

## Job Role: Adult Literacies Tutor Assistant

*(Historically this role has been filled largely by volunteers and is referred to in some areas as the Volunteer Tutor; however it is important to note that any role within adult literacies can be paid or unpaid)*

### Description of role:

The Adult Literacies Tutor Assistant typically supports individuals, pairs and small groups of learners under the supervision of the Group Tutor.

### Where you would typically find this role:

Community learning	X	College	X	Prisons	X
Voluntary org	X	Workplace	X	Private training	
Other:					

### Typical competencies (knowledge and skills):

Competencies for the role of Adult Literacies Tutor Assistant can be found in a number of national occupational standards and competency frameworks<sup>1</sup>. Typically, a Tutor Assistant should be able to:

- **Support a learner and work collaboratively with a Group Tutor**
- Encourage learners to think critically about what they are learning
- Build a learner's confidence in his or her capacity to achieve his or her own goals
- Contribute to a positive learning environment
- Complete and maintain paperwork as appropriate

### Typical Attributes:

- Good communicator
- Resourceful
- Patient
- Approachable
- Open to taking direction

### Typical work tasks:

- Supporting learners to complete tasks
- Checking for understanding and answering any questions
- Creating a welcoming, positive atmosphere for learning
- Helping learners to maintain any paperwork related to their learning

---

<sup>1</sup> Further competencies appropriate to this role can be found in the National Occupational Standards for Learning Delivery and Learner Support

### **Typical level on the SCQF**

People performing this role usually demonstrate skills between SCQF levels 6 and 8.

### **Typical entry requirements:**

Tutor Assistants might already have experience of teaching in some context, but will need to adapt their methods and expectations to an adult literacies learning environment.

Some employers will require people to have completed (or be completing) [Professional Development Award \(PDA\): Introduction to Tutoring in Adult Literacies Learning \(ITALL\)](#) at SCQF level 6 before they begin working as a Tutor Assistant.

Others place new Tutor Assistants with experienced group tutors and ask them to undertake PDA ITALL after a period of time, once they have shown an aptitude for the role and decided it is for them.

Some providers of PDA ITALL expect candidates who complete the course to commit to a period of working as a Tutor Assistant in their organisation or an organisation they work in partnership with.

### **Typical continuing professional development opportunities:**

#### Qualifications

Tutor Assistants may wish to learn the host of teaching methods which are available in the units of the [PDA: Tutoring in Adult Literacies](#) (SCQF level 8). They might also wish to undertake qualifications that are identified in the table for specialist qualifications in this framework, including in:

- [PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings](#) (SCQF level 7)
- [Mental Health First Aid](#) (SCQF levels 5 and 6)
- [Understanding Financial Capability and Financial Capability Facilitation Skills](#) (SCQF levels 6 and 6) and
- [Teaching ESOL Literacies to Adults](#) (SCQF level 9)

The [PDA: Tutoring in Adult Literacies](#) (SCQF level 8) would be a useful qualification for those Tutor Assistants who wish to develop towards working as a Group Tutor. It is designed to provide tutors with a toolkit of teaching strategies and resources and to support them to develop their work with learners in a group context.

#### Non-accredited CPD:

Tutor Assistants may wish to participate in non-accredited local training or take advantage of events, fora or resources, including:

- Networks
- Seminars and events
- National training opportunities
- Connect Communities of Practice
- Shadowing/mentoring

### **Typical career progression opportunities:**

In Adult Literacies:

- Group Tutor role in any setting

In education more widely:

- Learning support work in a college
- Teaching in community learning and development work
- Teaching in college
- Training

In the wider lifelong learning context:

- Guidance

## Job Role: Adult Literacies Group Tutor

(Other job titles include: Tutor, Practitioner, Trainer, Lecturer, Facilitator)

### Description of role

The Adult Literacies Group Tutor typically works with adult learners who are learning in a group context, employing teaching strategies to enable learners to improve their reading, writing and numeracy capabilities. The Group Tutor typically has knowledge of local support and guidance networks that can help learners to progress in their learning or that can provide specialist support to learners who have, for example, mental health needs, money problems, or who are seeking careers advice.

### Where you would typically find this role:

Community learning	X	College	X	Prisons	X
Voluntary org	X	Workplace	X	Private training	X
Other:					

### Typical competencies (knowledge and skills)

Competencies for the role of Adult Literacies Group Tutor can be found in a number of national occupational standards and competency frameworks<sup>2</sup>. Typically, a Group Tutor should be able to:

- Plan, deliver and assess learning
- Manage learning appropriate to the different individual needs and aspirations of learners in the context of a group setting
- Identify causal factors in difficulties in acquisition of literacies capabilities, and address these factors
- Develop, prepare and manage learning materials, activities and environment
- Facilitate learning support as appropriate
- With learner involvement, develop learning plans and evaluate progress against goals
- Maintain accurate learner records for management information systems
- Know and build relationships with appropriate partner agencies to support learners
- Develop him or herself as a reflective, informed, up-to-date practitioner

### Typical Attributes

- Good communicator
- Resourceful
- Patient
- Motivational
- Approachable

---

<sup>2</sup> Further competencies appropriate to this role can be found in the National Occupational Standards for Learning Delivery, Learning and Development, and Learner Support

**Typical work tasks:**

- Using a range of teaching and learning strategies to develop learners' reading, writing and number skills and/or strategies to assist learners to overcome barriers presented by literacies difficulties
- Using a range of assessment methods to check learners' understanding
- Maintaining records of work with learners and planning next steps in learning
- Selecting materials and activities to teach a particular topic
- Planning activity to involve learners of different levels
- Referring learners to pathways that might help them with particular needs (for example: money or careers advice)
- Supervising a Tutor Assistant or Assistants in his or her groups

**Typical level on the SCQF:**

People performing this role usually demonstrate skills between SCQF levels 7 and 10.

