

Examples of teaching roles and responsibilities

Roles	Responsibilities
Identifying needs	
<ul style="list-style-type: none"> • arranging for suitable initial and diagnostic assessments to take place, for example, to ascertain current skills and knowledge • attending promotional events to publicise the programme • carrying out interviews with learners • identifying any barriers or challenges to learning • identifying any particular learner, self and organisational needs • identifying learning preferences • knowing the boundaries within which to work • participating in recruitment activities 	<ul style="list-style-type: none"> • dressing appropriately • ensuring learners are on the right programme at the right level • following organisational policies and procedures • giving appropriate information, advice and guidance • helping learners arrange funding/grants • keeping records • maintaining confidentiality • referring learners to other people or agencies when necessary • undertaking a criminal records check
Planning learning	
<ul style="list-style-type: none"> • agreeing individual learning plans • contributing to curriculum design • designing a scheme of work and session plans • liaising with others • planning what will be taught and when • preparing teaching and learning resources and activities 	<ul style="list-style-type: none"> • carrying out risk assessments • collaborating with others • creating and maintaining a safe, secure, supportive and accessible learning environment • having a contingency plan • obtaining a copy of what will be taught and assessed • setting appropriate targets • writing realistic aims
Facilitating learning	
<ul style="list-style-type: none"> • carrying out relevant administrative requirements • carrying out tutorial reviews • establishing ground rules • inducting learners to the organisation and programme • maintaining a duty of care towards your learners • registering learners for qualifications and exams (or liaising with the person who will) • using icebreakers and energisers effectively • teaching in an inclusive and engaging way • using a variety of teaching and learning approaches and activities to motivate learners 	<ul style="list-style-type: none"> • acting and speaking appropriately • acting professionally and with integrity • being suitably qualified/experienced to teach your subject • communicating appropriately and effectively with learners • completing attendance records • dealing with behaviour issues as they occur • differentiating and using appropriate teaching and learning materials and approaches • engaging and encouraging learning • following relevant legislation, regulations and codes of practice • following awarding organisation and external bodies' requirements • following up absences

	<ul style="list-style-type: none"> • helping and supporting learners as appropriate • helping learners develop their English, maths and digital skills • incorporating technology during sessions • keeping records of what has been taught and to whom • keeping up to date with developments relating to your subject • maintaining a professional working relationship with learners • monitoring attendance and punctuality • motivating, engaging and inspiring learners • not forcing your own attitudes, values and beliefs upon your learners • promoting appropriate behaviour and respect for others • preparing and tidying the area before and after each session • using appropriate equipment and resources
Assessing learning	
<ul style="list-style-type: none"> • assessing progress and achievement • ensuring decisions are valid, reliable, fair and ethical • interpreting the assessment requirements correctly • keeping records of individual achievements • preparing realistic formative and summative assessment materials • standardising decisions with others 	<ul style="list-style-type: none"> • assessing work within an agreed time period • checking for plagiarism if applicable • following awarding organisation and external bodies' requirements • giving feedback to learners • informing learners of their right to appeal • maintaining confidentiality • using appropriate equipment and resources • using a variety of assessment types methods
Evaluating learning	
<ul style="list-style-type: none"> • attending meetings • evaluating how well the programme was planned and delivered • improving the teaching and learning process • liaising with others e.g. internal/external quality assurers and inspectors • partaking in organisational quality assurance processes • standardising practice with others 	<ul style="list-style-type: none"> • encouraging learner development and progression • evaluating each session you taught, along with the teaching and learning approaches and materials used • helping learners achieve their full potential • maintaining own professional development and subject skills and knowledge • obtaining ongoing feedback from learners and others