 years occupational competence in ICT/Computer Science                              | Application/Interview |
|                   | Familiar with Awarding Body framework requirements  | Application/Interview |

### Qualifications

|                   |   |                                       |
|-------------------|---|---------------------------------------|
| <i>Essential:</i> | Recognised teaching qualification (PGCE, Cert Ed, CTTLS, DTTLS)                   | Application/Interview & Certificates  |
|                   | Information Technology / Computer Science qualification level 4 or above.         | Application/Interview & Certificates  |
|                   | Good standard of literacy, numeracy – GCSE grade 4 or equivalent.                 | Application/Interview & Certificates  |
| <i>Desirable</i>  | D32 and D33, A1 award or Level 3 Certificate in assessing vocational achievement. | Application/Interview & Certificates. |

### Training

|                   |  |               |
|-------------------|--|---------------|
| <i>Essential:</i> | Meet annual personal CPD requirements, making use of SET where appropriate | CPD portfolio |
|-------------------|--|---------------|

### Special Knowledge

|                   |   |                       |
|-------------------|---|-----------------------|
| <i>Essential:</i> | Understanding of work-based learning approaches                               | Application/Interview |
|                   | Understanding of assessment practices in line with awarding body requirements | Application/Interview |
|                   | Experience of designing learning resources                                    | Application/Interview |
| <i>Desirable:</i> | Awareness of blended learning   | Application/Interview |

### Practical and Intellectual Skills

|                   |   |                       |
|-------------------|---|-----------------------|
| <i>Essential:</i> | Good understanding and strong commitment to widening access to learning and development and boosting learner completion, achievement and employment | Application/Interview |
|                   | Business like and learner focused approach to learning and development pathways leading to employment   | Application/Interview |
|                   | Excellent written and verbal communication skills.  | Application/Interview |
|                   | Good administration and IT skills.  | Application/Interview |
|                   | Ability to work flexibly as a member of a team.   | Application/Interview |

### Disposition and Attitude

|                   |   |                       |
|-------------------|---|-----------------------|
| <i>Essential:</i> | Be empathetic, motivated, resilient and patient                           | Application/Interview |
|                   | Able to adapt to new situations and methods with a willingness to change. | Application/Interview |
|                   | Able to diffuse potentially difficult situations.                         | Application/Interview |
|                   | Reliable and able to complete tasks with agreed timescales.               | Application/Interview |

### Personal Circumstances

|                   |   |                       |
|-------------------|---|-----------------------|
| <i>Essential:</i> | Able to work flexibly and peripatetically across Leeds City Region (based in Bradford Or Leeds) | Application/Interview |
|-------------------|---|-----------------------|

Satisfactory enhanced DBS disclosure  
Satisfactory attendance record

DBS Disclosure  
References

## **Equal Opportunities and Diversity**

*Essential:*

An acceptance and commitment to the principles of the  
Company's Equal Opportunities policies and procedures.

Application/Interview

An understanding and acceptance of the importance of diversity  
in the workplace and a learning environment

Application/Interview