

**Job Description: Personal Tutor**

**Post Description**

* 1. **Type of Post Teacher**
  2. **Grade Personal Tutor Range (Scale points 1 to 3)**
  3. **Faculty Student Support**
  4. **Line Manager Head of Student Support**
  5. **Operational Manager Head of Student Support**
  6. **Post Holder**
  7. **Issue Date April 2019**

**Job Purpose**

To take responsibility for the support, academic progression, well being and development of the students in their tutor groups.

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| The information given within the Job Description is intended to provide the post holder, and college managers, with an understanding and appreciation of the workload of this particular post and its role within Bilborough College.  The Job Description outlines the main duties and responsibilities under broad headings. It is not intended to specify every job activity or item in detail.  All college employees are expected to work flexibly to ensure that the responsibilities of their post are fulfilled efficiently and effectively according to the needs of the college and its students. |

**Main Duties and Responsibilities**

As a professional teacher working within the Student Support team, the post holder will be expected to work closely with the Lead Tutors and Head of Student Support on tutoring/pastoral issues. Throughout, the focus will be on Quality, Achievement and Standards of Service.

The post holder will also be expected to maintain an up-to-date knowledge and understanding of rules, regulations, procedures and guidance as issued by the official bodies relevant to the post holder’s area of work.

All professional teachers will be responsible for supporting the Assistant Principal (Guidance & Support), Head of Student Support and Lead Personal tutors and Curriculum leaders in the following areas of tutorial delivery and management.

* Overseeing the general welfare of students in the tutor groups and providing them with encouragement and support.
* Monitoring the academic progress, attendance, punctuality and behaviour of individual tutees through liaison with subject teachers, Lead Tutors, additional learning support, Head of Student Support and parents.
* Ensuring good attendance at all tutor group sessions.
* Encouraging students to think about progression beyond Bilborough. To support and guide students in their progression planning, including overseeing UCAS applications, personal statements, CV’s etc.
* Liaising with parents/carers as and when necessary and to arrange meetings with parents to discuss performance of students encountering problems.
* Maintaining accurate records of interviews and actions taken in working with students.
* Referral of students to the Lead Tutor, as necessary.
* To be part of the enrolment teams for summer enrolment.
* To attend relevant evening events (eg parents evening).
* Contributing to a team approach covering the roles of other tutors when absent.
* Ensuring bulletins / messages are passed on to the tutor group.
* Carrying out regular 1:1 reviews and keeping records.
* Carrying out group tutorial sessions following the college’s tutorial programme.
* Working with the Head of Student Support Services and Lead Personal Tutors to devise and review resources for the tutorial scheme of work.
* Responsibility for collating subject reports for the tutor group.
* Responsibility for writing tutor reports and references for the tutor group.
* Participation in tutorial inset and planning.
* Participating in Quality Assurance and Quality Improvement procedures to review and improve tutorial practices (this will include working with Performance Indicators such as retention, attendance, results as well as tutorial observation feedback and student satisfaction surveys).

**General Duties and Personal Responsibilities**

1. All members of staff have a responsibility for promoting and safeguarding the welfare of children and young persons they are responsible for, or come into contact with. As a member of teaching staff, the postholder will have unsupervised contact with students on a daily basis. All teachers are required to adhere to the college’s Code of Practice on Physical Intervention between staff and students, and will also be trained in physical intervention techniques. All members of the teaching staff have an obligation to be aware of Child Protection issues and to act in accordance with these guidelines.
2. To act in accordance with provisions of the College Staff Code of Conduct.
3. To abide by the College Data Protection Policy.
4. To use information technology systems as required, in compliance with the College IT Policy.
5. To carry out the responsibilities of the post with due regard to all or any of the College equality and diversity policies.

1. To operate in accordance with Health and Safety Legislation, which specifies that all employees have a duty to work safely and not to put others at risk.
2. a. To be responsible for own self-development on a continuous basis, including undertaking/participating in training as appropriate.

b. To effectively line manage and support any staff you are responsible for to ensure good performance and quality of service for customers. This includes managing the performance and development of staff in accordance with college guidance and practice eg professional reviews / appraisal, induction and training and development. Does this need to go in – as they do not manage?

