

## NOTICE OF MEETING

MEETING	<b>EMPLOYMENT COMMITTEE</b>
DATE:	<b>THURSDAY 30 SEPTEMBER 2010</b>
TIME:	<b>3.00 pm</b>
VENUE:	<b>BOURGES/VIERSEN ROOMS - TOWN HALL</b>
CONTACT:	Gemma George <b>Telephone: 01733 452268</b> <b>e-mail address: <a href="mailto:gemma.george@peterborough.gov.uk">gemma.george@peterborough.gov.uk</a></b>
<i>Despatch date:</i>	<i>22 September 2010</i>

### AGENDA

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There is an induction hearing loop system available in all meeting rooms. Some of the systems are infra-red operated, if you wish to use this system then please contact Gemma George on 01733 452268.

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**Minutes of a Meeting of the Employment Committee  
held at the Town Hall, Peterborough on 23 June 2010**

**Members Present:** Councillors Holdich, Seaton, Walsh, Swift and Sandford

**Officers present:** Mike Kealey, Acting Head of HR  
Karen Craig, Senior HR Consultant – Job Evaluation  
Alana Hair, Governance Officer

**Appointment of Chairman**

**RESOLVED:** to appoint Councillor Holdich as Chairman to the Committee for the duration of the meeting.

**1. Apologies for Absence**

Apologies for absence were received from Councillors Cereste (Chairman), Lamb (Vice Chair) and Fitzgerald.

**2. Declarations of Interest**

There were no declarations of interest with respect to any of the items listed on the agenda, however, Councillor Seaton requested that it be kept on record as a ‘standing declaration’ that he was a member of the UNITE union and Councillor Sandford requested that it be kept on record as a ‘standing declaration’ that he was a member of the GMB union.

**3. To Approve the Minutes of the Meetings held on:**

- 3.1 18 March 2010
- 3.2 22 March 2010
- 3.3 29 March 2010
- 3.4 16 April 2010

The minutes of the meetings were approved as true and accurate records.

**4. Vetting and Barring Scheme Policies**

The Committee received a report from the Acting Head of Human Resources which was submitted to the Committee following a referral from the trade unions at the Joint Consultative Forum on 13<sup>th</sup> May 2010 and Corporate Management Team on 18<sup>th</sup> May 2010.

The report sought the agreement of the Committee to implement the four policies relating to vetting and barring as attached to the report.

In presenting the report, the Acting Head of Human Resources explained that the implementation of the vetting and barring scheme had been suspended by the coalition as the new government wanted to look at a simplification of the process. Three aspects of the scheme were currently out for consultation, being:

- a) the need for CRB rechecking;
- b) the definition of “controlled activity” with a view to withdrawing it from the scheme or reducing its scope; and
- c) the simplification of some safeguarding issues around education and schools

The Acting Head of Human Resources informed the Committee that despite the suspension of the scheme's implementation, with the adoption of the policies presented to the Committee, the Council would be prepared to act when the scheme becomes active in the future.

During consideration, questions were raised and responses were given as follows:

- Independent Safeguarding Authority (ISA) registration will provide complete, life-long cover and will move with you, as apposed to CRB checks that provide information at a moment in time. Even with the ISA registration, it is acknowledged that many schools may still wish to undertake their own CRB checks.
- The cost of ISA registration is expected to be £64 which will include a CRB check.
- The ISA database will be updated every 24 hours.
- A register of CRB renewals is maintained by the Council, however due to HR arrangements this does not include schools.
- Suppliers are required by contract to CRB check their staff, however this is not currently audited by the Council.
- The work done to date had highlighted the need to review processes including auditing and dealing with 'positive traces'.
- Managers currently received guidance to supplement the policies which enabled managers to identify whether their roles fall in to the categories of regulated or controlled activity.
- The policies presented today related only to staff; a separate set of documents would be prepared to cover Councillors. A blanket approach to Councillors was not going to be taken.
- ISA registration and CRB checks would complement each other as a CRB may pick up on other offences, for example a drink driving conviction, that ISA registration may not.
- ISA registration is likely to capture more Councillors in to the scheme.

The Acting Head of Human Resources informed the Committee that the policy documents had already been shared with the trade unions and the Corporate Management Team and that both supported the proposals.

A 'duty of disclosure' clause was now included in all new employee contracts.

**RESOLVED:**

That the four Vetting and Barring Scheme Policies be approved for implementation when required by government, subject to any substantial revisions following the current government consultation being resubmitted to the Employment Committee for approval.

**5. Conclusion of Business – Formal Record of Time**

Business was concluded at 3.21pm.

Chairman  
3.00pm to 3.21pm

<b>EMPLOYMENT COMMITTEE</b>	<b>AGENDA ITEM No. 4</b>
<b>30 SEPTEMBER 2010</b>	<b>PUBLIC REPORT</b>

Cabinet Member(s) responsible:	Councillor Irene Walsh, Cabinet Member for Community Cohesion, Safety and Women's Enterprise	
Contact Officer(s):	Mike Kealey - Acting Head of Human Resources	Tel. (01733) 384500

## LOCAL GOVERNMENT PENSION SCHEME – DISCRETIONARY POLICY

R E C O M M E N D A T I O N S	
<b>FROM :</b> Directors, Trade Union representatives	<b>Deadline date :</b> N.A.
1. It is recommended that members of Employment Committee agree to the Local Government Pension Scheme Discretionary Policy (Part A (previous regulations) & Part B) attached at Appendix One.	

### 1. ORIGIN OF REPORT

- 1.1 This report is submitted to the Committee following a referral from Corporate Management Team, and Joint Consultative Forum on 5<sup>th</sup> August 2010.

### 2. PURPOSE AND REASON FOR REPORT

- 2.1 The purpose of this report is to ensure that the council publishes its policy on the discretions within the Local Government Pension Scheme.
- 2.2 This report is for the Committee to consider under its Terms of Reference No. 2.3.1.4.

### 3. TIMESCALE

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If Yes, date for relevant Cabinet Meeting	
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### 4. BACKGROUND

- 4.1 LGPS Regulations 1997

Each employer within the LGPS must prepare a written statement of its policy in relation to the exercise of its functions under three regulations in respect of those members who left on, or who have an award of deferred benefits in respect of membership up to, a date between 1<sup>st</sup> April 1998 and 31<sup>st</sup> March 2008:-

- Regulation 31(2) – early payment of pension with employers consent between age 50 and 60
  - Regulation 31(5) – consent to waiving of early payment reduction on retirement between age 50 and 65
  - Regulation 31(7A) – consent to benefits resulting from an earlier opt out being paid at the normal retirement date whilst in existing employment
- 4.2 This statement must be (a) kept under review, (b) published for one month before commencement, and (c) revised as necessary.

- 4.3 When the statement is being revised the employer must have regard to the extent to which the exercise of any of the discretions could lead to a serious loss of confidence in the public service.
- 4.4 There are further discretions that are not compulsory to include in the statement but that are recommended to be included:-
- LGPS Administrative Regulations 2008
  - Regulation 22(2) – power of employer to increase time limit of active members to pay voluntary contributions (to cover a period of absence from duty)
  - Regulation 16(4) – power of employer to allow the aggregation of two periods of membership after twelve months of joining
  - Regulation 83(8) – power of employer to extend the time limit for a transfer in of previous pension rights to proceed after twelve months of joining
  - Regulation 25(3) – power of the employer to contribute towards a shared cost AVC scheme
  - Regulation 57(5)(c) – nominated person within the council to hear member appeals
- 4.5 We have also taken the opportunity of outlining who will be admitted to the LGPS in the council for clarity and transparency.
- LGPS (Benefits, Membership, & Contribution) Regulations 2007
  - Regulation 3(4) tiered contribution rate basis.

## **5. CONSULTATION**

- 5.1 The joint Trade Unions have been consulted and the statement was agreed at the meeting of the Joint Consultative Forum on 5<sup>th</sup> August 2010. Directors agreed the statement on 23<sup>rd</sup> February 2010.
- 5.2 The statement has also been approved by the council's pension administrators at Cambridgeshire County Council.

## **6. ANTICIPATED OUTCOMES**

- 6.1 This statement will ensure that the council is fulfilling the statutory requirement to publish and review its pension discretionary statement. It will also be useful when services are being considered for outsourcing as the bidding organisations will have a clear understanding of the policy which will apply to them on transfer.

## **7. REASONS FOR RECOMMENDATIONS**

- 7.1 This is a requirement under the regulations of the local government pension scheme.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 The policy was considered against (a) those published by some other local government employers, (b) the policy in place in the county council plus (c) the existing policy, to ensure it was a sensible, fair approach which took account of affordability and protection of the pension fund.

## **9. IMPLICATIONS**

- 9.1 The policy statement has been shared with the financial and legal teams at the council. It balances the requirement for the policy to be fair to existing and deferred members, with the necessity to ensure it does not allow for a loss of confidence in the public service. This policy will be reviewed in twelve months time.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985)

Previous policy statements  
Document issued by the Local Government Employers outlining pension discretions.

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## Local Government Pension Scheme Discretionary Policy – Part A continued (1997 regulations)

### Background:

The following three regulations apply to those employees who left on, or who have an award of deferred benefits in respect of membership up to, a date between 1st April 1998 and 31st March 2008 (inclusive).

### LGPS Regulations 1997 Regulation 31 (2)

It is not the policy of Peterborough City Council to release pension early unless:-

- (i) it is to bring an earlier deferred benefit into payment following redundancy, or efficiency retirement of an existing employee from a current job in Peterborough City Council, or
- (ii) if there are compelling, compassionate\* reasons to do so

### LGPS Regulations 1997 Regulation 31 (5)

It is not the policy of Peterborough City Council to waive the actuarial reduction on early payment of pension unless:-

- (i) the payment relates to someone who is being made redundant or taking efficiency retirement from active employment with PCC or
- (ii) if there are compelling, compassionate\* reasons to do so.

### LGPS Regulations 1997 Regulation 31 (7A)

It is not the policy of Peterborough City Council to agree at normal retirement date to the payment of benefits resulting from an earlier opt out.

### Key:

\*Definition of compelling, compassionate reasons

- (i) The member can clearly demonstrate that they have a dependant, with a lifetime expectancy of more than twelve months, who is in need of the member's constant supervision due to a long term illness and as a result the member is suffering from severe financial hardship OR
- (ii) There is another substantial reason (not relating to caring for a dependant who is ill) where the member can demonstrate that they are facing very severe, ongoing financial hardship and will be doing so on a long term basis.

In exceptional circumstances, and only with the prior approval of the chief executive, the council may vary the terms of this policy on an individual basis.

This list is subject to statute, regulations and council policy. It may be varied in the future as necessary.

Each discretion will be dealt with independently.

## **Local Government Pension Scheme Discretionary Policy – Part B**

### **Background**

There are a further seven discretions that are not compulsory to include in the Policy Statement but that are recommended to be included:

### **LGPS (Administration) Regulations 2008 Regulation 22 (2)**

It is the policy of Peterborough City Council to consider an extension in cases where the member of staff was not notified of their rights to pay contributions in respect of a period of absence before returning to work, or ceasing to be employed without returning to work. The extension would be for one month from the date that they were notified of their right to pay.

### **LGPS (Administration) Regulations 2008 Regulation 16 (4)**

It is not the policy of Peterborough City Council to consider allowing the aggregation of two periods of membership after twelve months of joining unless:

- (i) the scheme member has requested that investigations commence within the twelve month time limit, or
- (ii) if there is reason to believe that the individual would not have known of the need to request an investigation into potential aggregation within the twelve month time limit, and the HR &/or pension files support this
- (iii) it would have been unreasonable for the scheme member to understand that they had more than one period of service (this being particularly an issue where individuals hold multiple jobs)

### **LGPS (Administration) Regulations 2008 Regulation 83 (8)**

It is not the policy of Peterborough City Council to consider extending the time limit for a transfer in of previous pension rights to proceed after twelve months of joining unless:

- (i) the scheme member has requested that investigations commence within the twelve month time limit, or
- (ii) if there is reason to believe that the individual would not have known of the need to request an investigation into potential transfer in of previous pension rights within the twelve month time limit, and the HR &/or pension files support this

### **LGPS (Administration) Regulations 2008 Regulation 25 (3)**

It is not the policy of Peterborough City Council to contribute towards a shared cost additional voluntary contributions scheme.

