# JOB DESCRIPTION

Post Title: Tutor

Working hours: 37 hours per week, 8.30am – 4.25pm Monday – Friday, Term-time

Grade: Band G (Sp 19-23)

Responsible to: Headteacher

This Job Description should be read in conjunction with the Professional Standards for Teachers and Trainers detailed at the end of this document. These standards set out clear expectations of effective practice in Education and Training relevant to this post.

## Main Purpose

To lead on the preparation and delivery of learning activities as directed by teaching staff. Assess, record and report on pupil’s achievement, progress and development to meet learning needs and individual targets.

# Key Duties and Responsibilities

1. Ensure effective teaching of specific group and individuals so that teaching objectives are met.
2. Ensure clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and individual needs of students.
3. Deliver the curriculum through a range of lessons designed to stimulate and motivate students’ learning and meet individual targets / needs and be able to provide students with a positive learning environment to aid progress.
4. Lead, direct and supervise the team ensuring that learning objectives are met through effective communication and planning.
5. Work with the team to ensure that they are involved in the planning of activities and are aware of routines.
6. Assess how well learning objectives have been achieved and use this assessment for future teaching.
7. Promote high quality learning experiences with all students to maximise outcomes for all students.
8. Working with colleagues and other professionals, assess students so that Education, Health and Care Plans can be appropriately updated.
9. Where appropriate work in collaboration with colleagues or professionals to plan, update and implement behaviour management plans.
10. Liaise as required with parents/carers/families; therapists; other schools/colleges/work placements; and outside agencies as necessary and directed by school policy or the Headteacher.
11. Ensure that records are appropriately updated in relation to any medical situations and that all appropriate action is taken and the situation reported to the relevant / identified individuals.
12. Work in partnership with staff, and other professionals to ensure all students are ready to transition to the next stage of their education and/or career.
13. Attend meetings and prepare written evaluations and reports when required to do so.
14. To carry out other tasks, which may be required by Senior Management and can be reasonably considered to be compatible with the role described in this job description
15. Support for pupils
16. Assess the needs of student and use detailed knowledge and specialist skills to support students’ learning
17. Feedback to teachers, areas of development to be implemented and contribute to their development
18. Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs
19. Promote the inclusion and acceptance of all pupils both within school
20. Support students consistently whilst recognising and responding to their individual needs
21. Encourage students to interact and work collaboratively with others
22. Promote independence and employ strategies to recognise and reward achievement of self-reliance
23. Promote and safeguard the welfare of children and young people in accordance with legislation and school/college/work place policy

2. Support for the Teacher & Curriculum

1. Maintain detailed information for record keeping systems, taking in to account confidentiality and to monitor and record the development of children using agreed observations and assessment methods
2. To work with the teacher to ensure that curriculum and statutory requirements are met
3. Deliver Literacy and Numeracy as required and make effective use of the opportunities provided by other learning activities
4. Support the use of basic ICT in learning activities and develop pupils’ competence and independence in its use.
5. Select and prepare resources necessary to lead learning activities, taking into account students’ interests and individual needs
6. Support students to understand their learning and behavioural objectives and to respond appropriately
7. Support the transition process of children into / within / out of school
8. Play an active role in assessing pupils targets and progress
9. Support the Teacher in managing pupil behaviour, reporting difficulties as appropriate
10. Gather/report information from/to Parents / Carers / Families, as directed
11. Support for the School
12. To work with teachers and other staff to plan an Curriculum ensuring children reach their optimum level of achievement and attainment through a safe appropriate curriculum
13. To have an understanding of high quality safe provision and how this looks in practice and implement into everyday practice
14. To have an understanding of EHCP to ensure children achieve the required outcomes
15. Work effectively with colleagues in the implementation of agreed assessment processes
16. Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
17. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
18. Contribute to the overall ethos / aims of the school.
19. Participate in training and other learning activities and performance appraisal development as required. To actively participate in arrangements made for your own supervision and appraisal. This includes the responsibility to evaluate your own practice and engage in continuous professional development
20. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision / direction of the Teacher.
21. Deliver home education as and when required.

The duties of the post could vary from time to time as a result of new legislation, changes in technology or policy changes in which case appropriate training may be given to enable the post holder to undertake this new/varied work. It is liable to variation by management to reflect or anticipate changes required in order to meet with the evolving/devolving needs and demands of the role itself.

