

**SUPPORT STAFF**  
**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Occasional Tutor
<b>CONTRACTED HOURS</b>	Casual Term time, hour sessions start at 3:15, 4:30 or 5:30pm School holiday, sessions start at various time from 10:00am to 2:00pm
<b>LOCATION</b>	Thomas Gainsborough School
<b>GRADE / SCALE POINT – SALARY</b>	Grade 4 (above the bar) / Grade 5 (below the bar), dependent on qualifications and experience
<b>REPORTING TO</b>	Curriculum Leaders

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

**JOB PURPOSE**

Disruption in education due to the Covid-19 pandemic has led to disrupted education for many students, including those who are considered disadvantaged. The role is key to supporting identified students in making better progress in key subjects.

Working with small groups or individuals, you will assist learning recovery through the delivery of support sessions that are signposted from Heads of Department. Directed from and to subjects such as English, maths, sciences, humanities or modern foreign languages (specialism and preference to be confirmed with candidates).

**KEY TASKS & RESPONSIBILITIES**

**Supporting the student**

- Running sessions and proactively supporting directed small groups or individual students to recover and develop their understanding and learning.
- Offering high quality and individualised feedback to students during sessions
- To develop knowledge of the range of learning support needs and to develop an understanding of the specific needs of the students to be supported.
- To help the student to learn as effectively as possible both in group situations and on his/her own using a range of strategies.
- To liaise with the Head of Department, class teacher, SENCO and Deputy Headteacher about individual learning support needs.
- To support in the development of appropriate resources to support the students.

- To establish a supportive relationship with the students and their families through communication and feedback.
- To develop methods of promoting/reinforcing the student's self-esteem
- To coach and mentor the student(s)

#### **Supporting the Teacher / Learning Support Manager / Head of Department**

- To assist in the development of a suitable programme of support for target support students
- In conjunction with the Deputy Headteacher(s) to develop a system of recording the student's progress.
- To participate in the evaluation of the tutoring support programme.
- To provide regular feedback about the student.

#### **Supporting the School**

- Where appropriate, to develop a relationship to foster links between home and school.
- To liaise, advise and consult with other members of the team supporting the student when asked to do so.
- To use the school Behaviour Policy to support the learning of all students.
- To attend relevant in-service training.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/student/teacher/school work and to keep confidences appropriately.
- To run and/or support the running of co-curricular mentoring and tutoring activities.

#### **Additional Responsibilities:**

- Undertake any duties reasonably requested by the Headteacher.

#### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

#### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.

2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

**PERSON SPECIFICATION**

CRITERIA	ESSENTIAL	DESIRABLE
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>Recent experience of working in an educational setting and delivering learning to students</li> <li>Experience of developing programmes of study for young people who have experience barriers to their lives and education</li> <li>Knowledge and understanding of the multiple barriers young people face and be able to develop support mechanisms / interventions</li> <li>Robust knowledge of safeguarding, prevent and equality and diversity</li> <li>Relevant professional development</li> </ul>	
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>Able to demonstrate flexibility</li> <li>A positive outlook within a challenging environment</li> <li>Able to develop genuine, empathetic relationships with young people</li> <li>High personal standards in terms of attendance, punctuality and meeting deadlines</li> <li>High level of personal organisation skills</li> <li>Good communication skills, both written and spoken</li> <li>Solution focused disposition and a positive attitude particularly to challenge and change</li> <li>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</li> <li>Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education</li> <li>Ability and willingness to develop own understanding and capability through advice and training</li> <li>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</li> <li>Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</li> </ul>	