

JOB FAMILIES ~ Learning and Development

Job Title: Development Worker

Level descriptor – JG6

Role purpose:

Required to undertake a diverse range of activities within a service function using skills that would have been gained through formal qualifications/and or considerable work experience.

Roles at this level are expected to work unsupervised for much of the time.

Required to have a good knowledge and understanding of Ofsted's Education Inspection Framework, Recognising and Recording Progress and Achievement in non-accredited learning (RARPA) and understand the Education & Skills Funding Agencies' eligibility and funding requirements for the delivery of Community Learning (AEB).

Typical activities

A fulltime equivalent Development Worker would be expected to engage around 280 learners for 4500 guided Learning hours per annum.

They will take direct management responsibility for their own budget and targets, keeping their planner up to date at all times in order to support the Team Leader in monitoring the overall budget and progress against targets and alerting the Team Leader to any variations to planned target outcomes.

They will implement effective learner recruitment strategies and develop courses in line with identified local needs.

They will follow agreed quality monitoring and improvement procedures including lesson visits, learning walks and course file monitoring.

They will organise a wide range of Community Learning courses in order to meet the Education & Skills Funding Agency targets and meet the needs of the community.

They will build positive relationships with partner agencies through proactive joint working to achieve mutually beneficial outcomes for partners and learners.

They will design and organise courses that support learners to develop new skills and knowledge, improve mental and/or physical wellbeing, increase employability and result in increased levels of confidence, motivation and resilience.

Knowledge, skills & experience

Vocational qualification or experience to level 3 or 4 is required to the service area or equivalent.

At least PTLLS/DTLLS or equivalent, or willingness to undertake to complete further relevant qualification training.

Significant practical experience of working with a diverse group of learners and a sound understanding of the needs of vulnerable learners, learners without a level 2 qualification and those facing multiple barriers to learning, volunteering and work.

Able to use a wide range of ICT applications that support planning, delivering and monitoring of community learning.

Ability to manage work without close supervision

Knowledge of widening participation and access to learning, supporting learners to overcome barriers to participation and proactive implementation of equal opportunities.

An ability to negotiate joint outcomes in partnership and work in a challenging and potentially competitive environment.

<p>They will identify local organisations that can help develop responsive community learning programmes and engage target learners e.g. schools, Parish Councils, community groups, voluntary organisations and public services.</p> <p>They will raise public awareness of Community Learning through a range of marketing and promotional activities.</p> <p>They will identify and use a range of data and information to develop an effective knowledge of target communities and their learning needs.</p> <p>They will supervise all tutors, and champions/volunteers and procured/commissioned providers to met required standards in course delivery.</p> <p>They will ensure all learners are supported to identify their prior learning and achievements, priority learning outcomes and support needs, including functional skills.</p> <p>They will ensure that all Learners receive advice and support to enable them to access opportunities to progress to further learning, employment and volunteering.</p> <p>They will procure high quality services e.g. host venues, tutors, crèche facilities and ensure that these services represent best value for money</p> <p>They will evaluate and report on the effectiveness of all community learning activities – including the tracking of learners and their progression achievements.</p> <p>They will contribute to Ofsted inspection preparation, self assessment and annual review.</p> <p>They will work to improve performance through proactive sharing of best practice across the team and partnership.</p>	<p>Knowledge of best practice in teaching and learning including curriculum design in community and family learning, Recognising and Recording Progress and Achievement, Functional Skills, embedding Equality and Diversity and information, Advice & Guidance.</p> <p>Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed).</p>
<p>Performance measures</p>	<p>Competencies</p>
<p>Line Management Assessment Ofsted Inspection West of England Community Learning Partnership Benchmarking activities. Key performance indicators</p>	<p><u>Team Working</u> ~ Cooperation and flexibility, follows the principals of integrated working, sharing best practice and information to develop self and others. An understanding of the Skills funding Agency, Ofsted, North Somerset Council and other key partnership agencies.</p>

<p>Course outcome feedback Feedback from colleagues and partner agencies</p>	<p><u>Learner/outcome focused</u> ~ Enables learners to achieve relevant learning outcomes through effective consultation, collaboration and knowing local community learning needs. Delivery of targets, decision making, report writing and data returns. <u>Problem solving & judgment</u> ~ Develops solutions, makes links between potential issues and possible solutions and makes decisions within guidelines <u>Planning & Organising</u> ~ Prioritises work, is able to effectively reach targets and advise line manager if there are issues with reaching the agreed targets. Ability to manage, monitor and report on allocated budgets against targets. <u>Business Awareness</u> ~ Understands the role of others in relation to the impact on own role and recognises how decisions made in other areas can impact on theirs. Appropriate training and qualifications including Safeguarding adults and Children, Equal Opportunities, Skills for Life, and Health and Safety.</p>
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Equality and Diversity

We expect all employees to act professionally and to treat colleagues and the public with dignity and respect. This means setting a strong personal example of good equality and diversity practice at all times and ensuring they are sensitive to the needs and views of others and reflect this in the way they behave. Managers have additional responsibilities of managing others effectively by recognising and valuing each team member as an individual and always challenging inappropriate language and behaviour.

Health and Safety

We all have a responsibility to work within health and safety legislation, associated codes of practice, North Somerset Council's policies and procedures and our local safe systems of work and emergency arrangements.

Continuous Development

Our jobs and the way we do things evolve over time and we need to keep abreast of new technologies, legislation and methodologies for our own subject areas. We are responsible for reviewing and developing our own professional practice.