**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL**

**JOB PROFILE**

|  |  |
| --- | --- |
| **DEPARTMENT: Children’s Services** | **SERVICE GROUP: Education, Employment & Skills** |
| **POST TITLE:** **English Language Service Assessor**  | **REPORTS TO:** **English Language Service & Partnerships Manager** |
| **GRADE: SO1** | **SAP POSITION NUMBER: 50222386** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. Please see the separate guidance information on how to complete the form located on Bradnet.

|  |
| --- |
| **Key Purpose of Post:**  |
| Support the English Language Service & Partnerships Manager to develop appropriate provision and fill gaps, whilst meeting the goals and outcomes of SkillsHouse strategic business plan;To actively take part in community engagement activity and employer engagement on behalf of the Council and work closely with SkillsHouse partners district-wide.To map, collate data and assess learners new to English and signpost on appropriate ESOL provision to increase access to mapped ESOL opportunities in the Bradford District. |
| **Main Responsibilities of Post: Max 15** |
| 1. Reporting to and to work with the English Language Service & Partnerships Manager to identify the best way to gather relevant data of ESOL learners, particularly those not currently engaged; for example, people who want to learn English, but do not know it is available; people who want to learn English but cannot access it (waiting lists/eligibility) or unwilling to access ESOL provision and identify barriers for both potential and current learners.
2. Build partnerships with providers and key stakeholders to reduce duplication, improve the progression pathways for ESOL learners, increase knowledge of funding available for ESOL, and similar activities which increase the options and quality of provision for new and existing ESOL learners.
3. Facilitate the development and agreement of a common framework to assess learner needs and English Language levels for the District. Initially assess ESOL learners against Adult ESOL Core Curriculum Standards and where appropriate, sign-post non-ESOL learners to relevant agencies/ departments, including ICT, Literacy, Information, Advice and Guidance, employment support etc. to ensure smooth referrals.
4. Work with a network of ESOL providers in the District to help place learners into existing classes, where suitable provision exists using the data collected. Undertake outreach work to offer regular registration and advice (initial assessment) to potential learners and be responsible for the placement of learners to meet the project outcomes.
5. Collect, input and share data regularly and in a timely manner via ESOL provider networks, workshops and other means, statistics on waiting lists and learners’ needs, in order to assist ESOL providers in filling gaps in provision through direct involvement in mapping of the ESOL provision in the District.
6. Support the development of marketing strategies and contribute to the planning of events to improve engagement of priority groups in mapped and coordinated ESOL provision.
7. Engage and work with SkillsHouse Employment Advisers, Locality ward officers and with ESOL providers and community groups, promoting a joint service internally and externally.
8. Develop an effective Engagement Strategy to undertake mapping of the ESOL provision by building a network of a wide range of partners that have an interest in English Language learning in the District.
9. Share good practice, promote joint CPD and contribute to providing benchmarking data and ensure the monitoring of external funding streams is in accordance with the requirements of the funding bodies.
10. Take part in quality assurance activities and self -assessment of the service; implement effective teaching and learning strategies and contribute to the preparation of reports.
11. Contribute to reports required for the project for the SkillsHouse advisory board, contractual monthly meetings; submit case studies and for other relevant areas within the Council, for example, Stronger Communities.
12. To carry out any other duties requested by the English Language Service & Partnerships Manager, relevant to this role.
 |
|  **Structure** |
| **Special Knowledge Requirement: Will be used for shortlisting.**  |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column** |
|  | **Essential** |
| Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public,(e.g. in local community venues) – where the person is able to demonstrate that they can during the interview:a) Can express themselves fluently and spontaneously, almost effortlesslyb) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language. | X |
| Knowledge and understanding of why people need to, but do not engage in ESOL language learning. | X |
| Knowledge and understanding of approaches in ESOL provision, including accreditation for a range of needs, including academic and immigration status requirements.  | X |
| Knowledge and understanding of the background and current position of ESOL strategy in England. | X |
| Knowledge and understanding of ESOL adult learning programmes, including an awareness of Skills Funding Agency Rules and Ofsted Common Inspection Framework. | X |
| Knowledge and understanding of the wider issues faced by new and emerging communities and people who use English as a second language.  | X |

|  |
| --- |
| **Relevant experience requirement: Will be used for shortlisting** |
| 2 years’ experience of assessing and providing ESOL provision in a service area relevant to the specific post. |
| Experience of gathering data and using, interpreting and analysing information for monitoring purposes. |
| Experience of assessing ESOL learners and matching with appropriate provision.  |
| Experience of supporting the progression of ESOL learners for different needs.  |
| Experience of developing the capacity for ESOL delivery, including providing training and supporting tutors and organisations. |
| Experience of quality assurance and implementation of teaching and learning in accordance with the Ofsted framework.  |
| Experience of reporting and presenting to a range of audiences. |
| Experience of partnership working with a range of stakeholders including community organisations and a range of statutory and voluntary sector services. |
| **Relevant professional qualifications requirement: Essential for shortlisting** |
| Cambridge CELTA or Trinity Certificate in TESOL  |
| **Employee competencies at manager level to be used at the interview stage.**  |
| **Carries Out Performance Management** – covers the employee’s capacity to manage their workload and carry out a number of specific tasks accurately to a high standard.  |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work. |
| **Undertakes Structured Problem Solving** **Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships.  |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.  |

|  |
| --- |
| **Management Competencies: to be used at the interview stage.**  |
| **Operates with Strategic Awareness** Our managerswork with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably. |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the District in all that they do. |
| **Delivering Successful Performance** Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes. |
| **Applying Project and Programme Management** Our managers work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. |
| **Developing High Performing People and Teams** Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. |
| **Working Conditions:**   |
| The post holder should be willing to work evenings, weekends and Bank Holidays as required by the needs of the service. Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. Must be able to travel to any location in the District. |
|  |
| **Special Conditions:**  |
| This post will require a DBS check. |
| **Compiled by:**Shazia Qureshi**Date: 07/08/2023** | **Grade Assessment Date:** | **Post Grade:** |