



Post	Higher Level Tutor (HLT)
Responsible to	SMT
Type	Full time, term time only
Base	ALP Sittingbourne, 60 Bell Road, Sittingbourne, ME10 4HE
Job Purpose <p>The post holder will work with small groups or one to one and will support and/or deliver tuition of one or more of the Foundation Learning subjects areas. These include - functional skills, vocational learning and personal and social development. Delivery will be to primary, secondary and/or post-16 learners with learning difficulties/disabilities in both individual and small group learning sessions.</p> <p>As a Higher Level Tutor the post holder will be supported to be able to plan, deliver and assess their own teaching and learning activities with direction and supervision from the Senior Management Team.</p>	
Key Tasks and Activities: <ol style="list-style-type: none"> 1. To plan and deliver core or vocational subjects to young people who for a variety of reasons struggle in mainstream school. 2. To use the school's curriculum and assessment policies to guide their tutoring. 3. To assess learners' work and provide appropriate feedback. 4. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners. 5. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. 6. To work collaboratively with colleagues and seek help and advice when necessary. 7. To plan and deliver a single or a variety of qualifications/subjects and maintain appropriate course files and learner portfolios to meet the required standards. This will be on a one to one basis or with groups of up to 6 learners. 8. To assist and guide tutors, volunteers and work experience placements who may support courses. 9. To develop an understanding of the special educational needs of the learners concerned. 10. To take into account the learner's special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials. 11. To help promote independent learning. 12. To assist students with physical needs. 13. To help students record work in an appropriate way. 14. To help keep the students on task and to build motivation. 15. To model good practice. 16. To help build the student/s' confidence and enhance self-esteem. 	
Teaching and Learning Activities: <ol style="list-style-type: none"> a. To use clearly structured teaching and learning activities that interest and motivate learners and advance their learning. b. To communicate effectively and sensitively with learners 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 a purposeful learning environment.
- e. To advance pupils' learning in a range of settings, including working with individuals and small groups.
- f. To be able, where relevant, to guide the work of other adults supporting teaching and learning in the learning environment.
- g. 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.
- h. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

- 1. To plan and prepare lessons.
- 2. To select and prepare teaching resources that meet the diversity of learners' needs and interests.
- 3. To plan opportunities for pupils to learn in out-of-centre contexts, in accordance with ALP schools policies and procedures.
- 4. To create and update a course file and learner portfolios relevant to subject criteria.

Monitoring and Assessment

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

Knowledge and Understanding

- 1. To have sufficient understanding of a specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- 2. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
- 3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
- 4. To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
- 5. To know the key factors that can affect the way pupils learn.
- 6. To have achieved a qualification in English / literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
- 7. To be fully aware of the statutory frameworks relevant to their role.
- 8. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEN given in the SEND Code of Practice.
- 9. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- 10. To have experience or good knowledge of a specific occupational study, subject area or additional school service.

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 school's 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.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's duty rota as directed

Monitoring and Self-Evaluation

1. Apply ALP Schools policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
2. To take action to share areas of strength and remedy any weaknesses

Key Performance Indicators

1. Attendance and participation of target group
2. Learner(s) gaining appropriate accreditation or progress
3. Student and parent/carer level satisfaction.
4. Knowledge and performance in the planning, delivery and assessment of the identified specialist area.

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 in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the school's dress code.
3. Follow and where appropriate enact all relevant college policies, procedures and guidelines and those agreed by the Partnership.
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 schools 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.

Equality and Diversity Statement

ALP Schools are committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development

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 2 on the National Qualifications Framework. (E)
- Educated to degree level (D)
- To have or be willing to work towards a HLTA/ relevant teaching qualification (E)

Experience

- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (SEN). (E)
- Experience of planning and delivering vocational and/or core subjects from the national curriculum (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)

Knowledge, Skills and Abilities

- 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 tutor 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 use coaching and mentoring skills with staff and pupils (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 (D)
- Willingness to drive a company vehicle (D)