**LGPS (Administration) Regulations 2008  
Regulation 57 (5) (c)**

The specified person within the council to hear member's appeals is the Head of HR or their nominated deputy.

**LGPS (Administration) Regulations 2008  
Regulation 4 (3)**

This discretion is applicable to 'designating bodies' only and therefore does not apply to Peterborough City Council.

**LGPS (Benefits, Membership & Contribution) Regulations 2007  
Regulation 3 (4)**

The tiered contribution rate for each employee will be based on the pensionable pay elements. Basic salary is assessed at the full time equivalent rate, in each post an employee holds at 1 April.

The contribution rate will be re-assessed annually on implementation/application (regardless of when the award is made) of the annual pay award. Re-assessment will take place at any point in the year in the following circumstances:-

- Promotion
- Demotion
- Incremental progression
- Pay award
- Acting up starts/Acting up ceases
- Contractual Allowance starts/Contractual Allowance ceases

In exceptional circumstances, and only with the prior approval of the chief executive, the council may vary the terms of this policy on an individual basis.

This list is subject to statute, regulations and council policy. It may be varied in the future as necessary.

Each discretion will be dealt with independently.

INCLUDED IN TIER/ PENSIONABLE	DESCRIPTION	CALCULATION BASIS
Y	Basic pay	SCP divided by 37
N	Non Contractual Overtime Plain less than 37 hours	SCP divided by 37
N	Non Contractual Overtime Plain over 37 hrs	SCP divided by 37 - pre authorised up to SCP 43
N	Non Contractual Overtime Over 37 hours	Basic pay x 1.5 - minimum element 15 minutes - SCP 26 and below only
N	Non Contractual Overtime Sundays over 37 hours	Basic pay x 2 - minimum element 15 minutes - SCP 26 and below only
N	Non Contractual Overtime Bank Holidays	Basic pay x 2 - minimum element 15 minutes - SCP 26 and below only
Y	Contractual Overtime Over 37 hours Monday-Saturday	Basic pay x 1.5 - for Monday to Saturday - SCP 26 and below only
Y	Contractual Overtime Over 37 hours Sunday	Basic Pay x 2 for Sunday working - SCP 26 and below only
Y	Weekend Enhancement Saturdays	Basic Pay x 0.5 minimum element 15 minutes as part of normal working week
Y	Weekend Enhancement Sundays	Basic Pay x 0.5 minimum element 15 minutes as part of normal working week
Y	Shift Allowance (24 hrs)	Basic Pay x 21% - set up as permanent addition - SCP 26 and below only
Y	Shift Allowance (More than 15 – Less than 19 hours)	Basic Pay x 14% - set up as permanent addition - SCP 26 and below only
Y	Shift Allowance (More than 11 – Less than 15 hours)	Basic Pay x 7% - set up as permanent addition - SCP 26 and below only
Y	Split Shift	Basic Pay x 1% - set up as permanent addition - SCP 26 and below only
Y	Night Rate	Basic Pay + 1/3 - SCP 26 and below - night workers can claim weekend payments
N	Stand by per session	
N	Call Out minimum	Basic pay @ 2 hours - all employees up to SCP 49
N	Call Out hourly Monday – Saturday	Basic pay x 1.5 - minimum element 15 minutes - SCP 26 and below only
N	Call out hourly Sunday	Basic Pay x 2 - minimum element 15 minutes - SCP 26 and below only
N	Call out Plain	Basic pay - plain time paid to employees on SCP 27 - 49 All days -minimum element 15 minutes
N	Call out hours Bank holidays	Basic pay x 2 - minimum element 15 minutes - SCP 26 and below only
N	Call out hours Bank holidays	Basic Pay - plain time paid to employees on SCP 27 - 49
N	Call out Travelling time	Basic pay - minimum 15 minutes - maximum 0.5 hrs. - all employees
Y	Acting Up Allowance	Determined rate - payable after 4 weeks regular review
N	Honoraria	Determined rate – one off payment
Y	Market Supplement	Determined rate - regular review
Y	Protection	12 months full pay/ 6 months half pay /no pay award
N	Compensation	
N	Arrears	
Y	First Aid	

## **GUIDANCE NOTE ON MEMBERSHIP OF THE LGPS (not part of LGPS Discretionary policy)**

**The regulations state that Active members of the LGPS are:-**

- 2.—(1) An employee of a body listed in— (a) [Chapter 1 of Part 2](#) of; (b) [Chapter 1 of Part 5](#) of; or (c) [Schedule 2](#) to the 1997 LGPS Regulations is an active member of the Scheme.
- (2) But a person is not an active member unless he is employed under a contract of employment of more than three months' duration.
- (3) An active member of the 1997 Scheme is an active member of the Scheme for as long as he continues in Local Government Pension Scheme employment.

### **MEMBERSHIP OF THE LOCAL GOVERNMENT PENSION SCHEME IS AVAILABLE TO:-**

#### ***PCC EMPLOYEES***

All Peterborough City Council employees providing their contract is for three months or more and they are aged less than 75 years. Membership of the Scheme is automatic, but employees have the right to opt out.

#### ***FIXED TERM CONTRACT EMPLOYEES WHO INITIALLY HAD A CONTRACT OF LESS THAN THREE MONTHS WHICH WAS EXTENDED TO MORE THAN 3 MONTHS***

If the contract is extended beyond three months, membership of the Local Government Pension Scheme becomes automatic, but the employee would have the right to opt out. The date of commencement in the scheme would be from the date the contract is extended. The employee would have the option of back dating their membership commencement date to the start of the contract.

#### ***CORONER***

#### ***REGISTRATION OFFICER***

### **MEMBERSHIP OF THE LOCAL GOVERNMENT PENSION SCHEME IS NOT AVAILABLE TO:**

#### ***RELIEF EMPLOYEES – NO MUTUALITY OF OBLIGATION***

There is no pension scheme available for those workers where the contract states 'no mutuality of obligation'.

#### ***MOVE FROM PERM/TEMP CONTRACT TO A RELIEF CONTRACT WITH NO MUTUALITY OF OBLIGATION***

There is no pension scheme available for those workers where the contract states 'no mutuality of obligation'. If an employee moves to a contract where there is 'no mutuality of obligation' then it will not be possible for them to continue with membership of the scheme.

#### ***FIXED TERM CONTRACT EMPLOYEES WITH CONTRACT OF LESS THAN 3 MONTHS***

There is no pension scheme available for those employees with a contract of less than three months.

#### ***OTHER STATUTORY PENSION SCHEMES***

Statute states that if a person's employment entitles him to belong to another statutory pension scheme, that employment does not entitle him to be a member of the LGPS, unless that other scheme was made under section 7 of the Superannuation Act 1972. This rule applies to:-

#### ***TEACHERS (TEACHERS PENSION SCHEME - TPS)***

It is very important to note that a change to job description may result in the need to change pension scheme and this must be taken into account when teaching jobs are changed from teachers to advisors or some other non teaching role. Such a change will necessitate a change of pension scheme.

Also, whilst on secondment to a non teaching role a teacher may retain membership of the TPS but if the post is made permanent then the teacher would need to be transferred to the LGPS.

#### ***YOUTH & COMMUNITY WORKERS (TEACHERS PENSION SCHEME)***

Organisers employed as a youth and community worker by a local education authority (for the purposes of their functions under section 15 or 508 of the 1996 Education Act) where employment as an organiser commenced before 1 January 1977.

**Generally membership of the LGPS is not governed by the terms and conditions of employment which an employee works to but by virtue of their employer, and the type of work they undertake.**

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<b>EMPLOYMENT COMMITTEE</b>	<b>AGENDA ITEM No. 5</b>
<b>30 SEPTEMBER 2010</b>	<b>PUBLIC REPORT</b>

Cabinet Member(s) responsible:	Councillor Irene Walsh, Cabinet Member for Community Cohesion, Safety and Women's Enterprise	
Contact Officer(s):	Pat Carrington, Vice Principal, City College, Peterborough Mike Kealey, Head of Human Resources	Tel: 293891 Tel: 384500

**CITY COLLEGE, PETERBOROUGH – PROPOSAL TO VARY TERMS AND CONDITIONS OF PERMANENT TUTORS AND ASSESSORS**

<b>R E C O M M E N D A T I O N S</b>	
<b>FROM :</b> David Roxburgh, Principal, City College, Peterborough & City College, Peterborough Employment Committee	<b>Deadline date :</b> N/A
1. It is recommended that Members of the Employment Committee approve the proposed changes to the terms and conditions of permanent tutors and assessors employed at Peterborough College.	

**1. ORIGIN OF REPORT**

1.1 This report is submitted to Employment Committee by the Management Team of City College on the recommendation of the Job Evaluation Team and the Association of Colleges in the Eastern Region ("ACER").

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of the report is to enable (as part of a staged process) the alignment of the terms and conditions of permanent and sessional tutors and assessors employed at City College, Peterborough.

2.2 This report is for the Committee to consider under its Terms of Reference No. 2.3.1.4 of Part 3, Delegations Section 2 – Regulatory Committee Functions.

**3. TIMESCALE**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If Yes, date for relevant Cabinet Meeting	
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**4. BACKGROUND**

4.1 City College Peterborough ("CCP") in the delivery of its education programme employs both permanent and sessional tutors and assessors.

4.2 Permanent staff is salaried and employed on a full or part-time basis with remuneration and terms and conditions of employment currently being determined with reference to those prescribed by the National Joint Council for Local Government Services ("NJC").

4.3 Sessional staff are paid hourly under a zero hours contract with remuneration and terms and conditions of employment currently being determined with reference to those prescribed by the Joint National Council for Youth and Community Workers ("JNC").

- 4.4 During the Job Evaluation process undertaken by Peterborough City Council's Job Evaluation Team it was recommended that the arrangements in relation to the tutors and assessors employed at CCP be separately reviewed with a view to aligning the remuneration and terms and conditions of permanent and sessional staff and thereby minimising any potential for disparity of treatment between the two groups.
- 4.5 In accordance with the above, the Association of Colleges in the Eastern Region (ACER) was appointed to specifically review and make recommendations on a proposal to move the permanent tutors and assessors from the NJC Scheme to the JNC Scheme.
- 4.6 ACER undertakes a large amount of work across different types of College and is widely respected within its field. It acts as an employer representative organisation and negotiates on behalf of Colleges at a national level with Trade Unions through the National Joint Forum.
- 4.7 ACER upon performing their analysis of the proposed variation concluded that the JNC Scheme would not; in these particular circumstances provide sufficient flexibility to fit the range of work and qualifications of the permanent staff. Accordingly ACER instead recommended the adoption of the Association of Colleges ("AoC") salary structure in relation to both permanent and sessional tutors and assessors.
- 4.8 On or around Nov 2009, David Roxburgh and the City College Employment Committee considered and discussed ACER's recommendations and in recognition of the potential benefits to the staff and Peterborough City Council, a decision was made to take steps towards the implementation of the AoC salary structure. At present, the terms and conditions of permanent and sessional tutors and assessors will remain the same however future consideration will be given to the merits of also aligning these.

## **5 Proposed Changes**

- 5.1 It is proposed that the remuneration packages of both permanent and sessional tutors and assessors working at CCP should be varied with both being moved to the AoC Salary Structure.
- 5.2 It is proposed that this will take place in two consecutive phases with the tutors and assessors being moved first. This is purely due to ease of access to the respective groups and minimal disruption and this group has been through the consultation process. Consultation is shortly to begin with the Unions and staff in respect of the sessional/zero hours contract.
- 5.3 The proposal uses a matrix structure that recognises the complexity of individual job roles and qualifications held. The structure has been designed to recognise and reward achievement of qualifications for each job role and will allow individuals to progress through the career structure, attached at *Appendix A*. This proposed structure delivers career development opportunities that recognises achievement of qualifications and is viewed as a positive career proposal.
- 5.4 Generic job descriptions have been created from those currently in existence which also contain an addendum which clearly sets out the specific differences associated with each tutor/assessor role, attached at *Appendix B*.
- 5.5 The role of assessor has been split into 4 bands reflecting qualifications held and for the assessor plus role it reflects the additional responsibilities undertaken.
- 5.6 The tutor roles have been separated into 5 bands reflecting progress through the national teaching qualification structure for all teachers in the Lifelong Learning sector.
- 5.7 The pay scale of an employee will be assessed based on the criteria against each job role. The criteria will be based on work-related qualifications and responsibilities for the assessor plus job role. The proposed pay scale has been discussed with ACER and compared with



other comparator Colleges. It is believed that this is therefore a fair and comparable structure.

