

# Ruskin Mill Trust (the Trust)

## Job Description

<b>Position:</b>	Tutor
<b>Field of Practice:</b>	Practical Skills & Therapeutic Education (Field 2 & Field 4)
<b>Post Reference No:</b>	RMT10006
<b>Grade:</b>	MS1 : MS2 : MS3 : MS4
<b>Responsible to:</b>	Senior Tutor
<b>Location:</b>	Argent College, Coleg Plas Dwbl, Freeman College, Glasshouse College, Ruskin Mill College, Clervaux

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### Job Purpose

To be responsible for delivering teaching and training with a therapeutic and supportive approach, wherever possible linking students learning activities through a methodology of the Trust, Practical Skills Therapeutic Education.

To instil enthusiasm and enjoyment into the learning process in such a way that can lead to increased self-esteem and enhanced engagement in learning.

The post holder will be expected to embrace, articulate and work with the Trust's objectives, vision, values, purpose and method, ensuring that the Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, which is informed by Steiner Education, is maintained, implemented and integrated.

The post holder is to contribute to the whole life of the College and Trust, always remembering that our core purpose is to improve the education and lives of our pupils, students and adults.

You will be required to carry out your duties at all College premises, some of which are located a distance from the main College sites and at such other places as the Trust may reasonably require.

The post holder will be expected to travel on an occasional basis between the Trust's sites, and to and from other places as the Trust may reasonably require.

Evening and weekend working may be required.

### Corporate Contribution

The post holder will be expected to contribute as required and uphold the aims, objectives and commitments of Ruskin Mill Trust.

## Main Duties

1. To create an appropriate learning environment to support the learning and development needs of individual students, as well as groups of students.
2. To work closely with Learning Assistants to:
  - a. plan sessions to incorporate PSTE and effectively progress students towards their short, medium and long term outcomes
  - b. input of data capture for their students
  - c. mitigate of safeguarding risks through differentiated lesson planning for the varying student profiles in each session
  - d. differentiate within their planning in relation to the three stage process of the PSTE curriculum
3. To communicate consistently and effectively with all relevant teams throughout the provision in order to contribute to each student's study programme, curriculum and progression towards outcomes
4. To ensure that sessions planning and the development of schemes of work (SOWs) embed the interconnectedness of their craft within the provision as well as the social enterprise. If there is not an appropriate social enterprise in relation to the particular craft, tutors should work and strive to create such a social enterprise in order for students to realise their productive contribution
5. To work closely with their line manager in working with Support Workers and/or Learning Assistants.
6. To work closely with Support Workers and/or Learning Assistants in order to facilitate the delivery of the PSTE curriculum in relation to their session planning
7. To deliver appropriate practical skills teaching and training as part of an agreed curriculum to students as allocated to you on your timetable which will be changed according to students learning needs requirements.
8. To ensure that the students you are responsible for are appropriately supervised.
9. To support colleagues by sharing best practice
10. In line with the Trust's education planning cycle:
  - To plan your activities for each timetabled session, producing regular written plans and setting goals and outcomes;
  - To assess and record the progress of students against targets, goals and outcomes delineated in the planning documents;
  - To report in writing/verbally on individual student progress at least once every term and for their annual reviews (and for other meetings/reviews as required);
  - To take an active part in designing and implementing accreditation of student achievements.
  - To embed appropriate functional skills teaching and learning into all sessions.

10. To be part of the on-going assessment of students learning needs and to make reasonable adjustments as required to minimise barriers to learning and achievement.
11. To work with, assess and report on the abilities of applicant students visiting the College for assessment as required.
12. To familiarise with student background information, profile and risk assessment wherever reasonably possible.
13. When working one to one, ensure that the students risk assessment has been carried out and that work undertaken with students is in line with the lone working policy as contained within the Trust's protection policies.
14. To ensure attendance is recorded and any absence reported to the support an attendance team promptly.
15. To report any occurrences, serious occurrences or accidents promptly to the support and attendance team and write the report in the timeframe required.
16. To provide cover for absent colleagues when necessary, as reasonably requested.
17. To be responsible for the delivery of individual specialist training to students.
18. To deliver the educational remit to students as define by the Quality Assurance Framework of the College.
19. To understand and deliver the appropriate elements of the Ruskin Mill Orientation Course.
20. To carry out the role of Tutor with an understanding of complexity and diversity of students and their support needs.
21. To ensure that Health and Safety records are kept up to date including all necessary risk assessments.
22. To assist the Senior Tutor.
23. To comply with the Trust's Manual Handling Policy and Practice.

### **General**

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.

7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled “Ruskin Mill Trust - Student Protection Policies”.
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development for your working area.
10. To deliver training or development opportunities as required.
11. To maintain a ‘duty of candour’ and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
12. To attend meetings and supervision as required.
13. To undertake training and development as required by the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.
14. Ensure effective quality control and continual improvement in all aspects of work and responsibilities attached to this post, in keeping with the trust’s quality assurance procedures and systems.
15. To undertake work related continued professional development (CPD) as required by the post.
16. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
17. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

### **Staff Management and Supervision**

The Tutor has no direct staff responsibility.

### **Liaison**

To liaise with all staff employed by the Trust, professional bodies, external consultants, and any outside bodies as and when required.

