**JOB DESCRIPTION**

**POST: SMALL GROUP TUTOR**

**SUBJECT:** As agreed with the senior leader co-ordinating tutoring.

 **Subjects and year groups prioritised for tutoring are:**

* + - * + **Year 1-6 English or Maths**
				+ **Years 7-11 English, Maths, Science**
				+ **Years 12-13 English, Maths, Biology ,Chemistry, History and other A levels**

**GRADE:** £35 per hour of tutoring

**RESPONSIBLE TO:** Principal, or under the day-to-day management and leadership of another

Leader, as directed by the Principal

**WORKING PATTERN:** This will be based on the number of sessions the tutor has agreed to work with the Principal.

**KEY RELATIONSHIPS:** Academy Leadership Team; relevant teaching and support staff; parents; local community; other Oasis Academies

**LOCATION:** In the academy where the students are based

**DISCLOSURE LEVEL**: Enhanced DBS

**JOB PURPOSE:** To deliver high quality tutoring provision and support and accelerate the progress of students. Effective teaching and learning skills alongside curriculum knowledge will be vital.

**RESPONSIBILITIES:**

1. **Teaching and learning**
* Plan and deliver or make use of data from diagnostic assessments in the curriculum area to determine areas of focus for individual pupils.
* Plan work in accordance with the intended learning and curriculum area so that it addresses the personalised learning needs of every student being tutored
* Ensure that teaching and learning strategies match the expectations of the academy and Trust and Curriculum Statement of Intent
* Liaise with relevant colleagues on the planning of units of work as required
* Work in collaboration with associate staff attached to any teaching group
* Take account of students’ prior levels of learning and achievement and use them to set goals for future improvements
* Set work for students absent from school for health or disciplinary reasons, as agreed by the Principal
* Maintain positive relationships by adherence to the advice given to staff in the

academy Behaviour for Learning Policy

* Set high expectations for students’ behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour for Learning Policy strategies.
* Provide students with the opportunities to develop the knowledge and skills required in order to learn.
* Listen to the views of students about their preferred methods and styles of learning within the framework of the learning science used in the statement of intent.
* Enable students to use their preferred methods and styles of learning where appropriate within the framework of the learning science used in the statement of intent.
* Set appropriate and ~~demanding~~ aspirational expectations for students’ learning, motivation, and presentation of work.
1. **Assessment, recording and reporting**
* Maintain notes or simple plans of lessons undertaken and records of students’ work so that leaders can track the impact of tutoring
* Monitor student return work, providing constructive oral feedback and clear targets for future learning as appropriate.
* Share student progress with leaders and teachers as requested by the Principal
* Keep parents informed about the progress of their child as agreed with the Principal.
* Be familiar with the code of practice for identification and assessment for Special Educational Needs
1. **Care and guidance**
* Monitor the progress of individuals students in the tutoring programme and raise any concerns with the correct academy staff in a timely manner.
* Promote good attendance and monitor in accordance with the Academy’s attendance policy.
1. **Professional standards**
* Support the ethos, vision, principles and values of the Academy
* Treat colleagues, students and all members of the community, with respect and consideration
* Treat all students fairly, consistently and without prejudice
* Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
* Support the aims and ethos of the Academy by upholding the code of conduct, uniform rules, etc
* Take responsibility for own professional development
* Reflect on own practice as well as the practices of the Academy with the aim of improving all that we do and achieving excellence
* Read and adhere to the various policies of the Academy – as highlighted by the Principal
* Be proactive and take responsibility for matters relating to health and safety
1. **Knowledge and understanding**
* A clear and well thought out understanding of current educational ~~issues~~ debates, barriers, theory and practice
* Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements
* Have a secure knowledge and understanding of their tutoring subject(s) and age range with a deep level of subject knowledge.
* Have a strong understanding of progression in their tutoring subject(s) and age range.
* Cope securely with subject-related questions which students raise and know about students’ common misconceptions and mistakes as related to their specialised subject.
1. **Planning and setting expectations**
* Identify clear teaching and learning objectives, content, tutoring lesson structure and sequences appropriate to the subject matter and the subject being taught.
* Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment.
1. **Teaching and managing students’ learning**
* Ensure effective teaching of groups and individuals so that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.
* Use teaching methods which keep students engaged and keep attention focussed on the content, including stimulating students’ intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
* Set high expectation for students’ behaviour establishing a good standard of discipline through well focused teaching and through positive and productive relationships.
1. **Assessment and evaluation**
* Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
* Monitor students’ work (and any homework set) providing constructive feedback.
1. **Student achievement**
* Secure progress towards identified learning goals.
1. **Relationships with parents and the wider community**
* Know how to prepare and present informative to parents.
1. **Managing own performance and professional development**
* Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach.
* Understand the professional responsibilities in relation the Academy policies and practices.
* Set a good example to the students in their presentation and in their personal conduct.
* Evaluate their own teaching critically and use this to improve their effectiveness.
1. **Managing and developing staff and other adults**
* Establish effective working relationships with professional colleagues including, where applicable, associate staff and colleagues from the Oasis Learning Community Family.
1. **Managing resources**
* Select and make good use of resources.
1. **Safeguarding Children**
* Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and have a thorough knowledge of and follow the procedures within the academy of the pupils with which they are working.

**The above responsibilities are subject to the general duties and responsibilities**

**contained in the Statement of Conditions of Employment.**