



TRC
THOMAS ROTHERHAM COLLEGE



Inspire Learning Trust

Tutoring Manager

Closing Date: Sunday 12th April 2026 at midday

Interview Date: Wednesday 15th April 2026

Responsible to:	Assistant Principal – Behaviours & Attitudes
Responsible for:	Strategic leadership of Progress Tutors teams in the delivery of high quality, flexible and proactive services for all students Line Management of the Lead Progress Tutor and designated members of the Progress Tutor team
Salary:	Inspire Support Band H. Actual salary is on a 4-point scale between £31,784.41 to £34,304.69 per annum. (FTE is between £35,413.00 to £38,221.00)
Working hours:	37 hours per week, 195 days per annum, term-time only

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Based at Thomas Rotherham College the role will involve modelling excellent pastoral practice as the most senior person within the Progress Tutor team, alongside managing a team of Progress Tutors in the delivery of high-quality pastoral provision.

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website:
<https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website:
<https://www.inspiretrust.uk/page-template/statutory-documents/>



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Why work for us?

Accredited Living Wage
 We are committed to ensuring staff rates of pay exceed the national minimum wage.

Gym and Exercise Classes
 Gym membership and exercise classes at only £20 per academic year.

Free Parking
 Free car parking at all sites.

Specsavers Eye Care Voucher Scheme
 Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility
 Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions
 All staff employed under Inspire Learning Trust have access to Teachers or Local Government pension schemes.

Cycle to Work Scheme
 Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement
 Generous annual entitlement for all our professional support staff.

Urban Yoga
 Access free yoga classes at Oakwood High School.

Employee Referral Scheme
 You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School
 Priority placing for children of staff, subject to length of service.

Westfield Health Scheme
 Discounted rates on quality health cover, deductible through staff wages.

Onboarding for New Starters
 Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jabs
 Flu jab vouchers available on an annual basis.

Employee Assistance Programme
 24/7 confidential help covering counselling and practical and emotional help.

Ele Wellbeing Platform
 An on-demand content library with 6,500 lived experience videos, interviews, podcasts and expert-led discussions. Accessible 24/7 on all devices with the Trust wide log in details.

White House Clinic Physiotherapy
 All staff can access physiotherapy treatments (including sports massage) at Sheffield's leading physiotherapy provider, White House Clinic at a discounted rate.

We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



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Job Description and Person Specification

Main Purpose of Job

The role will involve modelling excellent pastoral practice as the most senior person within the Progress Tutor team, alongside managing a team of Progress Tutors in the delivery of high-quality pastoral provision.

The role will require you to establish a distinct team culture for both Progress Tutors and students of ambition, resilience and success and to support students who experience personal difficulties both internal and external to college, signposting them to appropriate support services.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Tutorial Lead Responsibilities	A	L	O
To plan and develop the Tutorial programme for Year 12 and Year 13, liaising with external agencies where necessary.	✓	✓	✓
To develop engaging and high-quality resources for tutorial sessions/seminars.	✓	✓	✓
To work closely with the Assistant Principal for Behaviour and Attitudes acting as Attendance Manager for the Trust, ensuring that the College's Expectation and Misconduct system is being followed accordingly.	✓	✓	✓
To act as a role model for the wider team, modelling good practice as a Progress Tutor yourself.	✓	✓	✓
Monitor, quality assure and track the interventions of Progress Tutors and their assigned students in relation to achievement, attendance, retention, progression and wellbeing.	✓	✓	✓
To play a significant role in designing and supporting the college disciplinary policy, working closely with the Assistant Principal for Behaviour and Attitudes.	✓	✓	✓
To participate appropriately in the college appraisal system, line managing relevant members of the Progress Tutor Team and being responsible for their performance.	✓	✓	✓
To liaise appropriately with parents, guardians and carers.	✓	✓	✓
To secure effective links with cross-college initiatives and work with appropriate colleagues so that these have a positive impact on support for students.	✓	✓	✓
Have strategic overview of the timely and accurate information on student welfare and benefits to students, as appropriate.	✓	✓	✓