**Typical entry requirements:**

Most employers expect Group Tutors to have experience of working with adults and/or young people in a learning context.

Many Group Tutors will have worked as Tutor Assistants, supporting learners in one-to-one, paired or small group activities, possibly on a voluntary basis.

The professional level qualification for the Group Tutor role is the Professional Graduate Diploma in Education (Adult Literacies) (**PGDE (AL) at SCQF level 10**), but employers may wish to recognise staff teaching qualifications at SCQF level 9 or above as equivalent, depending on context. The Scottish Government has communicated to the principals of Scotland's Colleges that it views the PGDE (AL) as having equivalency with the TQFE.

For those Group Tutors who are more experienced, their skills and knowledge can be recognised by undertaking the **Masters in Education: Adult Literacies Development**, where they support candidates on the PGDE (AL).

**Typical continuing professional development opportunities:**Qualifications

Group Tutors may wish to undertake qualifications that are identified in the table for specialist qualifications in the framework, including in:

- [PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings](#) (SCQF level 7)
- [Understanding Financial Capability and Financial Capability Facilitation Skills](#) (SCQF levels 6 and 6)
- [Mental Health First Aid](#) (SCQF levels 5 and 6)
- [Promoting Inclusiveness](#) (SCQF level 9)
- [Teaching ESOL Literacies to Adults](#) (SCQF level 9)
- Any of the assessor or internal verifier qualifications.

Non-accredited CPD:

Group Tutors may wish to take advantage of events, fora or resources, including:

- Networks
- Seminars and events
- Local training
- National training
- Action research
- Connect Communities of Practice

**Typical career progression opportunities:**

In Adult Literacies:

- Co-ordinator
- Strategic Manager

In education more widely:

- Teaching in college
- Teaching in community learning and development
- Training

In the wider lifelong learning context:

- Community development
- Guidance

## Job Role: Adult Literacies Co-ordinator

(Other job titles include: *Organiser or Development Worker*)

### Description of role

The Adult Literacies Co-ordinator typically works across a geographical community, a college campus, a prison or a workplace, co-ordinating literacies learning programmes. The Co-ordinator typically works with Group Tutors, Tutor Assistants and learners, and reports to the Strategic Manager.

### Where you would typically find this role:

Community learning	X	College	X	Prisons	X
Voluntary org	X	Workplace	X	Private training	X
Other:					

### Typical competencies (knowledge and skills)

Competencies for the role of Adult Literacies Co-ordinator can be found in a number of national occupational standards and competency frameworks<sup>3</sup>. Typically, a Co-ordinator should be able to:

- Co-ordinate, manage and evaluate local programmes of provision
- Work in partnership to develop sustainable relationships with relevant agencies
- Develop strategies for sourcing funding and generating income to fund provision
- Organise, supervise and support staff
- Engage learners and place them in appropriate provision
- Manage resources, including accommodation, materials and ICT, within budgets
- Organise and/or deliver initial and continuing professional development
- Manage monitoring and reporting processes in provision against targets

### Typical Attributes:

- Effective leader
- Organised
- Effective communicator
- Good partnership worker
- Adaptable/flexible

### Typical work tasks

- managing adult literacies provision in partnership with local agencies
- identifying and securing venues for sessions
- obtaining funding
- reporting on the impact of literacies provision using gathered evidence

---

<sup>3</sup> Further competencies appropriate to this role can be found in the National Occupational Standards for Learning and Development, Leadership and Management, Community Development, and the Competencies for Community Learning and Development

- managing group tutors and tutor assistants, supervising and supporting them, organising access to professional development such as local training or national events
- taking learner referrals from partner agencies or from the Big Plus helpline, interviewing the learners, assessing their needs and placing them in appropriate provision
- meeting learners during the course of their learning programmes, reviewing their progress to ensure the literacies learning is meeting their needs.

**Typical level on the SCQF:**

People performing this role usually demonstrate skills between SCQF levels 7 and 11.

**Typical entry requirements:**

Many co-ordinators have worked as Group Tutors – and indeed may still be tutoring. They may also be involved in delivering professional development to Group Tutors and Tutor Assistants. They are likely to already have teaching or tutoring qualifications, or be qualified in aspects of community learning and development.

New Co-ordinators may consider the [SVQ 4 in Learning and Development](#) (at SCQF level 9). This qualification is aimed at training co-ordinators and managers who plan, deliver and evaluate programmes and/or have some management responsibility for others.

**Typical continuing professional development opportunities:**

**Qualifications**

Co-ordinators may wish to undertake qualifications that are identified in the table for specialist qualifications in this framework, including in:

- [PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings](#) (SCQF level 7)
- [Promoting Inclusiveness](#) (SCQF level 9)
- [PDA: Developing Literacies Learning Programmes for the Workplace](#) (SCQF level 7)

**Non-accredited CPD:**

Co-ordinators may wish to take advantage of events, fora or resources, including:

- Networks
- National training
- Connect Communities of Practice

**Typical career progression opportunities:**

In Adult Literacies:

- Strategic Manager

In education more widely:

- Curriculum management in college
- Managing community learning provision