



Job Description

Title:	Maths Tutor (with personal tutor responsibilities)
Reports to:	Curriculum Lead
Based at:	Yorkshire Rose College
Hours of work:	37 hours per week
Annual Leave:	55 days (including 8 bank holidays)

Job Purpose:

Tutors have responsibility to develop an aspect of the SEND curriculum and teach this on the College timetable. They provide high quality teaching, learning and assessment (both accredited and non-accredited) to groups of SEND students. They set, monitor, and record students' progress and achievement, they ensure students SEND needs are met.

Tutors follow the College professional standards and work to the requirements of Ofsted.

Tutors are professionally qualified, they take a special responsibility for a number/ tutor group of SEND High Needs students, they oversee the aspects of the SEND students' progress at College from coordinating their individual study programme to dealing with their personal issues on a day-to-day basis. The Tutor works closely with the Support staff, specialists/ therapists, Cross College staff and have in-depth knowledge and understanding of the students SEND needs and EHCP outcomes. Personal tutors will develop a strong working relationship with carers and parents to ensure consistency and support. The tutor is responsible for allocation and completion of regular tutorials. The role of the Tutor is pivotal to the success of the students and progression at college.

Key Responsibilities:

Personal tutors are responsible to the Curriculum Managers for carrying out the following duties effectively and efficiently:

- To provide high quality teaching, learning and assessment (accredited and non-accredited) to groups of SEND students

- To set, monitor, and record students' progress and achievement
- To plan teaching and learning that fit within the outcomes of the students EHCP, individual learning goals and targets, individual aspirations, and transition to adulthood
- To plan for support workers in session deploy them where appropriate
- Create a learning environment that enables SEND students to access and focus on learning to meet their individual goals and targets
- Identify, design, and develop materials and resources to support SEND students in their learning and progress
- Carry out the baseline assessment to identify the student's starting points
- Use technology effectively as part of everyday planned teaching and learning ensuring specialist (access) technology is always in place for specific students
- Plan effectively to challenge students, integrate new knowledge and skills, sequence the learning so SEND students develop their independence skills
- To record and monitor the students' progress, outcomes, and achievement
- Conduct effective SEND tutorials, providing clear and assessable feedback, guidance, support, and encouragement to ensure students are on target and remedial action is taken if needed
- Prepare students for their Annual EHCP Review, advocating and supporting their student voice in the process
- Attend the students Annual EHCP Review where appropriate and provide the required reports and information
- Liaise with parents and carers where necessary
- Liaise with Therapy, specialists, Behaviour Team & Cross College colleagues to ensure the students receive the services and individual support they need
- Conduct effective SEND group tutorials delivering the College Tutorial curriculum ensuring Prevent, British Values, Personal Relationship Education and all essential PSHE is provided

- Contribute to the development of the College Curriculum Development and Plan and share expert knowledge in your subject area
- Take an active part in the Curriculum Strategy Groups
- To establish precise learning objectives, content and clear learning outcomes for all teaching undertaken
- To work within the College Learner Journey and Quality Assurance Policy, completing all administrative activities in a timely manner
- To maintain efficient record keeping and tracking systems using the systems provided and stipulated by the College
- To provide regular and purposeful reports
- To work to the College process for moderation and RARPA
- To complete all documents necessary to comply with HR policies and ensure that all staffing records are accurate and up to date
- To demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service delivery
- To be familiar with SEND Safeguarding requirements as outlined in the Safeguarding Policy and comply with its requirements to safeguard and protect the welfare of children and vulnerable adults
- To promote the highest standards of Health and Safety practice in relation to all aspects of the duties of the role and complete Risk Assessments for all activities.
- Attending meetings, briefings and CPD events as required and taking in the necessary professional up dating required in a SEND role
- To undertake such additional duties or projects as determined from time to time, after consultation with the post holder.

Quality and Standards

- Raise standards and foster an ethos of excellence and endeavour to give every student the opportunity to meet their potential.
- Establish productive working relationships with students, act as a role model and provide information and guidance about their own learning, behaviour, and consequences of their own actions to promote self-esteem.
- Ensure adherence to the Quality Framework and provide comprehensive feedback into the annual Self-Assessment Report and Quality Improvement Plan.
- Regularly update Managers on the effectiveness of the learning within sessions.
- Improve standards of learning support by networking and sharing good practice with others.
- Support all aspects of the learner journey and contribute as requested to internal and external audit processes.
- To keep all aspects of learning support under constant review and contribute to quality assurance processes.
- To critically review performance within learning environments in conjunction with other staff, develop and implement a plan for the delivery of excellence across the college curriculum.
- To be aware of and monitor student targets and progression and keep Managers informed of concerns.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Certificate in education, PGCE or equivalent • Relevant maths qualifications • GCSE (or equiv) Maths and English 	<ul style="list-style-type: none"> • Relevant, recent training and development • Level 2 BSL (willingness to work towards) • Trainer qualification (willingness to work towards) • Degree/HND/Foundation degree/Nationally recognised professional qualification relevant to skills sought in advertisement • Assessors award (willingness to work toward)
Experience	<ul style="list-style-type: none"> • Experience of working with children, young people or adults with SEND • Experience of delivering Functional Skills • Able to work as part of a team and communicate clearly • Experience of teaching maths to small groups of students or other relevant groups, including direction of support staff • Setting and achieving SMART targets • Ability to provide information in report format 	<ul style="list-style-type: none"> • Experience working with people with behavioural needs • Experience of teaching adults with hearing impairments, learning difficulties and/or disabilities • Training or mentoring
Knowledge	<ul style="list-style-type: none"> • Commitment to safeguarding, equality and diversity and health and safety at the college • Understanding of the importance of maintaining confidentiality 	<ul style="list-style-type: none"> • Behaviour management strategies • Reporting and writing • Knowledge of Databridge • Experience/Knowledge or understanding of specialist methods of communication • Knowledge of an MIS

Personal Attributes	<ul style="list-style-type: none">• Flexibility is essential to meet the needs of our learners• Positive, proactive approach to all aspects of the job• Innovative and creative in meeting the needs of learners• To be an inspiring teacher• Willingness and ability to challenge unsatisfactory performance of learners• Driving license	<ul style="list-style-type: none">• Understanding of own abilities, limitations and when to seek support• Keen to embrace and deliver change• Leadership skills
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