- 5.8 The employee will normally start at the bottom of the scale and move up incrementally on an annual basis each September. The increments move up one point on the scale until the top of the band is reached.
- 5.9 The move from one band to another is based on achievement of qualifications. The change to pay will apply from the month following receipt of the official confirmation from the awarding body of qualification achievement. The individual is responsible for notifying the College of qualification achievement. The Principal has final approval on all salary changes.
- 5.10 Individuals who are within the assessor plus job role will move up to the job role from the date of appointment for additional responsibilities or when the manager applies for recognition of extra responsibilities to the Principal. The Principal must agree all changes to job grades, attached at Appendix C.
- 5.11 In phase 1, as part of the assimilation process, of the permanent tutor/assessor group (38 employees); the majority will be positively affected by this proposal. 6 of the 38 employees are adversely affected, 2 by less than £300 each due to the nearest point at which they are mapped across and 4 by higher amounts due to being paid historically at levels that are not justified by the new proposals based on their qualifications.
- 5.12 In phase 2, as part of the assimilation process, of the sessional/zero hours tutor/assessor group (approx 150 employees at any one time), the majority will be unaffected by this proposal. Approximately 50 of the 150 employees will be adversely affected by varying amounts, depending on the number of hours worked per year. The overall impact of implementing this proposal for the Sessional group will be approx £13,000 per year.

## **6. PROCESS**

- 6.1 A mapping exercise has been undertaken involving HR and the CCP Senior Management Team, to agree a view on where existing staff would sit within the career grade scheme.
- 6.2 Following the assimilation process, the effect of any increase will be immediate upon the employee's salary.
- 6.4 Where a worker has significant skills and experience but has not gained the relevant professional qualification for the respective salary level, we propose to offer 12 months and appropriate support to achieve the necessary qualification before any change to salary is implemented.
- 6.5 Where individuals' salaries have increased, the difference will be backdated to the date at which this group was removed from the JE process i.e. 1 April 2009.
- 6.6 Where individual staff salaries have reduced as part of the assimilation process we will take all reasonable steps to minimise the impact. Final details are currently in the process of being worked through.

## **7. BENEFITS**

- 7.1 Benefits for staff involved are:
- Recognition of their qualifications and the ability to move up the grades as they achieve further qualifications which are pertinent to their career and job role. It provides a real qualification-based career structure for all tutors/assessors.
  - It recognises the differences between the role of a tutor and an assessor.

- It contains both annual increments and an annual move up the scale until the top point is reached.
- Maintains a competitive salary structure which will aid towards recruitment and retention of skilled and qualified assessors and tutors. This will then ensure that the College meets its long term quality improvement targets and improves the student experience through well-motivated, skilled and qualified tutors and assessors.

## **8. CONSULTATION**

- 8.1 In respect of the permanent tutors and assessors (phase 1), the consultation process commenced on 20<sup>th</sup> January 2010 between CCP, Unison and ATL. A meeting was held with Unison, whilst ATL's preference was to communicate via email. The proposals have been supported by both Unions. For Phase 1, three meetings were arranged for staff, at different venues and at different times so that all had the opportunity to attend. Each member of staff affected by the proposal also had an individual meeting with their line manager to provide the detail for their individual circumstances. (Appendices D, E and F relate).
- 8.2 During phase 1 consultation process there were a number of comments received from employees which were considered by the Senior Management Team and HR and as appropriate, certain variations or amendments were made with the agreement of the Trade Unions and those effected which sought to address them.

## **9. ANTICIPATED OUTCOMES**

The outcome of the consideration of this report is to approve the new salary structure for tutors and assessors at CCP. This will introduce a qualification based structure that rewards qualifications and puts in place a clear career ladder providing them with greater opportunities to progress.

## **10. REASONS FOR RECOMMENDATIONS**

- 10.1 This proposal is being made in order to introduce a career graded structure which creates a fair and transparent process for remunerating staff according to their level of professional competency, qualification and responsibility. It also provides for a sense of practicality to be applied to a scheme that best reflects the roles, careers and individuality of the College.
- 10.2 The changes when fully implemented will also ensure the total alignment of salary structure and potentially terms and conditions of both permanent and sessional tutors and assessors.

## **11. ALTERNATIVE OPTIONS CONSIDERED**

Alternative options were given consideration as follows:

- i) The option of the current position within the scheme remaining the same was considered, but rejected as it would not enable any of the benefits outlined to be introduced or the salary structures of permanent and sessional staff to be aligned.
- ii) The option of transferring all staff to either the JNC as used for the part time tutors, or the NJC scheme was considered and rejected as it was insufficiently flexible and the terms and conditions were not appropriate. In particular, CCP's requirements are for year round activity as much of the provision covered by this tutor group is not limited to term time only. Also, the tutor and assessor roles run alongside each other and overlap at CCP, whereas Further Education (FE) colleges tend to have a more rigid progression route. The selected scheme better reflects the wider range of activities, both in age of learner and type of programme.

## **12. IMPLICATIONS**

- 12.1 Corporate resources - PCC HR has been involved in the process throughout. Views of the JE team have been sought, provided and where relevant included within the proposal.
- 12.2 Cross-service implications - CCP is the only employer of tutors and assessors within PCC.
- 12.3 Risk assessment - The JE Team identified the need for an alignment of the salary structures and terms and conditions of permanent and sessional tutors and assessors.
- 12.4 Consultees - Trade Unions, Staff affected by the proposals, CCP Finance Committee, CCP Employment Committee

## **15. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- *Appendix A* - CCP Tutor/Assessor Career Structure, October 2009, ACER.
- *Appendix B* - Job descriptions for Tutors and Assessors at each grade
- *Appendix C* – Flowchart for change of grade.
- *Appendix D* - Consultation Proposal - Change of Pay Structure for Tutors and Assessors dated 20.01.10
- *Appendix E* - Q&A's from Tutor/Assessor Consultation meetings, 2/3.02.10.
- *Appendix F* - PCAE change of pay structure for tutors and assessors – outcomes of consultation 24.02.10.

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**CCP CAREER STRUCTURE FOR ASSESSORS AND TUTORS**

<b>PAY SCALES</b>	<b>ASSESSOR</b>	<b>ASSESSOR PLUS ...</b>	<b>SALARY SCALE £</b>
17-19	Unqualified		19,422 – 20,604
19-21	Qualified - A1		20,604 – 21,861
21-25		<b>ONE OF THE FOLLOWING:</b>	
		IV qual and responsibilities	21,861 – 24,609
		OR business development role	
		OR tutor in subject area with PTLLS	
25-30		DTTLS qualification	24,609 – 28,539

<b>PAY SCALES</b>	<b>TUTOR ROLE</b>		
18-20	Unqualified tutor		20,004 – 21,225
20-23	PTTLS qualification		21,225 – 23,202
23-25	CTTLS qualification		23,202 – 24,609
25-30	DTTLS qualification		24,609 – 28,539
30-34	Skills For Life Additional Diploma Level 7 qualification		28,539 – 32,130

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**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**ASSESSOR Business Development**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the City Adult Learning Service and College's responsiveness in meeting the needs of businesses, adults, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a small team of dedicated hardworking and committed staff able to work flexibly within the working week and year.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

We are excited about our future and are seeking someone to share and develop our vision for adult learning.

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a demanding and challenging post playing a key part in the continuing success, development and expansion of adult learning across the City.

The successful applicant will be a dynamic individual who is learner focused with a business mind: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners, the local communities and Adult Learning Service. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A strategic forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Peterborough Adult Learning Service/Principal of CCP  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service (PALS)/City College  
Peterborough (CCP)

**DEPARTMENT:**

**Job Title:** Assessor / Business Development

**Post No:**

**Grade :**

**Responsible to:**

**Responsible for:** None

**JOB PURPOSE**

To actively develop and generate new business, source new opportunities to deliver VQs and other training opportunities in the workplace. To recruit, induct and assess candidates in the work place, providing support and encouragement to learners and expert witnesses through reviewing and assessing learners' progress against their qualification aim. To run induction, plan assessment and deliver the VQ qualifications. To deliver Information, Advice and Guidance sessions

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. To work with the team to actively promote and recruit learners onto the programme
2. To work to develop the business to meet and exceed Minimum Levels of Performance (MLP's), agreed targets for recruitment, retention and completion.
3. Carry out initial assessment of learners and design an individualised training programme to meet the needs of each learner either in the workplace or at CCP.
4. Provide an effective induction programme for new learners which meet CCP and awarding body criteria.
5. To assess learners' progress in the workplace against Qualifications standards and judge the validity of work based assessment from the expert witness in line with CCP assessment policy.
6. Review learners' progress in the workplace with the expert witness on a regular basis and implement corrective action as necessary in line with CCP procedures.
7. If appropriate, deliver the core modules of the qualification in classroom sessions, ensuring PALS quality framework is used.
8. Where appropriate embed Skills for Life in delivery of the programme.
9. Monitor Health & Safety in the workplace in accordance with Health & Safety policy and Procedures.
10. Work closely with expert witnesses in the workplace and the internal verifier to ensure that learner support and achievement is maximised.



11. Assist in the development of strategies to ensure a quality service is being provided
12. Attend regular team and standardisation meetings.
13. Maintain and process awarding body and funding body paperwork.
14. Assist in embedding the Quality Improvement Plan in the department.
15. Contribute to ensuring the College's Equality and Diversity duty is met.
16. Meet the minimum requirements of Continuing Professional Development (CPD)
17. Contribute to ensuring the safeguarding of children and adults.
18. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards.
19. Assist in maintaining a minimum Ofsted Grade 3.

### **GENERAL**

1. To ensure that the College policies with respect of Equal Opportunities are fully met.
2. To contribute to team working within the Department.
3. To promote high standards of Health, Safety and Welfare, ensuring that the College complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Departmental Administrative Officer.

### **VARIATION CLAUSE**

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In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

### **FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

Description prepared by: Date: January 2010  
(Senior Manager Curriculum/Assistant Principal)

Description authorised by: Date: January 2010  
(Head of Service/Principal)

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

PERSON SPECIFICATION

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education  
**Job Title:** Assessor / Business Development  
**Post No:**  
**Grade:**  
**Responsible to:**

**Responsible for:**  
**Completed by:**  
**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages</li> <li>• E- learning</li> </ul>
<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• Promotion of qualifications and other training opportunities for whole organisation to businesses</li> <li>• Occupational competence in the subject sector</li> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	Proven certification: <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• A1 or equivalent</li> </ul>	

<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**ASSESSOR (DTLLS Qualified)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the City Adult Learning Service and College's responsiveness in meeting the needs of businesses, adults, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a small team of dedicated hardworking and committed staff able to work flexibly within the working week and year.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

We are excited about our future and are seeking someone to share and develop our vision for adult learning.

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a demanding and challenging post playing a key part in the continuing success, development and expansion of adult learning across the City.

