**Application Form B**

## Volunteer Link Worker /ESOL Tutor – Learner Development Team

**SECTION B APPLICATION FORM**

**Please use this framework to give us examples that demonstrate your knowledge, skills and experience relevant to this role. When you give an example of your experience, please tell us:**

1. **What did you do, where and when?**
2. **What happened as a result?**
3. **What knowledge or skills did you use or gain?**

**You can use the same example several times to demonstrate the different skills and knowledge you used.**

| **Qualifications and Experience** |
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| 1. **Level 5 Education and Training Qualification (or working towards) with ESOL** |
| 1. **At least 2 years experience delivering adult ESOL learner support, ideally in a community setting**   Tell us about any experience you have in the community, we would really like to hear about how you have supported ESOL learners to develop everyday English skills, and confidence. Give us examples of things that you have done and communities you have worked in. |
| 1. **Experience of assessing and supporting adult ESOL learners with additional needs and barriers to participating in mainstream classes.**   Tell us examples of learners you have supported, what their additional needs were and how you supported them. |
| 1. **Level 2 or 3 IAG qualification and/or Knowledge of IAG best practice and standards.** 2. **Experience of supporting progression and using IAG best practice to enable adults to achieve further learning or employment outcomes.**   It is not essential that you have the qualification, but we would like to hear about your experience, skills and knowledge about Information Advice and Guidance for adults, particularly in informal settings such as how SAVTE work. Tell us about any examples. |
| 1. **Experience of using technology to support learning activities online**   Have you used any particular devices or platforms to provide support, SAVTE use Zoom and Google Meet, Google Chat and WhatsApp. Tell us about what technology you have used and how you have used it to support learning either formally or informally. |
| 1. **Experience of working with and supporting volunteers**   Have you ever worked alongside a volunteer or with a group of volunteers? How did you support them with their volunteering role? |
| 1. **Experience of training delivery online and face to face including to volunteers.**   Tell us about any training courses you have delivered - did you plan and deliver, did you create resources? |
| 1. **Monitoring and evaluation, collecting and maintaining records producing reports to evidence outcomes.**   Many of our funders want us to show evidence of what we do - this includes keeping records of learners and volunteers, recording information about what they do and the results, so that we can report to funders and other partners. Tell us about any experience you have in keeping records, making reports. What systems do you use? |
| Is there any other experience you think would be relevant to this job that you would like to tell us about? |
| **Knowledge** |
| 1. **Aspiration, skills and needs of people whose first language is not English**   Tell us, what you think they are, and how you know this. |
| 1. **Learner-centred development methods and resources for one to one teaching in the home, informal groups and online.**   What is your understanding of a ‘learner-centred approach to teaching? |
| **Skills and Ability** |
| 1. **Planning and delivering a learner-centred ESOL programme including developing and producing teaching resources. (Learner- centred approach)**   Tell us about an example of something you have planned and delivered in the past. (You can attach an example if you wish) |
| 1. **Assessment of Learners English levels and learning needs to inform appropriate inputs and measure impact.**   Can you give an example of how you have used a learner-centred approach to assess a learner’s starting points and needs? |
| 1. **Use a reflective approach to review work and adapt accordingly.**   How do you think about what you have done, whether you could change this and improve it next time? can you tell us about a time when something didn't go to plan, and what you did. |
| 1. **Use IT skills – E.G. MS Office, Google Workspace and Apps.** 2. Can you give us an example of your IT skills development over the past year? |
| Are there any other skills you would like to tell us about that are relevant to this role? |
| **Personal Qualities** |
| 1. **Ability to work on own initiative to organise, plan and prioritise own work programme, including when under pressure and meeting deadlines.**   How do you approach managing your work, as you can see there are lots of different things to do in this role, how do you prioritise, how do you make sure you get everything done? |
| 1. **Good written, oral and interpersonal communication skills for working with learners (speakers of other languages), volunteers, other organisations and the public.**   Can you give an example of when you have used your interpersonal skills to make an impact, resolve a problem or motivate someone? |
| 1. **Ability to work flexibly and enthusiastically within a team and self-motivated to work on own.**   Can you tell us about how you have worked within a team? |
| 1. **Knowledge of and commitment to equity, diversity and inclusion and community development values that SAVTE promotes.**   Can you give an example of how you have ensured your past work, volunteering or other activity has been committed to equality? |
| 1. **Commitment to maintaining security – in compliance with safeguarding and GDPR requirements.**   We will train you in these areas, but can you say anything about your understanding of these. Why do you think they are important and any examples where you have had to show you follow procedures regarding safeguarding or data protection? |
| **Personal Circumstances** |
| **Flexible to work:**   * **occasional weekends and evenings (events, volunteer training, meetings)** * **from home, office or in community settings** |

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