



Post Title	SEMH Tutor
Salary range/grade	£23,063 - £26,138
Responsible to	Senior Management Team
Type	Full Time, Term time only
Base	Parkview Academy - Welling
Job Purpose	
<p>Tutor in an independent school, for up to 40 learners with special educational needs and challenging behaviour.</p> <p>To deliver lessons to small groups or on a one to one basis within a small independent school specialising in engaging young people with special educational needs and challenging behaviour. The post holder will focus on tuition of a core, vocational subject or PSD pathway with support from teachers and the Senior Management Team.</p> <p>Depending on the demand for the subject the post holder delivers, they may also engage in the role of Learning Support, mentoring one to one learners, outreach and pastoral care of learners.</p> <p>The post holder will have a key focus in the school such as the delivery of a certain subject area or the coordination of a particular group of learners.</p>	

Key Tasks and Activities:

1. To deliver elements of the foundation learning curriculum to small groups of learners or in one to ones.
2. To focus on a subject area and ensure the delivery of this subject is to a good standard across the school.
3. To plan the curriculum and daily lessons with a limited amount of guidance from the Assistant Head, Lead Teacher and Senior Leadership Team.
4. To mark learner portfolios and have them to a standard expected in the internal quality assurance process.
5. In conjunction with the Assistant Head and Lead Teacher, track learners progress
6. In conjunction with the Behaviour Specialist, implement behaviour strategies
7. To have an identified area of focus for the school as assigned by the Head Teacher
8. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and demonstrate concern for their development as learners.
9. To demonstrate and promote the positive values, attitudes and behaviour they expect from the learners with whom they work.
10. To guide and support both LSA's assigned to the post holder's class or key stage area. This may include line management.
11. To assess work in accordance with the school's Assessment and Marking Policy.
12. To build good relationships with parents and report back the learners progress.
13. At all times to be aware of and make every effort to uphold and work towards our ethos of - A-attendance, R-routine, R-respect, R-relationship, T-trust, T-teaching
14. To be aware of the needs of learners within classes, ensuring that their risk assessment and positive handling plans are adhered to.
15. To develop an understanding of the special educational needs of the learners concerned and how their needs impact upon their ability to learn.
16. To individualise learners access to the lesson and its content through appropriate lesson preparation, clarification, explanations, equipment and materials.
17. To promote independent learning.
18. To ensure learners record work in an appropriate way.
19. To develop study and organisational skills.
20. To keep the learners on task and to build motivation.
21. To model good practice.
22. To help build the learner's' confidence and enhance self-esteem

Teaching and Learning Activities:

- a. To use clearly structured learning activities, which interest and motivate learners and progress them,
- b. To communicate effectively and sensitively with learners to support their learning.
- c. To promote the inclusion of all learners in the 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 learners' learning in a range of settings, including working with individuals and small groups.
- f. 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.
- g. To prepare and enhance the physical teaching space and promote the use of resources.

Planning and Expectations

Within the guidelines set by the Senior Leadership Team and Assistant Head /Curriculum Lead.

1. To prepare learners and LSAs beforehand for a task.
2. To promote differentiated activities with identified individuals or groups.
3. To support the key stage LSA's in implementing specific teaching programmes.
4. To lead practical tasks.
5. To keep records to help evaluate learner progress including IEPs, PHP's, Risk Assessments, Well-Being Measures, P/KCP, P-Covered and CAT4 assessments etc.

Key Performance Indicators

1. learner and parent/carer level satisfaction.
2. Progress of the learner(s) you work with
3. Satisfaction of the LSA's you support
4. Willingness to learn and develop an understanding of the curriculum, learners needs, policies and teaching practice.

Expectations and Values

ALP Schools are committed to continuous learning 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 learners and staff and to meet fully the school's dress code.
3. Follow and where appropriate enact all relevant college policies, procedures and guidelines and those agreed by the Partnership.
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 comes into contact with.

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.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

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.

Equality and Diversity Statement

Parkview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- To have a relevant qualification in assisting teaching and learning, such as PTTLs, Level 3 Teaching and Learning, Teaching Assistant, working with people with challenging young people (Elklan) or Higher Level Teaching Assistant Qualification, or other Professional qualification which relates to the post. (E)
- Education to a minimum A' level or its equivalent and beyond (E)
- To be qualified to college or degree level in a subject which fits into the Foundation Learning model (D)
- QTS Status or willingness to work towards this in order for personal progression within the company (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 (SEN). (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 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 (Word, Excel, Outlook and internet) (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (E)
- 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 learners and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the learners, 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 work flexibly with reference to time and location and meet deadlines (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)