The successful applicant will be a dynamic individual who is learner focused with a business mind: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners, the local communities and Adult Learning Service. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A strategic forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:**

**Interviews will be held:**

David Roxburgh  
Head of Peterborough Adult Learning Service/Principal of CCP  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service (PALS)/City College  
Peterborough (CCP)

**DEPARTMENT:**

**Job Title:** Assessor / DTLLS

**Post No:**

**Grade :**

**Responsible to:**

**Responsible for:** None

**JOB PURPOSE**

To actively develop and generate new business, source new opportunities to deliver VQs and other training opportunities in the workplace. To recruit, induct and assess candidates in the work place, providing support and encouragement to learners and expert witnesses through reviewing and assessing learners' progress against their qualification aim. To run induction, plan assessment and deliver the VQ qualifications. To deliver Information, Advice and Guidance sessions

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. To work with the team to actively promote and recruit learners onto the programme
2. To work to develop the business to meet and exceed Minimum Levels of Performance (MLP's), agreed targets for recruitment, retention and completion.
3. Carry out initial assessment of learners and design an individualised training programme to meet the needs of each learner either in the workplace or at CCP.
4. Provide an effective induction programme for new learners which meet CCP and awarding body criteria.
5. To assess learners' progress in the workplace against Qualifications standards and judge the validity of work based assessment from the expert witness in line with CCP assessment policy.
6. Review learners' progress in the workplace with the expert witness on a regular basis and implement corrective action as necessary in line with CCP procedures.
7. If appropriate, deliver the core modules of the qualification in classroom sessions, ensuring PALS quality framework is used.
8. Where appropriate embed Skills for Life in delivery of the programme.
9. Monitor Health & Safety in the workplace in accordance with Health & Safety policy and Procedures.
10. Work closely with expert witnesses in the workplace and the internal verifier to ensure that learner support and achievement is maximised.

11. Assist in the development of strategies to ensure a quality service is being provided
12. Attend regular team and standardisation meetings.
13. Maintain and process awarding body and funding body paperwork.
14. Assist in embedding the Quality Improvement Plan in the department.
15. Contribute to ensuring the College's Equality and Diversity duty is met.
16. Meet the minimum requirements of Continuing Professional Development (CPD)
17. Contribute to ensuring the safeguarding of children and adults.
18. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards.
19. Assist in maintaining a minimum Ofsted Grade 3.

### **GENERAL**

1. To ensure that the College policies with respect of Equal Opportunities are fully met.
2. To contribute to team working within the Department.
3. To promote high standards of Health, Safety and Welfare, ensuring that the College complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Departmental Administrative Officer.

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**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

PERSON SPECIFICATION

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education  
**Job Title:** Assessor / DTLLS  
**Post No:**  
**Grade:**  
**Responsible to:**

**Responsible for:**  
**Completed by:**  
**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages</li> <li>• E- learning</li> </ul>
<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• Three years teaching experience</li> <li>• Occupational competence in vocational sector</li> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	Proven certification: <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• A1 or equivalent</li> <li>• DTLLS or equivalent</li> <li>• Subject specialism as required</li> </ul>	

<b>EQUALITY AND DIVERSITY</b>	Proven practice in: <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	Proven practice in: <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	



**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**ASSESSOR (Internal Verifier)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the City Adult Learning Service and College's responsiveness in meeting the needs of businesses, adults, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a small team of dedicated hardworking and committed staff able to work flexibly within the working week and year.

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**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

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**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Peterborough Adult Learning Service/Principal of CCP  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service (PALS)/City College  
Peterborough (CCP)

**DEPARTMENT:**

**Job Title:** Assessor / Internal Verifier

**Post No:**

**Grade :**

**Responsible to:**

**Responsible for:** None

**JOB PURPOSE**

To actively develop and generate new business, source new opportunities to deliver VQs and other training opportunities in the workplace. To recruit, induct and assess candidates in the work place, providing support and encouragement to learners and expert witnesses through reviewing and assessing learners' progress against their qualification aim. To run induction, plan assessment and deliver the VQ qualifications. To deliver Information, Advice and Guidance sessions

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. To work with the team to actively promote and recruit learners onto the programme
2. To work to develop the business to meet and exceed Minimum Levels of Performance (MLP's), agreed targets for recruitment, retention and completion.
3. Carry out initial assessment of learners and design an individualised training programme to meet the needs of each learner either in the workplace or at CCP.
4. Provide an effective induction programme for new learners which meet CCP and awarding body criteria.
5. To assess learners' progress in the workplace against Qualifications standards and judge the validity of work based assessment from the expert witness in line with CCP assessment policy.
6. Review learners' progress in the workplace with the expert witness on a regular basis and implement corrective action as necessary in line with CCP procedures.
7. If appropriate, deliver the core modules of the qualification in classroom sessions, ensuring PALS quality framework is used.
8. Where appropriate embed Skills for Life in delivery of the programme.
9. Internally Verify / Moderate Learners' work to awarding body standards and CCP procedures ensuring accurate documentation is kept.
10. Register and certificate learners as required.
11. Monitor Health & Safety in the workplace in accordance with Health & Safety policy and Procedures.

12. Work closely with expert witnesses in the workplace and the internal verifier to ensure that learner support and achievement is maximised.
13. Assist in the development of strategies to ensure a quality service is being provided
14. Attend regular team and chair standardisation meetings and keep accurate minutes.
15. Maintain and process awarding body and funding body paperwork.
16. Assist in embedding the Quality Improvement Plan in the department.
17. Contribute to ensuring the College's Equality and Diversity duty is met.
18. Meet the minimum requirements of Continuing Professional Development (CPD)
19. Contribute to ensuring the safeguarding of children and adults.
20. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards.
21. Assist in maintaining a minimum Ofsted Grade 3.

#### **GENERAL**

1. To ensure that the College policies with respect of Equal Opportunities are fully met.
2. To contribute to team working within the Department.
3. To promote high standards of Health, Safety and Welfare, ensuring that the College complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Departmental Administrative Officer.

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Description prepared by: \_\_\_\_\_ Date: January 2010  
(Senior Manager Curriculum/Assistant Principal)

Description authorised by: \_\_\_\_\_ Date: January 2010  
(Head of Service/Principal)

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

PERSON SPECIFICATION

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Assessor / Internal Verifier

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages</li> <li>• E- learning</li> </ul>
<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• Two years assessment, one year verification and moderation experience for vocational qualifications</li> <li>• Occupational experience in the subject sector</li> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	Proven certification: <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• A1 or equivalent</li> <li>• V1 Award</li> </ul>	

<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**ASSESSOR (PTLLS)**

**OVERVIEW OF THE ROLE**

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**Closing date for receipt of applications:**

**Interviews will be held:**

David Roxburgh  
Head of Peterborough Adult Learning Service/Principal of CCP  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service (PALS)/City College  
Peterborough (CCP)

**DEPARTMENT:**

**Job Title:** Assessor (PTLLS)

**Post No:**

**Grade :**

**Responsible to:**

**Responsible for:** None

**JOB PURPOSE**

To actively develop and generate new business, source new opportunities to deliver VQs and other training opportunities in the workplace. To recruit, induct and assess candidates in the work place, providing support and encouragement to learners and expert witnesses through reviewing and assessing learners' progress against their qualification aim. To run induction, plan assessment and deliver the VQ qualifications. To deliver Information, Advice and Guidance sessions

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. To work with the team to actively promote and recruit learners onto the programme
2. To work to develop the business to meet and exceed Minimum Levels of Performance (MLP's), agreed targets for recruitment, retention and completion.
3. Carry out initial assessment of learners and design an individualised training programme to meet the needs of each learner either in the workplace or at CCP.
4. Provide an effective induction programme for new learners which meet CCP and awarding body criteria.
5. To assess learners' progress in the workplace against Qualifications standards and judge the validity of work based assessment from the expert witness in line with CCP assessment policy.
6. Review learners' progress in the workplace with the expert witness on a regular basis and implement corrective action as necessary in line with CCP procedures.
7. If appropriate, deliver the core modules of the qualification in classroom sessions, ensuring PALS quality framework is used.
8. Where appropriate embed Skills for Life in delivery of the programme.
9. Monitor Health & Safety in the workplace in accordance with Health & Safety policy and Procedures.
10. Work closely with expert witnesses in the workplace and the internal verifier to ensure that learner support and achievement is maximised.

11. Assist in the development of strategies to ensure a quality service is being provided
12. Attend regular team and standardisation meetings.
13. Maintain and process awarding body and funding body paperwork.
14. Assist in embedding the Quality Improvement Plan in the department.
15. Contribute to ensuring the College's Equality and Diversity duty is met.
16. Meet the minimum requirements of Continuing Professional Development (CPD)
17. Contribute to ensuring the safeguarding of children and adults.
18. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards.
19. Assist in maintaining a minimum Ofsted Grade 3.

### **GENERAL**

1. To ensure that the College policies with respect of Equal Opportunities are fully met.
2. To contribute to team working within the Department.
3. To promote high standards of Health, Safety and Welfare, ensuring that the College complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Departmental Administrative Officer.

### **VARIATION CLAUSE**

This is a description of the job as it is constituted at the date shown. It is the practice of this Authority periodically to examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate Manager in consultation with the post holder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

### **FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

Description prepared by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Senior Manager Curriculum/Assistant Principal)

Description authorised by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Head of Service/Principal)



**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

PERSON SPECIFICATION

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education  
**Job Title:** Assessor (PTLLS)  
**Post No:**  
**Grade:**  
**Responsible to:**

**Responsible for:**  
**Completed by:**  
**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages</li> <li>• E- learning</li> </ul>
<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• One year assessment, experience for vocational qualifications</li> <li>• Occupational experience in subject area</li> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	Proven certification: <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• A1 or equivalent</li> <li>• PTLLS or equivalent</li> </ul>	

<p><b>EQUALITY AND DIVERSITY</b></p>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<p><b>SAFEGUARDING</b></p>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<p><b>CUSTOMER CARE</b></p>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<p><b>PERSONAL CIRCUMSTANCES</b></p>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**ASSESSOR (Qualified)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the City Adult Learning Service and College's responsiveness in meeting the needs of businesses, adults, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a small team of dedicated hardworking and committed staff able to work flexibly within the working week and year.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

We are excited about our future and are seeking someone to share and develop our vision for adult learning.

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a demanding and challenging post playing a key part in the continuing success, development and expansion of adult learning across the City.

The successful applicant will be a dynamic individual who is learner focused with a business mind: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners, the local communities and Adult Learning Service. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A strategic forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:**

**Interviews will be held:**

David Roxburgh  
Head of Peterborough Adult Learning Service/Principal of CCP  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service (PALS)/City College  
Peterborough (CCP)

**DEPARTMENT:**

**Job Title:** Assessor (Qualified)

**Post No:**

**Grade :**

**Responsible to:**

**Responsible for:** None

**JOB PURPOSE**

To actively develop and generate new business, source new opportunities to deliver VQs and other training opportunities in the workplace. To recruit, induct and assess candidates in the work place, providing support and encouragement to learners and expert witnesses through reviewing and assessing learners' progress against their qualification aim. To run induction, plan assessment and deliver the VQ qualifications. To deliver Information, Advice and Guidance sessions

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. To work with the team to actively promote and recruit learners onto the programme
2. To work to develop the business to meet and exceed Minimum Levels of Performance (MLP's), agreed targets for recruitment, retention and completion.
3. Carry out initial assessment of learners and design an individualised training programme to meet the needs of each learner either in the workplace or at CCP.
4. Provide an effective induction programme for new learners which meet CCP and awarding body criteria.
5. To assess learners' progress in the workplace against Qualifications standards and judge the validity of work based assessment from the expert witness in line with CCP assessment policy.
6. Review learners' progress in the workplace with the expert witness on a regular basis and implement corrective action as necessary in line with CCP procedures.
7. If appropriate, deliver the core modules of the qualification in classroom sessions, ensuring PALS quality framework is used.
8. Where appropriate embed Skills for Life in delivery of the programme.
9. Monitor Health & Safety in the workplace in accordance with Health & Safety policy and Procedures.
10. Work closely with expert witnesses in the workplace and the internal verifier to ensure that learner support and achievement is maximised.

11. Assist in the development of strategies to ensure a quality service is being provided
12. Attend regular team and standardisation meetings.
13. Maintain and process awarding body and funding body paperwork.
14. Assist in embedding the Quality Improvement Plan in the department.
15. Contribute to ensuring the College's Equality and Diversity duty is met.
16. Meet the minimum requirements of Continuing Professional Development (CPD)
17. Contribute to ensuring the safeguarding of children and adults.
18. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards.
19. Assist in maintaining a minimum Ofsted Grade 3.

