

JOB DESCRIPTION

APPENDIX 1

Post Title: Education other than at School Service (E.O.T.A.S.) Teacher		Director/Service/Sector COMMUNITY HEALTH & WELL-BEING/EDUCATION OTHER THAN AT SCHOOL		Office Use
Grade: Teachers Pay Scales		Workplace: Referral dependent		JE ref: HRMS ref:
Responsible to: EOTAS Learning Managers		Date: April 2013	Manager Lever:	
Job Purpose: To teach allocated pupil(s) receiving their education other than at school and, through effective liaison with schools, parents and other agencies, to help them to optimise their educational achievements.				
Resources	Staff			
	Finance			
	Physical			
	Clients			
<p>Duties and key result areas:</p> <ol style="list-style-type: none"> 1. To plan and deliver engaging learning sessions to pupils experiencing difficulties accessing school-based education for a range of reasons. Teaching should be age-appropriate, in line with appropriate national requirements. 2. To liaise with the relevant EOTAS Learning Manager and, where appropriate, with school staff, to ensure appropriate objectives and learning strategies are in place, with the resources to support these, in order that continuity of education is optimised for allocated pupils. 3. To ensure that detailed records of Individual or Personalised Learning Plans and their outcomes are maintained for all allocated pupils. 4. To ensure that accurate attendance records are maintained and that attendance information for each pupil is provided to their school on a weekly basis. 5. To ensure that any coursework and marks for allocated pupils for GCSE or equivalent courses is received by the relevant school in line with course deadlines or requirements and to ensure that copies of pupil coursework and marks are held securely until it is confirmed these are no longer required. 6. To attend review/planning meetings for allocated pupils, as required. 7. To liaise with representatives of other agencies (when asked to do so by EOTAS Service managers). 8. To maintain confidentiality with respect to allocated pupils, ensuring that any electronic communication with relevant EOTAS staff is through the County Councils secure email service. 9. To report to and liaise with the relevant Learning Manager for the case over the progress of allocated pupils, providing monthly monitoring reports and updates and 6 monthly reports for parents as well as responding to other requests for pupil-based information. 10. a) To take responsibility for helping to keep children and young people safe by providing a safe environment for them to learn in. b) To identify children and young people who are suffering or are likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe. <p>The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.</p>				
Work Arrangements				
Transport requirements: Working patterns: Working conditions:		The post involves frequent travel to locations such schools, libraries and pupil's homes and the post holder must be able to meet this requirement. Mileage allowance is payable in respect of business travel and you may qualify for essential car user allowance. Any allowances will be paid in accordance with HMRC provisions. Flexible		

PERSON SPECIFICATION

Appendix 2

Post Title: Education other than at School Service (E.O.T.A.S.) Teacher	Director/Service/Sector: COMMUNITY HEALTH & WELL-BEING /EDUCATION OTHER THAN AT SCHOOL	Ref:
Essential	Desirable	Assess by
Key to assessment methods which will be used to recruit; A = application form , I = interview , R = references , T = ability tests , Q = personality questionnaire , G = assessed group work , P = presentation , O = others e.g. case studies/visits		
Knowledge and Qualifications		
Teaching qualification recognised by the DFE. Qualified Teacher Status Evidence of subject specific knowledge, including recent relevant developments Demonstrable record of continuous professional development	Knowledge of appropriate strategies for handling challenging behaviours.	A A A/R/I A/R/I I
Experience		
Able to provide evidence of recent (within the last 2 years) successful experience of teaching in a school setting.	Able to provide evidence of having successfully taught challenging pupils. Experience of working with professionals from a range of agencies	A/R A/R/I A/R/I
Skills and competencies		
Ability to provide stimulating and engaging learning experiences which demonstrate high expectations of all pupils. Ability to plan learning sessions and to mark and assess pupil's work in line with national requirements. Ability to use ICT systems for a range of service requirements including lesson planning, report-writing, attendance reporting, email communication. Good verbal and written communication skills including ability to write clear and concise reports Good time management skills and ability to meet deadlines Ability to work independently but also able to work well as a team member if required to do so. Ability to adapt to working with new protocols and procedures. Ability to maintain professional boundaries in a range of settings and situations.		A/R/I A/R/I A/R/I A/R/I R/I R/I

Physical, mental and emotional demands		
Ability to deal with the emotional demands of working with young people who have complex lives and behaviours.		A/R/I
Commitment to keep children and young people safe by providing a safe environment for them to learn in		R/I
Commitment to identify children and young people who are suffering or likely to suffer significant harm and to take appropriate action with the aim of making sure they are kept safe.		A/R/I
Other		
Ability to meet the travel requirements of the post.		A

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.