Health and Safety

In carrying out the tasks in this job description you have a duty (under health & safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to understand the hazards in the work place, to comply with safety rules and procedures and to ensure that nothing you do, or fail to do, puts yourself or others at risk.

Child Protection and Safeguarding

The post holder’s responsibility for promoting and safeguarding the welfare of children and young persons with whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School’s Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to the safety or welfare of children in the School s/he must report any concerns to the Designated Safeguarding Lead - Headteacher.

PERSON SPECIFICATION

Post Title: Tutor

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Essential Criteria** | **Desirable Criteria** | **How this will be assessed** |
| Qualifications | \* Level 6 qualification  **OR**  Level 5 qualification ***plus*** experience in relevant areas of work over a period of years | QTS / QTLS | **\* A**  Documentary evidence will be required |
| Hold a current, valid driving licence as this role will require you to travel to other sites and visit students – Willingness to undertake MiDAS Training |  | **A** Documentary evidence will be required |
| Experience | \* Experience of working at HLTA level | Experience of teaching Children with SEN / Disability / ASC | **\* A / I / R** |
| \* Experience of working in a school environment | Experience of working across both Primary & Secondary | **\* A / I** |
| Experience of Pastoral and Guidance Role |  | **A / I** |
| Knowledge & Skills | Sound knowledge of Child Development |  | **A / I** |
| A clear understanding of the current educational agenda |  | **A / I** |
| Ability to communicate in a variety of formats clearly and effectively, targeted appropriately to different audiences (Child, parent, professional, colleague, etc.) |  | **A / I** |
| Strategies for ensuring inclusion, diversity and access understanding of cultural diversity and equal opportunities |  | **I** |
| Ability to prepare and deliver learning activities to individuals / small groups of students with significant and complex learning needs |  | I |
| Proven ability to work sensitively and effectively with colleagues in helping them to improve their everyday classroom practice |  | **A / I / R** |
| Empathy with young people of all levels and backgrounds |  | **I / R** |
| Decision making skills including the ability to think creatively, problem solve and identify opportunities |  | **A / I / R** |
| Ability to prioritise, plan, organise, work under pressure and meet deadlines |  | **A / I / R** |
| Personal Qualities | Confidence to cope with difficult situations that may arise | Willingness to support pupils swimming | **A / I** |
| Ability to use own initiative and manage time effectively | Willingness to undertake residential visits | **A / I** |
| Experience of working within a team to deliver exacting standards |  | **A / I** |
| An understanding of and commitment to equal opportunities issues both within the workplace and the community in general. Ability to advocate in the workplace |  | **I** |
| A commitment to the provision of anti-discriminatory and anti-oppressive practice. |  | **I** |
| A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults. |  | **I / R** |
| Personal Circumstances | A Disclosure and Barring Services records check at enhanced level. |  | **CC** |
| \* Exempt from the Rehabilitation of Offenders Act, 1974. (All spent convictions to be declared.) |  | **\* A** |
| Physical requirements | No serious health problem which is likely to impact upon job performance (that is, one that cannot be accommodated by reasonable adjustments). |  | **I / R** |
| Good sickness/attendance record in current/previous employment, college or school as appropriate (not including absences resulting from disability). |  | **I / R** |
| Further Training | Desire and willingness to update and maintain skills | Evidence of further relevant training | **A / I** |

Car mileage undertaken as part of duties will be reimbursed at casual user rates

Key:

A - Application Form (\* Indicates Key shortlisting criteria) I – Interview

R – References CC - Criminal Check

This specification has been prepared in accordance with the requirements of the Council's Equal Opportunities in Employment Policy.

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.

Date: April 2022

**Professional Standards for Teachers and Trainers**

**Professional values and attributes**

* Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
* Promote and embed education for sustainable development (ESD) across learning and working practices.
* Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
* Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points.
* Value and champion diversity, equality of opportunity, inclusion and social equity.
* Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
* Engage with and promote a culture of continuous learning and quality improvement.

**Professional knowledge and understanding**

* Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
* Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
* Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
* Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
* Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

**Professional skills**

* Promote and support positive learner behaviour, attitudes and wellbeing.
* Apply motivational, coaching and skill development strategies to help learners progress and achieve.
* Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs.
* Select and use digital technologies safely and effectively to promote learning.
* Develop learners’ mathematics, English, digital and wider employability skills.
* Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
* Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
* Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.