1. To comply with and follow all other college policies and procedures in force (available on the college intranet) and also with the conditions of service stipulated within the contract of employment.
2. To contribute to divisional, section wide and whole college activities and arrangements as appropriate and as directed by the line manager
3. To undertake such other duties as the college management shall deem appropriate for the level of responsibility involved.

##### Terms and Conditions – as detailed in the contract of employment



**Person Specification: Personal Tutor**

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|  | | Assessed at:  Shortlisting (S)  Interview (I)  Both (SI) | | | Weighting to show relative importance:  Low (1)  Medium (2)  High (3) |
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| **A. SKILLS AND ABILITIES** | | | | | |
| **Essential** | Ability to motivate students and ensure high levels of student engagement | SI | 3 | | |
| Ability to promote a positive mind-set in young people | SI | 3 | | |
| Ability to establish effective rapport and appropriate boundaries with students | I | 3 | | |
| Sound judgment with the ability to balance the need to work on own initiative and to seek advice from senior colleagues where appropriate. | I | 3 | | |
| Ability to sign-post students effectively to specialist support | I | 3 | | |
| Excellent organisational skills with the ability to manage a high caseload and meet deadlines | SI | 3 | | |
| Ability to manage competing demands and prioritise interventions | I | 3 | | |
| Ability to work in collaboration with curriculum and student support services colleagues to solve problems for the benefit of students | SI | 3 | | |
| Ability to liaise professionally with parents/ carers and outside agencies | I | 3 | | |
| Ability to plan and deliver effective group sessions in a classroom environment to ensure high levels of student engagement | SI | 3 | | |
| Excellent verbal and written communication skills | SI | 3 | | |
| Ability to use data to inform effective student intervention | I | 2 | | |
| Ability to use IT systems to a good standard in an educational setting | SI | 2 | | |
| Ability to maintain student records including the College’s student log | I | 2 | | |
| B. EXPERIENCE AND KNOWLEDGE | | | | | |
| **Essential** | Experience of working with 16-19 year old students in one of the following fields   * Careers and guidance * Teaching * Learning Support * School/College based student support | SI | 3 | | |
| Knowledge and understanding of 16-19 study programmes at level 3, including A Levels and BTEC | SI | 3 | | |
| Knowledge of strategies to raise student achievement | SI | 3 | | |
| Clear awareness of the factors affecting student attendance and retention and the strategies to overcome this. | SI | 3 | | |
| Knowledge of safeguarding requirements and effective safeguarding practice | SI | 3 | | |
| A strong practical commitment to ensuring the promotion of equality, diversity and inclusion in all aspects of work | I | 3 | | |
| Experience of collaborating with senior colleagues to resolve problems and make decisions | I | 2 | | |
| Experience of liaising effectively with outside agencies | I | 2 | | |
| **Desirable** | Experience of progression planning with 16-19 year olds including UCAS, employment and apprenticeships | I | 2 | | |
| Experience of writing UCAS and employment references | I | 1 | | |
| 1. **Personal Attributes** | | | | | |
| **Essential** | A strong commitment to safeguarding and promoting the welfare of children and young people | SI | 3 | | |
| A positive ‘can-do’ attitude and a supportive team member | I | 3 | | |
| Reliable and conscientious | I | 3 | | |
| Consistently focussed on achieving solutions for students | I | 3 | | |
| Ability to manage own time and personal resources effectively | I | 3 | | |
| Tact and diplomacy | I | 3 | | |
| Resilient with the ability to deal with emotionally demanding work | SI | 3 | | |
| Ability to cope with change and ambiguity | SI | 3 | | |
| Ambitious for students | I | 3 | | |
| D. LEVEL OF QUALIFICATION | | | | | |
| **Essential:** | Level 4 or equivalent | S | | 3 | |
| PGCE or equivalent / professional qualification\*\* | S | | 3 | |

**NOTE -** if the applicant is short listed any relevant issues arising from his/her references will be taken up at interview (if, at the time of the interview, references are not available, e.g. due to late receipt or not yet taken in accordance with the applicant’s request, any issues relating to references will be raised with the applicant at a later date as appropriate but prior to appointment).

\*\* The college welcomes applications from candidates currently on a PGCE course or equivalent.