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Provide frontline support for students raising safeguarding concerns and co-ordinating with members of the Safeguarding team to ensure appropriate support is secured in a timely manner.	✓	✓	✓
Advising the Assistant Principal – Behaviour and Attitudes – on student welfare and benefit issues and being aware of changes in guidance.	✓	✓	✓
Where necessary, attend SLT and Head of Faculty meetings and produce reports on Progress Tutor data.	✓	✓	✓
Work alongside the CIS Manager to ensure systems required for the role are effective.	✓	✓	✓
Lead, motivate and support a team of Progress Tutors in the pursuit of providing a high-quality service.	✓	✓	✓
Conduct regular 1:1 meetings and termly performance reviews in line with Trust Talent Development policies.	✓	✓	✓
Foster a positive, collaborative team culture that promotes inclusive practice and high standards of support for students.	✓	✓	✓

2. Managing Student Support for Progress Tutor Teams	A	L	O
To direct the Lead Progress Tutor, working with them to effectively coordinate the line management structure of the team so it successfully supports the work of the Progress Tutors	✓	✓	✓
To have strategic oversight of the tutorial programme to ensure that it provides students with the support that they need to maximise their chances of achieving positive outcomes and their next steps.	✓	✓	✓
To provide support to the Senior Leadership Team in promotion of cross college agendas such as Prevent, British Values and Equality and Diversity through the tutorial system.	✓	✓	✓
To undertake tutoring duties (excluding time given for remission) in line with the job description.	✓	✓	✓



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To develop and implement a challenging and engaging tutorial programme with support from the Lead Progress Tutor.	✓	✓	✓
To monitor the timely interventions of progress tutors where students are underachieving against set targets or where attendance is a concern; ensuring Formal Actions are issued and monitored in line with the college attendance policy.	✓	✓	✓
To provide support and advice in the UCAS application process, including the quality assurance of Progress Tutor references.	✓	✓	✓
To ensure that accurate records are maintained and that Progress Tutors have the tools to complete administrative tasks accurately and to deadlines.	✓	✓	✓
To play a full role in the monitoring of 'at risk' students.	✓	✓	✓
To co-ordinate and manage a programme of support/mentoring for new and existing tutors.	✓	✓	✓
To take a key role in the tutorial observation programme, promoting the sharing of good practice and taking action to resolve issues of underperformance.	✓	✓	✓
To hold regular tutor team meetings to share good practice and focus on strategies for dealing with improving student outcomes including positive destinations.	✓	✓	✓
To lead on the Self-Assessment Review and Quality Improvement Plan for the tutorial area.	✓	✓	✓

3. Generic Duties and Responsibilities

3.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

3.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

3.3 Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

3.4 Participate and contribute to Talent Development and Service Frameworks and other plans.



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3.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

3.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

3.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

3.8 Establish constructive relationships and communicate with others (inside and external to the Trust).

3.9 Organise and support school/college and Trust events as requested.

3.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

3.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Experience / Training	Essential	MoA
GCSE A*-C (or new equivalent) in Mathematics, English.	✓	AF / CQ
Educated to degree level.	✓	AF / CQ
Experience working in education, particularly within a pastoral role.	Desirable	AF / R / I / CQ
Experience line managing or supervising staff.	✓	AF / R / I
Experience maintaining accurate records, using MIS systems and meeting deadlines.	✓	AF / R / I

2. Skills and Aptitudes	Essential	MoA
Ability to motivate, guide and support a team to high performance.	✓	AF / I / R
Excellent communication skills (verbal, written and digital) with the ability to influence, challenge constructively, and collaborate effectively with different stakeholders.	✓	AF / I / R
Ability to make effective decisions using data, professional judgement and evidence.	✓	AF / I / R
Ability to support students sensitively, maintaining professional boundaries.	✓	AF / I / R
Confidence in using MIS systems, digital resources and data dashboards.	✓	AF / I / R
Ability to think strategically while also managing day-to-day operational demands.	✓	AF / I / R



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3. Knowledge & Understanding	Essential	MoA
Strong understanding of safeguarding principles and statutory guidance (e.g. KCSIE).	✓	AF / I / R
Knowledge of effective pastoral intervention strategies that improve attendance, wellbeing, retention and achievement.	✓	AF / I / R
Understanding of the needs and challenges of post-16 learners, including barriers to learning.	✓	AF / I / R
Understanding of Prevent, British Values, Equality & Diversity and their application in tutorial programmes.	✓	AF / I / R
Knowledge of confidentiality, GDPR and appropriate record keeping in educational settings.	✓	AF / I / R
4. Mandatory Requirements	Essential	MoA
4.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
4.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R
4.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R
5. Physical Requirements	Essential	MoA
5.1 Health and physical capacity for the role.	✓	AF / I / R



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5.2 A good attendance record in current employment (not including absences resulting from disability).



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6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors.



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Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with CiC Wellbeing, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***