### **Job Revision**

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

## Person Specification

<b>Job Title: Tutor</b>			
<b>Field of practice: Practical Skills (Field 2), Therapeutic Education (Field 4)</b>			
	Essential	Desirable	How assessed
<b>Qualifications</b> Qualified Teacher or working towards an appropriate qualification, starting within 6 months of commencing in role, with a view to completion within 2 years of starting.	✓		AF / I / R/QC
<b>Experience</b> Experience relevant to the subject of the tutoring post Experience of working successfully in a similar, medium-large, complex organisation Experience of working in an education or other public sector environment Experience of managing and prioritising a varied workload ensuring completion of tasks within strict deadlines Experience of working with young people Experience of working with young people with learning difficulties, disabilities and special needs on a regular basis Extensive experience of working as a learning assistant Experience of working as a tutor or teacher	✓  ✓ ✓ ✓ ✓	✓  ✓ ✓ ✓	AF / I / R  AF / I / R AF / I / R AF / I / R AF / I / R AF / I / R AF / I / R AF / I / R
<b>Knowledge</b> Computer literate with sound working knowledge of Microsoft Office applications; Outlook, Word and Excel in particular Outstanding comprehension and application of English language Knowledge and understanding of the concept of education planning cycles Knowledge and clear understanding of appropriate conduct for an individual entrusted with pastoral care responsibilities Knowledge of working with risk assessments Understanding of the demands of working in an environment enclosing a diverse range of young people with varying complex needs Knowledge of carrying out duties in line with organisational procedure in respect of reporting accidents and other serious incidents Intent to develop knowledge and understanding of the PSTE curriculum in a timely fashion	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓      ✓	AF / I / OT AF / I AF / I AF / I AF / I AF / I I I AF / I
<b>Skills and Abilities</b> Outstanding interpersonal skills with an innate ability to bond with and gain the trust of young people and facilitate rich learning experiences Outstanding listening skills with a superb ability to retain information enabling the development of a detailed level of knowledge regarding each student's particular circumstances and requirements Exceptional analytical abilities with sound reviewing and recording skills in order to continually monitor and document student progress Proven ability to deliver educational activities and specialist training in a manner which is stimulating, engaging, enjoyable and enthusiastic Exceptional planning skills in order to devise educationally beneficial session activity plans relevant to each student's Education Planning Cycle including goals, outcomes and other key points Superb evaluating skills to perform initial assessments on students and to contribute to continual assessment of student learning needs and abilities Ability to produce written reports regarding student progress which are frank,	✓  ✓ ✓ ✓ ✓ ✓		AF / I  AF / I AF / I AF / I / R AF / I AF / I

comprehensive and coherent	✓		AF / I / R
Ability to demonstrate high levels of motivation and industry to contribute to vital College obligations such as student annual reviews when requested	✓		AF / I / R
Ability to demonstrate a systematic and meticulous approach towards following guidelines such as session delivery plans, ensuring all key learning points are addressed and understood	✓		AF / I
Intellectual capacity to develop a deep understanding and appreciation of each student's personal risk assessment, personal background, special needs and difficulties to improve the effectiveness of educational sessions	✓		I
Superb influencing, persuasion and soft skills in order to diffuse volatile situations and encourage students to behave appropriately	✓		AF / I
Proven ability to conduct duties in line with organisational policy designed to protect tutors such as the College's lone working policy	✓		AF / I / R
Ability to demonstrate immaculate standards of accuracy in all work undertaken and especially in respect of record keeping	✓		AF / I
<b>Personal Qualities</b>			
Willingness to understand anthroposophy	✓		I
Willingness to embrace, articulate and work with the Trust's objectives, vision, and values	✓		AF / I / R
Commitment to promoting and safeguarding the welfare of students, children and vulnerable adults	✓		AF / I
Commitment to the promotion of the Trust's ethos	✓		AF / I
Ability to manage and interact with others in a supportive and participative manner	✓		AF / I
A commitment to ensuring equality of opportunity with the ability to promote diversity in relation to both staff and students	✓		AF / I
Flexibility and adaptability to changing situations	✓		AF / I
Ability to demonstrate empathy, listening skills and tolerance	✓		AF / I
Commitment to Health and Safety good practice on work and within learning environments	✓		AF / I
Extremely safety conscious enabling full commitment to paying due care and attention ensuring to the safety and welfare of tutored students	✓		AF / I
Genuine desire to enhance the social and educational development of young people and boost self-esteem through enjoyable learning processes	✓		I
Creativity with a flair for working collaboratively in order to contribute significantly to joint efforts to design and implement student accreditation	✓		AF / I
Strong team ethic in order to willingly cover for absent colleagues and to readily assist the Tutor Team Leader with any reasonable requests	✓		AF / I
Comply with the Trust's Manual Handling policy and practice	✓		I
<b>Other qualities</b>			
Commitment to Continued Professional Development	✓		AF / I
Proactive approach to work	✓		AF / I
Strong commitment to customer service	✓		AF / I
Flexible approach to working additional hours including evenings and weekends whenever necessary	✓		AF / I
Willingness to travel to fulfil duties on an occasional basis	✓		AF / I
Current full UK driving licence and use of own car or willingness to travel by public transport	✓		AF / I

AF = Application Form, I = Interview, T = Test, R = Reference  
OT = Occupational Test, CQ = Certificate of Qualification