### **GENERAL**

1. To ensure that the College policies with respect of Equal Opportunities are fully met.
2. To contribute to team working within the Department.
3. To promote high standards of Health, Safety and Welfare, ensuring that the College complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Departmental Administrative Officer.

### **VARIATION CLAUSE**

This is a description of the job as it is constituted at the date shown. It is the practice of this Authority periodically to examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate Manager in consultation with the post holder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

### **FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

Description prepared by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Senior Manager Curriculum/Assistant Principal)

Description authorised by: \_\_\_\_\_ Date: \_\_\_\_\_  
(Head of Service/Principal)

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

PERSON SPECIFICATION

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education  
**Job Title:** Assessor (Qualified)  
**Post No:**  
**Grade:**  
**Responsible to:**

**Responsible for:**  
**Completed by:**  
**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages</li> <li>• E- learning</li> </ul>
<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• One year assessment, experience for vocational qualifications</li> <li>• Occupational experience in subject area</li> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	Proven certification: <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• A1 or equivalent</li> </ul>	

<b>EQUALITY AND DIVERSITY</b>	Proven practice in: <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	Proven practice in: <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**ASSESSOR (Unqualified)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the City Adult Learning Service and College's responsiveness in meeting the needs of businesses, adults, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a small team of dedicated hardworking and committed staff able to work flexibly within the working week and year.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

We are excited about our future and are seeking someone to share and develop our vision for adult learning.

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a demanding and challenging post playing a key part in the continuing success, development and expansion of adult learning across the City.

The successful applicant will be a dynamic individual who is learner focused with a business mind: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners, the local communities and Adult Learning Service. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A strategic forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Peterborough Adult Learning Service/Principal of CCP  
January 2010



**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service (PALS)/City College Peterborough (CCP)  
**DEPARTMENT:**  
**Job Title:** Assessor (Unqualified)  
**Post No:**  
**Grade:**  
**Responsible to:**  
**Responsible for:** None

**JOB PURPOSE**

To actively develop and generate new business, source new opportunities to deliver VQs and other training opportunities in the workplace. To recruit, induct and assess candidates in the work place, providing support and encouragement to learners and expert witnesses through reviewing and assessing learners' progress against their qualification aim. To run induction, plan assessment and deliver the VQ qualifications. To deliver Information, Advice and Guidance sessions

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. To work with the team to actively promote and recruit learners onto the programme
2. To work to develop the business to meet and exceed Minimum Levels of Performance (MLP's), agreed targets for recruitment, retention and completion.
3. Carry out initial assessment of learners and design an individualised training programme to meet the needs of each learner either in the workplace or at CCP.
4. Provide an effective induction programme for new learners which meet CCP and awarding body criteria.
5. To assess learners' progress in the workplace against Qualifications standards and judge the validity of work based assessment from the expert witness in line with CCP assessment policy.
6. Review learners' progress in the workplace with the expert witness on a regular basis and implement corrective action as necessary in line with CCP procedures.
7. If appropriate, deliver the core modules of the qualification in classroom sessions, ensuring PALS quality framework is used.
8. Where appropriate embed Skills for Life in delivery of the programme.
9. Monitor Health & Safety in the workplace in accordance with Health & Safety policy and Procedures.

10. Work closely with expert witnesses in the workplace and the internal verifier to ensure that learner support and achievement is maximised.
11. Assist in the development of strategies to ensure a quality service is being provided
12. Attend regular team and standardisation meetings.
13. Maintain and process awarding body and funding body paperwork.
14. Assist in embedding the Quality Improvement Plan in the department.
15. Contribute to ensuring the College's Equality and Diversity duty is met.
16. Meet the minimum requirements of Continuing Professional Development (CPD)
17. Contribute to ensuring the safeguarding of children and adults.
18. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards.
19. Assist in maintaining a minimum Ofsted Grade 3.

#### **GENERAL**

1. To ensure that the College policies with respect of Equal Opportunities are fully met.
2. To contribute to team working within the Department.
3. To promote high standards of Health, Safety and Welfare, ensuring that the College complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Departmental Administrative Officer.

#### **VARIATION CLAUSE**

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In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

#### **FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

Description prepared by: \_\_\_\_\_ Date: January 2010  
(Senior Manager Curriculum/Assistant Principal)

Description authorised by: \_\_\_\_\_ Date: January 2010  
(Head of Service/Principal)

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

PERSON SPECIFICATION

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education  
**Job Title:** Assessor (Unqualified)  
**Post No:**  
**Grade:**  
**Responsible to:**

**Responsible for:**  
**Completed by:**  
**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages</li> <li>• E- learning</li> </ul>
<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• 2 Years Occupational experience in subject sector</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	Proven certification: <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> </ul>	
<b>EQUALITY AND DIVERSITY</b>	Proven practice in: <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	

<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	Proven practice in: <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**DRAFT**

**FULL TIME TUTOR (CTLLS QUALIFIED)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

The successful applicant will be a dynamic individual who is learner focused: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education

**Job Title:** Full time tutor (CTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART  
(see attached)**

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
2. Teach a maximum of 24 hours a week, to include a minimum of one evening a week if required
3. Identify and develop creative, personalized teaching and learning resources to share across the organization
4. Maintain course documentation to a high standard to achieve all Ofsted quality standards and funding and awarding body requirements, ensuring deadlines are met
5. Assist in learner initial and diagnostic assessment , induction and advising on academic matters and progression routes
6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Attend and contribute to team and cross-College meetings and events
10. Contribute to ensuring the safeguarding of children and adults
11. Contribute to ensuring the College's Equality and Diversity duty is met
12. Provide holiday and sickness cover if required
13. Work towards own agreed professional and personal development targets
14. Meet the minimum requirements of Continuing Professional Development (CPD)
15. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards
16. Assist in maintaining a minimum Ofsted Grade 3

**GENERAL DUTIES**

1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
2. To contribute to team working across the Service
3. To promote high standards of Health, Safety and Welfare, ensuring that the Service complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Head of Service/Principal.

**VARIATION CLAUSE**

This is a description of the post as it is constituted at the date shown. It is the practice of this Service / College to periodically to examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. The appropriate Manager, in consultation with, the post holder, will conduct this procedure.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

**FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organization's other sections or departments.

**Description prepared by:**  
Senior Manager Curriculum

Date: January 2010

**Description authorized by:** David Roxburgh  
(Head of Service / Principal)

Date: January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor (CTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Teaching / training and curriculum development</li> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages e.g. Word</li> <li>• E- learning</li> </ul>



<b>EXPERIENCE</b>	<p>Proven experience in:</p> <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• Minimum of one year's teaching / training experience</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• CTLLS Qualification or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• working towards DTTLs</li> </ul>
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**DRAFT**

**FULL TIME TUTOR (DTLLS QUALIFIED)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

The successful applicant will be a dynamic individual who is learner focused: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education

**Job Title:** Full time tutor (DTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART  
(see attached)**

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
2. Teach a maximum of 24 hours a week, to include a minimum of one evening a week if required
3. Identify and develop creative, personalized teaching and learning resources to share across the organization
4. Maintain course documentation to a high standard to achieve all Ofsted quality standards and funding and awarding body requirements, ensuring deadlines are met
5. Assist in learner initial and diagnostic assessment , induction and advising on academic matters and progression routes
6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Attend and contribute to team and cross-College meetings and events
10. Contribute to ensuring the safeguarding of children and adults
11. Contribute to ensuring the College's Equality and Diversity duty is met
12. Provide holiday and sickness cover if required
13. Work towards own agreed professional and personal development targets
14. Meet the minimum requirements of Continuing Professional Development (CPD)
15. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards
16. Assist in maintaining a minimum Ofsted Grade 3

**GENERAL DUTIES**

1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
2. To contribute to team working across the Service
3. To promote high standards of Health, Safety and Welfare, ensuring that the Service complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Head of Service/Principal.

**VARIATION CLAUSE**

This is a description of the post as it is constituted at the date shown. It is the practice of this Service / College to periodically to examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. The appropriate Manager, in consultation with, the post holder, will conduct this procedure.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

**FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organization's other sections or departments.

**Description prepared by:**  
Senior Manager Curriculum

Date: January 2010

**Description authorized by:** David Roxburgh  
(Head of Service / Principal)

Date: January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor (DTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Teaching / training and curriculum development</li> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages e.g. Word</li> <li>• E- learning</li> </ul>

<b>EXPERIENCE</b>	<p>Proven experience in:</p> <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• Minimum of two years' teaching / training experience</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• DTLLS Qualification or equivalent</li> <li>• Subject specialist qualification or working towards, if appropriate to the post</li> </ul>	
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for</li> </ul>	

	<p>the performance of duties</p> <ul style="list-style-type: none"><li>• Live within easy travelling distance of the workplace</li></ul>	
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**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**DRAFT**

**FULL TIME TUTOR (LEVEL 7 SPECIALIST)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

The successful applicant will be a dynamic individual who is learner focused: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010



**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education

**Job Title:** Full time tutor (Level 7 Specialist)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART  
(see attached)**

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
2. Teach a maximum of 24 hours a week, to include a minimum of one evening a week if required
3. Identify and develop creative, personalized teaching and learning resources to share across the organization
4. Maintain course documentation to a high standard to achieve all Ofsted quality standards and funding and awarding body requirements, ensuring deadlines are met
5. Assist in learner initial and diagnostic assessment, induction and advising on academic matters and progression routes
6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Attend and contribute to team and cross-College meetings and events
10. Contribute to ensuring the safeguarding of children and adults
11. Contribute to ensuring the College's Equality and Diversity duty is met
12. Provide holiday and sickness cover if required
13. Work towards own agreed professional and personal development targets
14. Meet the minimum requirements of Continuing Professional Development (CPD)
15. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards
16. Assist in maintaining a minimum Ofsted Grade 3

**GENERAL DUTIES**

1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
2. To contribute to team working across the Service
3. To promote high standards of Health, Safety and Welfare, ensuring that the Service complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Head of Service/Principal.

**VARIATION CLAUSE**

This is a description of the post as it is constituted at the date shown. It is the practice of this Service / College to periodically to examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. The appropriate Manager, in consultation with, the post holder, will conduct this procedure.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

**FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organization's other sections or departments.

**Description prepared by:**  
Senior Manager Curriculum

Date: January 2010

**Description authorized by:** David Roxburgh  
(Head of Service / Principal)

Date: January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor (Level 7 Specialist)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Teaching / training and curriculum development</li> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages e.g. Word</li> <li>• E- learning</li> </ul>

<b>EXPERIENCE</b>	<p>Proven experience in:</p> <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• Minimum of three years' teaching / training experience</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• DTLLS Qualification or equivalent</li> <li>• Level 7 Subject specialist qualification if appropriate to the post</li> </ul>	
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> </ul>	

	<ul style="list-style-type: none"><li>• Live within easy travelling distance of the workplace</li></ul>	
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**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**DRAFT**

**FULL TIME TUTOR (PTLLS QUALIFIED)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

The successful applicant will be a dynamic individual who is learner focused: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education

**Job Title:** Full time tutor (PTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART  
(see attached)**

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
2. Teach a maximum of 24 hours a week, to include a minimum of one evening a week if required
3. Identify and develop creative, personalized teaching and learning resources to share across the organization
4. Maintain course documentation to a high standard to achieve all Ofsted quality standards and funding and awarding body requirements, ensuring deadlines are met
5. Assist in learner initial and diagnostic assessment , induction and advising on academic matters and progression routes
6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Attend and contribute to team and cross-College meetings and events
10. Contribute to ensuring the safeguarding of children and adults
11. Contribute to ensuring the College's Equality and Diversity duty is met
12. Provide holiday and sickness cover if required
13. Work towards own agreed professional and personal development targets
14. Meet the minimum requirements of Continuing Professional Development (CPD)
15. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards
16. Assist in maintaining a minimum Ofsted Grade 3

**GENERAL DUTIES**

1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
2. To contribute to team working across the Service
3. To promote high standards of Health, Safety and Welfare, ensuring that the Service complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Head of Service/Principal.

