

Tutor Job Description

Purpose

The School-Led Tutoring Programme is intended to help close the education gap which widened as a result of COVID-19. We know that disadvantaged and vulnerable pupils faced more barriers and tutors will deliver small group tuition, mainly to KS3 pupils in Maths, English and potentially phonics. Tutors will deliver 15-hour blocks of tuition. The tuition will take place during and after the school day.

Key Tasks to include:

- Manage and deliver individual/small group tuition planned independently or with the teacher.
- Foster positive, professional relationships with pupils.
- Work with the teachers to identify learning gaps in selected pupils, developing and delivering appropriate strategies to close these gaps.
- Deliver high quality support and intervention that will promote pupil wellbeing, confidence and progress, encouraging and enabling pupils to develop self-reliance and improve levels of self-esteem.
- Engage in regular interaction with other members of staff to ensure that tutor sessions address education gaps and provide support in areas that pupils are struggling with.
- Deliver tutoring sessions that focus on a specific subtopic or skill within an academic subject where it is found that this approach will be particularly beneficial to pupils.
- Monitor tutoring programmes to ensure they are explicitly linked to classroom teaching and pupil's specific needs.
- Deliver high quality and individualised feedback for pupils as this is essential to a pupil's progress, regularly assessing and monitoring to ensure pupils remain on track, identifying appropriate areas of focus.
- Prepare differentiated resources for small groups.
- Assist in preparing and maintaining the learning environment, effectively utilising ICT.
- Encourage positive pupil behaviour and adhere to agreed behaviour management policies.
- Attend relevant school meetings, commensurate with hours worked.
- Perform other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility

General

This job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of the Headteacher appropriate to the remit.

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore it is the post holder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.

The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Act, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.

The Trust is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.



Ethical Leadership Qualities

Competencies and Behaviours

Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.