**GOSFORD HILL SCHOOL**

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Post Title:** | Professional Tutor |
| **Accountable to:** | Assistant Headteacher (Teaching & Learning) |
| **Line Managed by:** | Assistant Headteacher (Teaching & Learning) |
| **Start Date:** | April/September 2019 |
| **Salary:** | TMS/UPS + TLR3 £1050 p.a. |

**JOB PURPOSE**

The Professional Tutor works in close partnership with the Assistant Headteacher (Teaching and Learning) to improve the quality of teaching and learning in school through taking a lead on Continuing Professional Development in school. This work includes CPD for colleagues and also as the lead for the recruitment and training of trainees and interns through OTSA, the University of Oxford Department of Education and Oxford Brookes University.

**OBJECTIVES**

To be accountable for:

* Inset and CPD for colleagues to improve the quality of teaching and learning
* Induction and development of new staff, including NQTs
* Recruitment and training of Interns on Initial Teacher Training Programmes, including the SCITT

**PRINCIPAL RESPONSIBILITY AREAS**

**The Professional Tutor**

* Take the lead on the intent, implementation and impact of CPD to improve the quality of teaching and learning across the school
* Lead on strategies to retain quality staff through providing sustainable development opportunities
* The teacher with responsibility for leading the interns’ learning in relation to whole school issues and for the overall coordination of Internship in school
* To lead the strategic development and quality assurance of Initial Teacher Training within the school including PGCE and School Direct programmes
* To communicate and lead the school part of the Internship Programme
* To quality assure the mentoring of interns

**Role of the School’s Professional Tutor**

1. Leading Communications

* Implementing school strategy and policy with regards to ITE
* Ensuring that all staff are aware of the benefits of having interns in school: subject knowledge,

mentoring experience, ongoing T&L amongst school staff, recruitment of new teachers

* First point of contact with ITE providers
* Communications between school and Department of Education – attend termly Professional Tutor meetings
* Liaison with the General Tutor allocated to the school by the Department of Education
* Communications between own school departments in relation to ITE capacity and interns
* Liaise with Heads of Year and Tutors regarding the attachment of training teachers to Tutor groups
* Communications between school staff and interns
* Introduction of school culture, systems and expectations to interns
* Participate in local networks and partnerships that develop good practice and raise standards

through sharing of ideas and expertise in ITE and the professional development of teachers.

b. Leading the PDP Programme in school

Develop a Professional Development Programme which explores at least:

* Safeguarding; Day-to-day health, safety and legal issues; Child protection
* Stereotyping, e.g.  issues of race, gender, class, ability, sexual orientation
* Transition - the student experience of moving from primary to secondary school
* Behaviour for learning
* Pupil premium including differentiation
* The most able including differentiation
* Inclusion: meeting the needs of the individual student
* Working with Teaching Assistants and other support staff
* Marking, assessment and feedback
* Working with form tutors, tutor groups and pastoral care
* The student voice
* Assessment for learning
* Using data to inform teaching and learning
* Home/school links and relationships, including consultation meetings with parents and carers
* Inter-agency liaison: working with other professionals, e.g. educational psychologists, counsellors, social workers etc.
* Professionalism and the legal and statutory duties of teachers
* 14-19 issues: beyond conventional courses and qualifications
* Job applications and interviews
* Teachers’ professional development (including mentoring, coaching, peer observation, etc.); the Standards framework; performance management
* Out of classroom and off-site learning
* Making the most of the first year of teaching
* Cross-curricular links, perspectives and possibilities.
  1. Implementing school strategy in terms of the selection, training and quality assurance of mentors
* Ensure that all mentors are aware of responsibilities of the role and in particular the requirements of the partnership programme
* Ensure the appointment of suitable mentors for each intern at the school
* **Provide training and guidance for all mentors**
* **Liaise with subject mentors regarding the progress and well-being of all training teachers**
* Ensure mentors have set up a programme for the interns that fulfils the requirements of the partnership agreement
* Open a dialogue between mentors, form tutors and other professionals supporting the interns to allow regular sharing of ideas and discussion of the programme
* Inform mentors about the Professional Development Programme and exploit cross curricular connections where possible
* Liaise with the mentors about the school based work of curriculum tutors
* Regularly review, with the mentors, the effectiveness of their programmes of induction and classroom-based work
* Be involved and help with the mentoring of interns relating to specific issues
* Act as a neutral observer for an intern experiencing difficulties
* Be ready to coordinate the work of all the professionals supporting an intern where the progress of the intern is a cause of concern such that the student experience and the intern’s progress are both maintained
* Gathering school-based views on internship issues for discussion at the termly meeting of professional tutors, and feeding back from those meetings to their schools
* Discussing mentor programmes for interns very early, and subsequently monitoring intern timetables to ensure balance in the classes with whom the intern is working and to ensure that specific pupils or classes across the school do not have an imbalance in terms of the number of interns working with those pupils or classes. The range of activities, support, and ways of teaching made available to interns should also be comparable across curriculum areas
* Periodically ensure that departmental and mentor support for interns is effective, and that analysis and feedback of intern work in lessons is detailed, and informed by the agreed descriptors to be used at each Assessment Reference Point and the Teachers’ Standards
* Mentors may need on occasion to refer specific issues relating to interns to the professional tutor, for appropriate consultation or action
* Professional tutors may act as a neutral observer for an intern who is experiencing difficulties, if the mentor requests it
* On those occasions when an intern‘s progress is a cause of real concern, the professional tutor may co-ordinate the work of all the professionals supporting the intern.

Last updated: March 2019

Signed :……………………………………….. Date ;……………………………

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown overleaf will be under the reasonable direction of the Headteacher; and the Headteacher or other Senor Leader if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duress of the post.

This job description will be reviewed bi-annually and any changes will be subject to consultation