**VARIATION CLAUSE**

This is a description of the post as it is constituted at the date shown. It is the practice of this Service / College to periodically to examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. The appropriate Manager, in consultation with, the post holder, will conduct this procedure.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to your job description following consultation.

**FLEXIBILITY CLAUSE**

Other duties and responsibilities expressed and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organization's other sections or departments.

**Description prepared by:**  
Senior Manager Curriculum

Date: January 2010

**Description authorized by:** David Roxburgh  
(Head of Service / Principal)

Date: January 2010



**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor (PTLLS)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Teaching / training and curriculum development</li> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages e.g. Word</li> <li>• E- learning</li> </ul>

<b>EXPERIENCE</b>	<p>Proven experience in:</p> <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• PTLLS Qualification or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• working towards CTTLS</li> </ul>
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**FULL TIME TUTOR / KEYWORKER (DTLLS QUALIFIED)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

The successful applicant will be a dynamic individual who is learner focused: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education

**Job Title:** Full time tutor / Key Worker(DTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART  
(see attached)**

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
2. Teach a maximum of 24 hours a week, to include a minimum of one evening a week if required
3. Identify and develop creative, personalized teaching and learning resources to share across the organization
4. Maintain course documentation to a high standard to achieve all Ofsted quality standards and funding and awarding body requirements, ensuring deadlines are met
5. Assist in learner initial and diagnostic assessment , induction and advising on academic matters and progression routes
6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Undertake a key Worker role as required supporting the learner through their program
10. Attend and contribute to team and cross-College meetings and events
11. Contribute to ensuring the safeguarding of children and adults
12. Contribute to ensuring the College's Equality and Diversity duty is met
13. Provide holiday and sickness cover if required
14. Work towards own agreed professional and personal development targets
15. Meet the minimum requirements of Continuing Professional Development (CPD)
15. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards
16. Assist in maintaining a minimum Ofsted Grade 3

**GENERAL DUTIES**

1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
2. To contribute to team working across the Service
3. To promote high standards of Health, Safety and Welfare, ensuring that the Service complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Head of Service/Principal.

**VARIATION CLAUSE**

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**Description prepared by:**  
Senior Manager Curriculum

Date: January 2010

**Description authorized by:** David Roxburgh  
(Head of Service / Principal)

Date: January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor / Key Worker(DTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Teaching / training and curriculum development</li> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages e.g. Word</li> <li>• E- learning</li> </ul>

<b>EXPERIENCE</b>	<p>Proven experience in:</p> <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• Minimum of two years' teaching / training experience</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• DTLLS Qualification or equivalent</li> <li>• Subject specialist qualification or working towards, if appropriate to the post</li> </ul>	
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for</li> </ul>	

	<p>the performance of duties</p> <ul style="list-style-type: none"><li>• Live within easy travelling distance of the workplace</li></ul>	
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**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**FULL TIME TUTOR / KEY WORKER (PTLLS QUALIFIED)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

**ESSENTIAL PERSONAL QUALITIES OF THE POST HOLDER**

This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

The successful applicant will be a dynamic individual who is learner focused: who has an understanding of the market in which we operate and values the opportunities available through partnership working. Our colleague will be clear-sighted, able to meet challenges head-on, with the ability to identify new opportunities and to develop those opportunities, exploiting them to the best advantage for our learners. He or she will be charismatic, with an outgoing personality, and will possess the ability to interact with people at all levels. A forward thinker, with a positive "can do", "will do" approach, together with the ability to work with, and motivate others is essential.

**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education

**Job Title:** Full time tutor / Key Worker(PTLLS Qualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART  
(see attached)**

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
2. Teach a maximum of 24 hours a week, to include a minimum of one evening a week if required
3. Identify and develop creative, personalized teaching and learning resources to share across the organization
4. Maintain course documentation to a high standard to achieve all Ofsted quality standards and funding and awarding body requirements, ensuring deadlines are met
5. Assist in learner initial and diagnostic assessment , induction and advising on academic matters and progression routes
6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Undertake a key Worker role as required supporting the learner through their program
10. Attend and contribute to team and cross-College meetings and events
11. Contribute to ensuring the safeguarding of children and adults
12. Contribute to ensuring the College's Equality and Diversity duty is met
13. Provide holiday and sickness cover if required
14. Work towards own agreed professional and personal development targets
15. Meet the minimum requirements of Continuing Professional Development (CPD)
15. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards

16. Assist in maintaining a minimum Ofsted Grade 3

**GENERAL DUTIES**

1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
2. To contribute to team working across the Service
3. To promote high standards of Health, Safety and Welfare, ensuring that the Service complies with statutory requirements.
4. To undertake other reasonable duties at the request of the Head of Service/Principal.

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Senior Manager Curriculum

Date: January 2010

**Description authorized by:** David Roxburgh  
(Head of Service / Principal)

Date: January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor / Key Worker (PTLLS)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	Proven ability in: <ul style="list-style-type: none"> <li>• Teaching / training and curriculum development</li> <li>• Professional approach to work</li> <li>• Creative, innovative thought to identify and follow through opportunities</li> <li>• Excellent interpersonal skills and can relate confidently to people of all ages, gender, ethnic origins and abilities</li> <li>• Patient and calm under pressure</li> <li>• Good team member, willing to help and support colleagues and share good practice</li> <li>• Self-starter – able to problem solve in innovative ways</li> <li>• Excellent organizational skills</li> </ul>	Proven ability in: <ul style="list-style-type: none"> <li>• Able to use Microsoft Office computer packages e.g. Word</li> <li>• E- learning</li> </ul>

<b>EXPERIENCE</b>	<p>Proven experience in:</p> <ul style="list-style-type: none"> <li>• Working with the target client group</li> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• PTLLS Qualification</li> <li>• Willingness to work towards CTLLS</li> </ul>	
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
<b>CUSTOMER CARE</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• the understanding and practice of effective customer (learner and staff) care</li> </ul>	
<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

**PETERBOROUGH ADULT LEARNING SERVICE  
CITY COLLEGE PETERBOROUGH**

**FULL TIME TUTOR / KEYWORKER (UNQUALIFIED)**

**OVERVIEW OF THE ROLE**

The role is viewed as being key in enhancing the Service and College's responsiveness in meeting the needs of the adults, young people, communities and key partners; and in achieving our corporate targets and quality standards.

The successful candidate will join a team of dedicated hardworking and committed staff able to work flexibly within the working week.

Strong inter-personal skills are required for this post as the College and Service continues to expand quality provision and meet targets. The ability to work as part of a team and to be self-motivating is essential.

**We are excited about our future and are seeking someone to share and develop our vision for adult learning.**

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This is a challenging post playing a key part in the continuing success, development and expansion of our provision for the City.

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**Closing date for receipt of applications:  
Interviews will be held:**

David Roxburgh  
Head of Service /Principal  
January 2010

**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**JOB DESCRIPTION**

**LEA Division:** Peterborough Adult Learning Service/ Peterborough College of Adult Education  
**Job Title:** Full time tutor / Key Worker(Unqualified)  
**Post No:**  
**Grade:**

**Responsible to:**

**Responsible for:**

**ORGANISATION CHART**  
(see attached)

**JOB PURPOSE**

To take a creative lead in the planning, delivery and quality improvement of the department to meet all funding and awarding body targets and requirements and Ofsted targets and Quality Standards to maintain a minimum Grade 3 at Inspection.

**PRINCIPAL DUTIES AND RESPONSIBILITIES**

1. Provide high quality learning / training programmes to meet Ofsted quality standards
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6. Contribute to good practice sharing including e - learning, RARPA and embedding Skills for Life
7. Assist in embedding the Quality Improvement Plan in the department
8. Contribute to curriculum development to meet funding / awarding body and Ofsted targets and standards
9. Undertake a key Worker role as required supporting the learner through their program
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11. Contribute to ensuring the safeguarding of children and adults
12. Contribute to ensuring the College's Equality and Diversity duty is met
13. Provide holiday and sickness cover if required
14. Work towards own agreed professional and personal development targets
15. Meet the minimum requirements of Continuing Professional Development (CPD)
16. Contribute to maintaining the Investors in People (IIP) and MATRIX (IAG) Standards
17. Assist in maintaining a minimum Ofsted Grade 3

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1. To ensure that the College's policies with respect of Equal Opportunities are fully met.
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**Peterborough Adult Learning Service  
CITY COLLEGE PETERBOROUGH**

**PERSON SPECIFICATION**

**LEA Division:** Peterborough Adult Learning Service / Peterborough College of Adult Education

**Job Title:** Full time tutor (Unqualified)

**Post No:**

**Grade:**

**Responsible to:**

**Responsible for:**

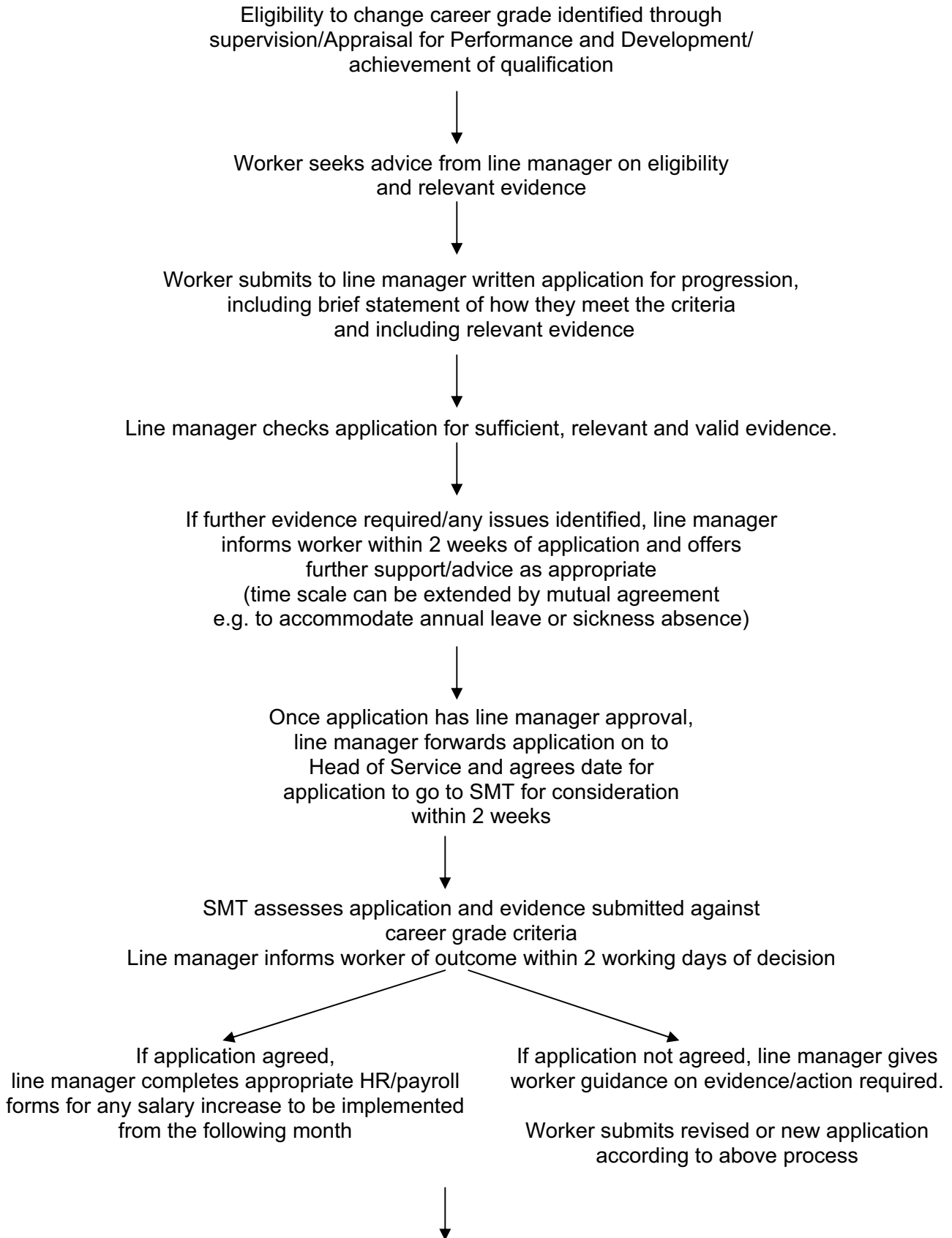
**Completed by:**

**Date:** January 2010

<b>ATTRIBUTES</b>	<b>ESSENTIAL CRITERIA</b>	<b>DESIRABLE CRITERIA</b>
<b>KNOWLEDGE</b>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Issues and developments relating to the curriculum area</li> <li>• Post-14 Learning Sector</li> </ul>	Proven knowledge of: <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework</li> </ul>
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<b>EXPERIENCE</b>	Proven experience in: <ul style="list-style-type: none"> <li>• Working with the target client group</li> </ul>	

