



Post Title	Functional Skills Tutor / Teacher
Salary range/grade	Tutor = Grade S6 - S8 Paypoint 21-32 £20,300 - £23,091 Teacher = Grade T1 - T3 Paypoint 1-19 £23,345 to £27,695
Responsible to	Senior Management Team
Type	Full Time Term Time Only
Base	ALP Sittingbourne, 60 Bell Road, Sittingbourne, ME10 4HE
Job Purpose	
<p>The post holder will engage with teaching and learning activities for Functional Skills, by delivering maths, English and/or ICT to individuals or small groups of SEN learners.</p> <p>They will support LSAs and Higher Level Tutors with planning, preparation and delivery of lessons and track the progress of pupils.</p>	
Key Tasks and Activities:	
<ol style="list-style-type: none"> 1. To plan and deliver personalised Functional Skills curriculum to pupils in the Secondary/Post 16 area who for a variety of reasons have struggled in mainstream school. 2. To work alongside the senior management team to create schemes of work/resources (including tracking data) suitable for secondary/post 16 learners and share these with tutors engaging with secondary/post 16 learners. 3. To support Tutors and Higher Level Tutors in their approach to secondary/post 16 learners with Functional Skills English, Maths and ICT. 4. To line manage, support and supervise selected Tutors setting requested by the senior management team. 5. To internally quality assure the delivery of functional skills qualifications within the school. 6. Plan and oversee exams for learners. 7. To support any learners on outreach to ensure all learners not accessing the school environment are engaging in Functional Skills. 8. Ensure all Tutors follow a systematic approach to delivering Functional Skills. Including assessment of learners and maintaining an organised portfolio of evidence. 	
Role Specific	

1. To develop and improve subject knowledge and pedagogy of tutors, where relevant by leading staff training.
2. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners.
3. To demonstrate and promote the positive values, attitudes, and behaviour expected from the pupils with whom you work.
4. To deliver small group work where appropriate.

Teaching and Learning Activities:

- a. To use and share clearly structured teaching and learning activities, that interest and motivate pupils and advance their learning.
- b. To communicate effectively and sensitively with pupils to support their learning.
- c. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.
- e. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- f. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons with an appropriate level of challenge.
2. Support tutors working with Secondary/Post 16 with their planning and preparation.
3. To select and prepare teaching resources that meets the diversity of pupils' needs and interests.
4. To lead other tutors in the tracking and moderation of pupil work.

Monitoring and Assessment

1. To evaluate pupils' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To have proficient understanding of Functional Skills in order to support pupils' learning.
2. To be committed to acquiring further knowledge to contribute effectively and with confidence to the pedagogical development of tutors.
3. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the assessment of pupils.
4. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved

5. To know how to use ICT to advance pupil's learning and use common ICT tools for their own and pupils' benefit.
6. To know the key factors that can affect the way pupils learn.
7. To know the legal definition of Special Education Needs (SEND), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
8. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.
2. To support and contribute to the schools commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Key Performance Indicators

1. Tutors can confidently plan work that will challenge and inspire pupils
2. Tutors will set clear objectives so that pupils understand what they are doing and can assess how well they have done and how to improve.
3. Tutors will provide work that will interest pupils and to sustain their concentration
4. All Tutors can demonstrate they are carrying out the correct procedures in supporting Functional Skills.
5. Student and parent/carer level satisfaction.
6. Effectiveness of small group work.
7. Proficient organisation and coordination of exams for Functional Skills
8. Progress is tracked and suitable expectations for individual learners are made and targets met.
9. Exam results
10. Observations of own teaching and learning

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Schools by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff.
3. Follow and where appropriate take the correct action regarding all relevant policies, procedures and guidelines.

4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least A Level or above on the National Qualifications Framework. (E)
- Relevant teaching and learning qualification. (E)
- Degree in relevant subject (D)

Experience

- Relevant experience of delivering functional skills or similar, literacy, numeracy, ICT qualifications (E)
- Experience of working with special needs including social emotional and mental health difficulties, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of managing a team or co-ordinating volunteers (D)

Knowledge, Skills and Abilities

- Knowledge of the National Curriculum and or alternative learning qualifications in Literacy, Numeracy and ICT (E)
- A good understanding of developmental ages and stages relating to learning (D)
- Ability to lead training sessions for other tutors (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)

- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (E)
- Willingness to drive a company vehicle (D)

