



Post Title	English Tutor
Salary range/grade	To be discussed.
Responsible to	Senior Management Team
Type	Full time, term time only (+2)
Base	Parkview Academy – Welling
Job Purpose	
<p>The post holder will specialise in tuition of English delivered to learners with learning difficulties/disabilities in both individual and small group learning sessions.</p> <p>As a Tutor the post holder will be able to plan, deliver and assess their own teaching and learning activities with some direction and supervision from the Senior Management Team. They will work all key stages and will be able to tutor learners in accordance with the school's curriculum policy, which is mainly based around the delivery of Functional Skills.</p> <p>The post holder will also be required to assist and deliver lessons in other subjects and will be required to support the school's ethos of developing the personal and social development of the learners.</p>	
Key Tasks and Activities:	
<ol style="list-style-type: none"> 1. To plan and deliver an English curriculum to young people whom for a variety of reason struggle in mainstream school. 2. To use the school's curriculum and assessment policies to guide tutoring. 3. To assess learner's work and provide appropriate feedback. 4. To track progress of learners in relation to English. 5. To assist other lessons within the school and in alternative provision where necessary. 6. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners. 7. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. 8. To maintain appropriate course files and learner portfolios to meet the required standards. 9. Where appropriate trial new English courses and report back to the Head Teacher on their suitability. 	

10. To assist and guide Assistant Teachers, LSA's, volunteers and work experience placements who may support courses.
11. To maintain displays appropriate to the English education being delivered and update these on a regular basis.
12. Work alongside the schools' ICT technician to ensure that the ICT resources within the school are in working order and are fit for purpose to be able to support the English curriculum.
13. To develop an understanding of the special educational needs of the student/s concerned.
14. To consider the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
15. Prepare learners for exams and assist in the organisation of the exam periods.
16. To help promote independent learning.
17. To help students record work in an appropriate way.
18. To help keep the students on task and to build motivation.
19. To model good practice.
20. To help build the student/s' confidence and enhance self-esteem.

Teaching and Learning Activities:

- a. To use clearly structured teaching and learning activities, that interest and motivate pupils and advance their learning.
- b. To communicate effectively and sensitively with pupils to support their learning.
- c. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- e. To advance pupils' learning in a range of settings, including working with individuals and small groups.
- f. To be able, where relevant, to guide the work of other adults supporting teaching and learning in the learning environment.
- g. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- h. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons.
2. To select and prepare teaching resources that meet the diversity of pupils' needs and interests.
3. To plan opportunities for pupils to learn in out-of-centre contexts, in accordance with ALP school's policies and procedures.
4. To create and update a course file and learner portfolios relevant to subject criteria.

Monitoring and Assessment

1. To evaluate pupils' progress through assessment of portfolios along with a range of other assessment activities.

2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To have sufficient understanding of English to support pupils' learning, and can acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
2. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
5. To know the key factors that can affect the way pupils learn.
6. To have achieved a suitable qualification in English / literacy and mathematics/numeracy.
7. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
8. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.
2. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
3. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
4. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's duty rota as directed

Key Performance Indicators

1. Attendance and participation of target group
2. Learner(s) gaining appropriate accreditation or progress in English
3. Student and parent/carer level satisfaction.
4. Knowledge and performance in the planning, delivery and assessment of English within the school.

Expectations and Values

ALP Schools are committed to continuous progress and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the schools dress code.
3. Follow and where appropriate enact all relevant school policies and procedures.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school's policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP School's seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have a relevant English qualification (E)

- Educated to degree level (E)
- As a minimum to have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Qualified Teacher Status or Equivalent (D)
- To have or be willing to work towards a relevant teaching qualification (D)

Experience

- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of planning and delivering lessons (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

Knowledge, Skills and Abilities

- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and tutor effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to use coaching and mentoring skills with staff and pupils (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)

- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate in all areas covered in the curriculum (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to cope with difficult interpersonal behaviour and language (E)

- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)