	<ul style="list-style-type: none"> <li>• Successful record of meeting targets and deadlines</li> <li>• Successful record of working to a quality framework</li> </ul>	
<b>QUALIFICATIONS</b>	<p>Proven certification:</p> <ul style="list-style-type: none"> <li>• Minimum Level 2 Literacy and Numeracy or equivalent</li> <li>• Willingness to work towards PTLLS</li> </ul>	
<b>EQUALITY AND DIVERSITY</b>	<p>Proven practice in:</p> <ul style="list-style-type: none"> <li>• Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Candidates must demonstrate the understanding of, acceptance and commitment to the principles underlying the safeguarding of children and vulnerable adults</li> </ul>	
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<b>PERSONAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Willing to participate in training for professional development</li> <li>• Adaptable and available to work such hours as reasonably necessary for the performance of duties</li> <li>• Live within easy travelling distance of the workplace</li> </ul>	

## Process for application to change career grade



Jan '10

Any appeal regarding the outcome of the application should be made in writing to the Head of Service within 2 weeks of receipt of decision

**City College Peterborough**  
**CONSULTATION PROPOSAL**  
**CHANGE OF PAY STRUCTURE FOR TUTORS & ASSESSORS**

**20 January 2010**

**Paper presented by David Roxburgh**  
HR Support – Mandy Pullen

**Introduction**

The aim of this document is to explain City College Peterborough's (CCP) proposal for changing the pay structure for permanent salaried tutor/assessor staff to that of the Association of Colleges (AoC). The aim is also to consider the position in respect of the part-time tutor group. It provides a basis for the authority to consult Trade Unions and individuals on the proposal.

**Background**

During the Peterborough City Council (PCC) JE process, it was noted by the JE team that part-time sessional tutors/assessors are paid on a different basis to salaried staff; part time sessional tutors on JNC terms and conditions whilst full time salaried tutors on NJC terms and conditions. Some salaried staff have jobs whose primary focus is teaching or assessing and it was not seen as fair and equitable that staff carrying out the same type of job should be paid against a different salary structure. The JE advice concluded that, if not addressed, this discrepancy exposes the College/Council to an issue in respect of potential claims under Equal Pay and part time worker legislation.

It was therefore proposed that the full-time staff whose jobs are predominantly teaching or assessing should be removed from the JE process and reviewed separately.

With regard to the full-time tutor group, to ensure that there was an independent approach and perspective, Association of Colleges in the Eastern Region (ACER) was contracted by CCP to carry out the review and make recommendations as to how this group of tutors should be treated. ACER undertakes a large amount of work across different types of Colleges and is widely respected within its field. The employees are aware of this engagement in order to find a suitable solution.

ACER was originally asked to look at moving the full-time salaried tutors from the NJC scheme to the JNC for Youth and Community Workers scheme which covers the sessional tutors/assessors and would resolve the equal pay risk. However, it became clear that this did not provide the flexibility required to fit the range of work and qualifications in this group. ACER therefore recommended that the Association of Colleges (AoC) salary structure be used and recommendations provided to move both groups (full-time and part-time) onto this scheme.

**Proposed Changes**

The changes proposed are to move both the full-time and part-time tutor/assessor groups onto a career grade structure associated with the AoC salary structure. This is widely used in Colleges nationally and will provide a robust and transparent scheme for the two groups concerned. It is proposed that this will take place in two consecutive phases with the full time tutor group being

moved first. This is purely due to ease of access to the respective groups and minimal disruption as it is felt that it would be unreasonable to change the sessional tutors/assessors part way through an academic year.

The proposal uses a matrix structure that recognises the complexity of individual job roles and qualifications held. The structure has been designed to recognise and reward achievement of qualifications for each job role and will allow individuals to progress through the career structure. (see appendix A). This proposed structure delivers career development opportunities that recognise achievement of qualifications and is viewed as a positive career proposal.

The job roles are graded on an equal level in terms of the level of course or students as all levels are of equal value to the college. Generic job descriptions have been created from those currently in existence which also contain an addendum which clearly sets out the specific differences associated with each tutor/assessor role. (See appendix B)

The role of assessor has been split into 4 bands reflecting qualifications held and for the assessor plus role it reflects the responsibilities undertaken.

The tutor and tutor/key worker roles have been separated into 5 bands reflecting progress through the national teaching qualification structure for all teachers in the Lifelong Learning sector.

The pay scale of an employee will be assessed based on the criteria against each job role. The criteria is based on work-related qualifications and responsibilities for the assessor plus job role. The proposed pay scale has been discussed with ACER and compared with other comparator Colleges. It is believed that this is therefore a fair and comparable structure.

The employee will normally start at the bottom of the scale and move up incrementally on an annual basis. The increments are a move up one point on the scale until the top of the band is reached.

The move from one band to another is based on achievement of qualifications. The change to pay will apply from the month following receipt of the official confirmation from awarding body of qualification achievement. The individual is responsible for notifying the college of qualification achievement. The Principal has final approval on all salary changes.

Individuals who are within the assessor plus job role will move up to the job role from the date of appointment for additional responsibilities or when the manager applies for recognition of extra responsibilities to the Principal. The Principal must agree all changes to job grades. (see appendix C)

As part of the assimilation process, of the full time tutor/assessor group (35 employees), it is anticipated that the majority will be positively affected by this proposal.

### **Process**

An initial mapping exercise has been undertaken involving HR and the CCP Senior Management Team, to agree a view on where existing staff would sit within the career grade scheme.

Following the assimilation process, the effect of any increase will be immediate upon the employee's salary.

Where individual staff would lose out financially under the proposed new scheme, we will take all reasonable steps to minimise the impact.

Where a worker has significant skills and experience but has not gained the relevant professional qualification for the respective salary level, we propose to offer 12 months and appropriate support to achieve the necessary qualification before any change to salary is implemented.

Where individuals' salaries have reduced as part of the assimilation process but they are fully qualified for their proposed salary level, their current salary will be protected for the remainder of the current academic year, until 31 July 2010.

Where individuals' salaries have increased, the difference will be backdated to the beginning of the current academic year; 1 August 2009.

As part of the consultation process, staff will have access to individual 121's with their line manager to discuss their specific situation and any individual concerns, in particular, where they sit within the proposed new scheme.

It is proposed that individual grades are communicated to the employees via a variation to contract letter during a one to one meeting with their line manager.

### **Benefits**

Benefits for staff involved are:

- Recognition of their qualifications and the ability to move up the grades as they achieve further qualifications. It provides a real qualification-based career structure for all tutors/assessors.
- It recognises the differences between the role of a tutor and an assessor.
- It contains both annual increments and an annual move up the scale until the top point is reached.
- Maintains a competitive salary structure which will aid towards recruitment and retention of skilled and qualified assessors and tutors. This will then ensure that the college meets its long term quality improvement targets and improves the student's experience.
- Eliminates the risk of equal pay claims.

There will be no other changes to the employee's current terms and conditions as AOC provide a career salary structure and not specific terms and conditions.

### **Consultation Period**

This paper marks the start of a consultation process with Unions and with affected tutor groups by providing information on the rationale for the proposed change to the salary structure and seeking feedback on our proposals to implement and operate these.

The consultation period will run from 20 January 2010 when meetings take place with the Unions and will run for 30 days. During that time, I would welcome discussion with and feedback from the Unions and will engage with the staff in a number of ways:

- Staff will be invited to attend three proposed open consultation meetings which are scheduled to take place on 2<sup>nd</sup> and 3<sup>rd</sup> February.
- Staff concerned can also request an individual consultation with their line manager. They will have the right to bring along a Union representative or support to this meeting, and it would be helpful if the manager concerned was notified in advance.

- Staff can also email questions and feedback to their line manager throughout consultation period.

All feedback needs to be received from Tutor/Assessors by 19 February 2010. Our proposal, subject to consultation, would be to implement the proposals from March, although please note that this only an indicative date and is very much subject to the outcomes and feedback received during consultation and the approval of the Employment Committee.

### **Rationale For Changes**

The proposal being made is to introduce a career grade structure that creates a fair, transparent process for remunerating staff according to their level of professional competency, qualification and responsibility. It also provides for a sense of practicality and fairness to be applied to a scheme that best reflects the roles, careers and individuality of the College. In doing this it will eliminate some of the risk of equal pay claims. An element will still exist as the Terms and Conditions for sessional tutors remain different. We will look at the possibility of harmonisation separate to this process. The proposed change is based on job role identification, which will enable staff and managers to easily compare and classify each role within the organisation. The structure has been designed to recognise and reward achievement of qualifications for each job role and will allow individuals to progress through the career structure.

Ahead of consulting with the affected Tutor/Assessors, CCP wanted to discuss proposals with the Unions and include appropriate feedback into the proposals. CCP welcomes and appreciates Unions views and comments on this paper. It is intended that consultation will be entered into with all Tutor/Assessors and their comments and views will be considered and responded to during the consultation period.



**Q&A's from Tutor/Assessor Consultation meetings 2<sup>nd</sup> and 3<sup>rd</sup> February 2010**

- Q: Looking at Assessors it's clear they will be dropping down a scale in salary  
A: The PCC salary staff pay scale does not refer to the Tutor/assessor pay scales

It was explained that after this consultation, individuals will meet separately with their Line Manager's, at which point they will be able to discuss the pay scales in more detail. Line Manager's they will then feedback to the Principal. Line Manager's will have a copy of the salary scales by next week.

This session was mainly to feedback on the proposal as a whole.

- Q: Is the Cert Ed an equivalent qualification to DTLLS  
A: Yes it is

- Q: I felt slightly concerned after hearing that the E2E key workers post was disbanding, due to new funding streams. I feel that key workers have much more work to do than tutors and have larger groups of learners, which means they have less time to plan, because they have more contact time with learners  
A: The split in content of the job may need to be looked at. The new JD for Tutor/key worker allows for up to 24 hours teaching

- Q: Could I ask for clarification on the Business Development role  
A: As part of that job function you are expected to sell business opportunities for the whole organisation and not solely for a specific area e.g. just NVQ's

- Q: Overall the proposal looks well structured, but bottom line is, how well will salaries be structured  
A: The principle was to slot everyone into the appropriate category. The more detailed information will be discussed in 1:1 meetings with Line Managers

The Principal explained that the exercise was to try and put a fair process in place and incentivise tutors/assessors to a qualification-based career structure.

The Principal explained that staff taking a drop in salary will be protected for rest of academic year and staff taking a rise in salary will be backdated to the beginning of the current academic year; 1 August 2009.

- Q: Could you please clarify that the change to pay will apply from the month following receipt of the official certificate from awarding body of qualification achievement  
A: Yes – please see the flowchart in the proposal document.

