**loop Tutor**

**JOB DESCRIPTION & PERSON SPECIFICATION**

**JOB DESCRIPTION**

**Nature of the Work**

The nature of this work can be challenging and complex for various reasons:

* the learner is likely to have special educational needs, be disaffected or hard to engage;
* they may present with significant social, emotional or mental health (SEMH) issues;
* there may be several other agencies already involved with their support;
* although on roll at a named school, their future provision may be unclear.

This underlines the need to be flexible and creative in your work with the learner. It could be an opportunity to highlight real strengths or interests they may have in specific areas. These may or may not be school-curriculum related.

It will be important to use activities which foster good working relationships, promote engagement with learning and address specific issues or questions raised, in the same way as you would in school.

Relevant personal skills and an appropriate attitude to others are key and include good listening skills and the provision of unconditional positive regard, respect and openness. This might be referred to as a ‘therapeutic approach’. ***However you should not see this as providing therapy to the learner.***

**Job Purpose**

To carry out the professional duties of a tutor, as circumstances dictate, in accordance with the loop / SEAX Trust policies and under the direction of the Head of Provision.

**Key Responsibilities**

* Working one-to-one or in small groups with the learner(s) to provide a supportive, academic and therapeutic environment, helping to address social, emotional and mental health needs and providing subject support across the curriculum, but particularly in English/Literacy and Maths/Numeracy;
* Liaising with the Head of Provision before commencing tutoring, to discuss learner information in order to meet the achievable targets identified. Designing a bespoke learning programme for the learner in line with the outcomes provided by loop;
* Providing the agreedbespoke tutoring sessions with the learner;
* Providing a daily session report to loop, to review progress and identify next steps;
* Endeavouring to give every child the opportunity to reach their potential and meet high, but appropriate, expectations.

**Key Tasks**

Teach allocated learners by planning their lessons, to achieve progression of learning through:

* setting tasks which challenge learners and ensure high levels of interest;
* providing clear structures for lessons, maintaining pace, motivation and challenge;
* maintaining discipline and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
* using a variety of teaching methods to:
  + match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  + use effective questioning, listen carefully to learners, give attention to errors and misconception;
  + select appropriate learning resources and develop study skills through library, ICT and other sources.
* ensuring learners acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
* marking learners' work, monitoring strengths and weaknesses to inform planning, recognising the level at which the learner is achieving and setting targets for progression;
* assessing learners, as and when requested.

**The SEAX Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, the nature of the work fosters unique circumstances in most cases and requirements may vary from time to time according to changing needs. This job description may be reviewed at the discretion of the Head of Provision in the light of those changing requirements and after consultation with you. Tutors are expected to comply with any reasonable request from the Head to undertake work of a similar level, which is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the service.

This job description may be reviewed at the end of the academic year or earlier if necessary.

An ability to drive is essential as is a First Aid Certificate (adult or EFAW) and candidates who are not able to meet this requirement may not have their application processed.

**PERSON SPECIFICATION**

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | More than three years’ experience of leading a class with complex SEND Learners;  Successful recent experience working with children in a learning environment;  Proven knowledge of learners with ASC;  Proven ability and record regarding Curriculum design for a range of learners;  Prior experience at a range of academic/social/ emotional interventions desirable. |
| Knowledge of relevant policies and procedures | Understand classroom roles and responsibilities and own position within these;  Full working knowledge of relevant policies/codes of practice/legislation. |
| Literacy | Excellent reading and writing skills equivalent to at least NVQ Level 3. |
| Numeracy | Excellent numeracy skills equivalent to at least NVQ Level 2. |
| Technology | Full working knowledge of ICT to support learning. |
| **Communication** | Written | Ability to write detailed reports, letters etc;  Ability to communicate effectively via email, in a timely manner. |
| Verbal | Ability to use clear language to communicate information unambiguously;  Ability to listen effectively. |
| Negotiating | Ability to negotiate effectively with adults and children. |
| **Working with children** | Behaviour Management | Ability to demonstrate effective implementation of loop’s behaviour management policy and strategies which contribute to a purposeful learning environment. |
| Child Development | Excellent understanding of child development and learning processes;  Ability to work effectively with a range of students, aged from 5 - 19 years;  Ability to assess and record progress and performance and recommend appropriate strategies to support development;  Motivate, inspire and have high expectations of students. |
| Health & Wellbeing | Understand and support the importance of physical and emotional wellbeing. |
| **Working with others** | Working with partners | Work effectively as part of a distanced team and contribute to group thinking, planning etc;  Ability to work with schools, parents and carers to improve support for children. |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. |
| Team work | Ability to work effectively with a range of adults. |
| Information | Contribute to the development and implementation of effective systems to share information. |
| **Responsibilities** | Organisational skills | Excellent organisational skills;  Ability to remain calm under pressure;  To be flexible;  Follow instructions accurately;  Use own initiative and work independently. |
| Time Management | Ability to manage own time effectively;  Ability to adapt quickly and effectively to changing circumstances, situations. |
| Creativity | Demonstrate creativity and an ability to resolve problems independently. |
| Lone Working | Have full understanding of and comply with the Lone Working Policy at all times. |
| **General** | Equalities | Awareness of and promotion of equality. |
| Health & Safety | Excellent understanding of Health & Safety. |
| Child Protection & Safeguarding | Excellent understanding and effective implementation of child protection and safeguarding procedures. |
| Confidentiality/Data Protection | Understand and implementation of procedures and legislation relating to confidentiality;  Understanding and full implementation of current data protection regulations. |
| CPD | Demonstrate a clear commitment to develop and learn in the role;  Constantly improve own practice/knowledge through self-evaluation and learning from others. |
| Well-being | Able to manage an effective work life balance. |

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