- Q: I was not allowed to take the PTLLS qualification last year, however, another member of staff was and is currently doing it. Therefore, this new structure means that that member of staff will be paid more than I will even though we are doing exactly the same job  
A: This proposed structure delivers career development opportunities that recognise achievement of qualifications and is an incentive. However, we may need to look at a fairer system giving all staff equal opportunities

- Q: Will Level 7 be offered by the college  
A: This will need to be confirmed. Currently the College does not offer it, but should have a clearer picture by the time staff get to that stage

- Q: Will the College fund it and how long does the course run for  
A: We are not sure at this time whether the College will fund it, but will find out more information

- Q: I'm currently taking the DTLLS qualification, however, it started very late and I have been told that I must complete 2 terms work in 1 term, which I feel is unfair to ask. However, if I don't achieve I will miss out on a salary climb  
A: We will need to look into this further

- Q: The pay scales do not mean anything to them

- A: The Principal explained that pay scales will be discussed at 1:1 meetings with Line Managers  
The Principal added that most will benefit from the new structure
- Q: If someone isn't an assessor, only an IV, where will they fit  
A: Depends on the individuals' highest qualification, as to where you will fall into the structure
- Q: Will there be an opportunity for individuals to voice their concerns  
A: Yes, at the 1:1 with Line Managers
- Q: What happens if a JD requires up to three qualifications and some staff have all three, but some have maybe one or two  
A: They may start higher on the pay scale, within the Grade. The JE relates to the job description rather than the individual
- Q: How long will it take to find out where individuals will be on the pay scales  
A: Next week at 1:1 meetings
- Q: Will tutors/assessors, have the opportunity to gain higher qualifications than that required by their JD  
A: Yes, it is important that we have the best qualified tutors/assessors, however, there will be no guarantee to a financial reward
- Q: What happens if an individual chooses to further their qualifications than those required  
A: You will receive no financial gain. Your CPD will still be part of your progression but there will be no further pay award
- Q: If a DTLLS is the highest qualification required for your role, what happens if you want to do a Masters or a Doctorate for example  
A: There is nothing stopping you gaining further qualifications, however, we will not fund the course. We would not recognise a Doctorate as part of the pay scale.
- Q: Would there be any opportunities for teaching staff to move across into management positions  
A: Yes, this has always been a policy within the College and there is no change to that
- Q: If a tutor/assessor asked to do a qualification with a different role in mind, would they be given the opportunity to do it  
A: Yes, they could ask, however, there are many factors involved and each situation would have to be looked at individually
- Q: Other FE Colleges offer the opportunity to do a DMS, does this College  
A: No, there is no reason for us to require staff to progress this far
- Q: Have UNITE been consulted  
A: No, however, MP can speak to union representatives if required
- Q: Are the JD's based solely on qualifications.  
A: Yes, the variability of job requirements will be taken out. The fairer way seems to be that we have a commonality across everything. It also depends on what the awarding body requires you to have.
- Q: If a new starter came in with the required qualifications but no experience would they start on the same grade as someone with experience  
A: Yes, they will start at the bottom of the scale but will be on same grade
- Q: Jobs were evaluated on our current JD. It states in the proposal that it is likely that some staff will, as a result of the JE process, be on a grading higher than that currently. As a result of the evaluation has this been taken into consideration  
A: No, tutors have been taken out of the PCC pay scale structure and designed a new salary structure for going forward. Evaluations were found to be inappropriate and therefore this proposal has been put forward. Previous JE's will not be taken into account. To ensure that

there was an independent approach, ACER was contracted by PCAE to carry out the review and make recommendations as to how tutors should be treated

Q: If it is recognised that some staff are graded incorrectly, will we have an opportunity to correct it  
A: Yes, there will be the opportunity at your 1:1 with your Line Manager. This forum is just the start of the Consultation.

Q: It feels like we have already jumped over hurdles and having to jump hurdles again, in pursuing grades that reflect our JD's

A: This is not about jumping hurdles it's about recognising a career structure which can be progressed through, which hasn't been in place before. Under the previous JE, qualifications wouldn't have necessarily been recognised

Q: We were pulled out of JE for good reasons, but has it disadvantaged us because staff have already received salary upgrades and tutors haven't

A: Salary increments and cost of living has still been received, so you have not missed out

Q: I haven't been given all the relevant information to know what has been going on. I felt out on a limb because I'm not full time and haven't been informed as I should have

A: Anything you need to know can be discussed at your 1:1. This will be your opportunity to discuss individual concerns with your Line Manager. If you are not happy with the outcome you can appeal. Unfortunately the process has taken longer than envisaged.

Q: I have felt a certain 'un-rest' for some time, over the whole situation, and from an individual point of view we are still no further ahead

A: No, on an individual note you will be no further forward until your 1:1 meeting with your Line Manager

Q: The flowchart needs adding a date of indication when LM have completed the process

A: The flowchart will be an ongoing process, to be followed when you gain new qualifications

Q: Who decides on the appropriate JD for us

A: The meeting with your Line Manager will discuss what JD you fall into and any concerns will be fed back to The Principal. This will be an opportunity to raise any concerns or put forward any suggestions to the content

Q: What happens if the flowchart is followed but the individual doesn't agree with the outcome

A: Paragraph at the bottom of the page states "any appeal regarding the outcome of the application should be made in writing to the Head of Service within 2 weeks of receipt of decision"

Q: The proposal states that salaries will be backdated to August 2009, however, all along the process we were told April 2007

A: Tutors/Assessors were completely removed from the JE process and this is a completely different proposal. You have continued to receive cost of living and salary increments

Q: In DR's e-mail of 24<sup>th</sup> March 2009 it clarifies that we had been taken out of the JE process, so it would be fair to say that any increase in salary should be backdated to March 2009

A: We were certain that you did not fit in with the PE process, but at that point we weren't sure how things would move forward

Q: Why August 2009. This new process started in March 2009 and there is no clear indication why it's not being backdated to March

A: We didn't know what changes would be implemented at that point

Q: At what point did you know we were going to be taken out of the existing JE process. You have never clarified that we wouldn't be backdated to 2007 until this meeting today

A: Communication was kept to a limit due to ongoing changes in the process, recommendations were regularly being received. It was a long process and changes were continually going on

- Q: Would it be appropriate for backpay to go back to April 2007  
A: No, that date was relevant to the JE process, which you are completely separate from now
- Q: Why did it take so long to discover that JE was not appropriate  
A: It was right at the end of JE when the JE team communicated to say that there was no comparability with anyone in the PCC and also that it may have given rise to inequality between you and your part-time equivalents. It was expressed in a report that if one tutor was paid in one scheme and one in another, it would have been unfair treatment, therefore removed you from process. In time this proposal will also be used for part-time tutors
- Q: This new process started March 2009, isn't it relevant that backpay goes to March 2009 rather than August 2009  
A: We will note this suggestion in the consultation
- Q: JD for SFL tutors requires additional diploma level 7 but we were told that additional diploma was level 5 (level 7 is a Masters)  
A: We will need to clarify this.
- Q: We are rewarded by qualifications, but if we already have the qualification at Level 5 there is no further reward. After completing DTLLS Sfl tutors are expected to gain an additional specialism, 1 year course, but this is not recognised  
A: The Specialism is at Level 5 also and is required to do the role of skills for life.
- Q: It seems unfair that Sfl tutors will have to do specialism but not everybody, which is an additional year required for some but not all and will have no additional reward for it. There is no financial incentive to do it  
A: That is because they are at the same Level 5. Will look at this as a part of consultation
- Q: Were we told that CTLLS was a waste of time and wasn't a significant course, however, it is a required qualification on the JD  
A: This pay structure is for all tutors new and existing. There may be people coming in who have this qualification, which we will recognise
- Q: There is an area that we will never be able to fit into because we have not been given the opportunity to do CTLLS, and will now not gain on the pay structure. This also relates to DTLLS, are people given the opportunity  
A: Agree that you all need to have the opportunity to do the qualifications and this will need to be looked at as part of Consultation and taken to SMT
- Q: Will other qualifications be taken into account not necessarily teaching qualifications  
A: Everything will be graded on the teaching experience, industry based experience will not be taken into account
- Q: The paragraph that states " Where a worker has significant skills and experience but has not gained the relevant professional qualification for the respective salary level, we propose to offer 12 months and appropriate support to achieve the necessary qualification before any change to salary is implemented" this is unrealistic, some of these qualifications are 2 year course  
A: We will consider this
- Q: Will be given appropriate support, what does that actually mean  
A: It could mean monetary, time and availability of course
- If this is the way forward and the College implements a qualification related pay scheme, there should be an opportunity for all staff to gain the relevant qualifications
- Q: Will we start at the bottom of the pay scales  
A: The proposal is that you will be slotted into the grade as appropriate. If you are currently paid less than that grade you will start at bottom, if your current salary is in the middle you will be paid the nearest equivalent

AOC salary increase is effective in September. The increment from last year will automatically be included in your salary, the next one will be due in September 2010.

Q: If this proposal goes ahead what is the timescale

A: We hope to pay your new salaries in March pay, its cutting it fine, but that is our aim

Q: Are there any changes to our Terms and conditions

A: No, there are no changes to your pension or length of service. It is only your JD that will change

There may be changes for part-time tutors but this will be consulted at a different stage

Q: How do you decide what JD we fall under

A: Your new JD will depend on the level of job you do and qualifications you currently have. The JDs are cross college and does not reflect on the area you teach in

Q: Will SfL have extra preparation time in order to cope with ILPs

A: Every vocational subject will have to have an ILP when Foundation Learning comes in there will also be a requirement for tutorials. Full details will need to be ironed out and confirmed

Q: The JD for key worker doesn't fit with the generic tutor role of 24 hours teaching

A: The JD's are flexible to meet our needs

Q: What happens next

A: The next stage is your 1:1's with your Line Manager's, your opportunity to put forward any individual concerns

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**CITY COLLEGE PETERBOROUGH**

**CHANGE OF PAY STRUCTURE FOR TUTORS AND ASSESSORS**

**OUTCOMES OF CONSULTATION**

Consultation Process

The consultation process commenced on 20<sup>th</sup> January 2010 with a meeting with Unison. ATL was also informed and their views sought. Three meetings were arranged for staff, at different venues and at different times so that all had the opportunity to attend. Each member of staff affected by the proposals also had an individual meeting with their line manager to provide the detail for their individual circumstance.

A 'frequently asked questions' document was provided to line managers to provide information on questions that had been raised during the open consultation meetings.

Outcomes of consultation

Feedback on the overall rationale and principles of the career grade scheme was very positive. Staff agreed that a clear structure that rewards qualifications and puts in place a clear career ladder gives them better opportunities to progress. The union response was similarly enthusiastic, recognising the career development opportunities that the scheme introduces.

Several common themes emerged during the consultation period that required further review and response:

- a. The addition of a grade in the assessor structure that recognises the first year of the DTTLS course as equivalent to a CTTLS qualification
- b. The date to which the new salary levels should be backdated
- c. It was felt that, in some cases, some specialist subject knowledge was not fully reflected in the salary structure.
- d. A concern that experience and ability should be reflected in the grading and rewards.
- e. If a new tutor or assessor was recruited, might they be on the same or higher scale as an existing member of staff?

In discussion with HR, the following amendments to the scheme have been made:

- a. For assessors who are already within the scale 21-25 range, they would increase their scale by 1 point when they satisfactorily complete the first year of the DTTLS qualification, which is equivalent to CTTLS.

- b. A revised date for backdating is proposed. This should be the date at which this group was removed from the JE process: 1 April 2009.

It was felt that the following points did not require any amendments to be made to the scheme:

- c. No alterations have been made to reflect specialist subject knowledge in the varying roles within the overall tutor or assessor job descriptions as these form part of the person specification for each individual role.
- d. This is a City Council salary scheme that pays a rate for the job and the relevant qualifications. It is not a performance related pay scheme.
- e. Normally a new starter would start on the bottom point within the appropriate scale, but there is the possibility that a new starter could be brought in at a higher point if market conditions require it. The top point of the scale is the same for everyone on that scale.

A number of further points were raised by individuals regarding their particular circumstances and responses to these points have been provided to their line managers for individual feedback discussions. In a small number of instances, information provided to individuals based on their recorded qualifications was found to be incorrect and these have now been corrected and the individuals informed.

#### Next steps

Inform the Unions and staff of the outcomes of consultation by 18<sup>th</sup> March 2010.  
Gain agreement to the proposals at the Employment Committee meeting on 18<sup>th</sup> March 2010.

Implement the scheme for staff from March 2010 backdated to 1 April 2009.