



Higher Level Tutor (HLT)

Recruitment Pack: March 2026





ABOUT US

WHO WE ARE

OUR APPROACH

Who We Are

ALP Schools are a chain of Independent Special Needs Schools. Each of our schools is Ofsted registered and caters for young people who have struggled in mainstream education due to their special educational needs. We also recognise the importance of building up routines, relationships, respect and trust in order to achieve successful teaching and learning. We are proud to offer a holistic and individualised approach to learning that truly empowers success.

Our Vision and Values

At ALP Schools, our vision is clear: *Empowering Success Through Holistic and Individualised Learning*. We hold a fundamental conviction that education can help every individual achieve their full potential, regardless of their ability. This isn't just a statement, it's the foundation of everything we do and the reason we exist.

Our approach is guided by our ARRRTT values, which underpin every aspect of our work with learners:

Attendance – We focus on improving each learner's attendance level to ensure they give themselves the basis to achieve.

Routine – Our tutors help learners gain routines adapted to their individual needs, ensuring they feel comfortable in the educational environment.

Relationships – Learners are supported in developing sound relationships with tutors and other service users, creating a foundation of trust and connection.

Respect – We work with learners and families in a holistic manner to maximize their life-chances and educational potential.

Trust – When pupils feel more secure and understood, they are empowered to take risks and grow in their learning.

Teaching – A formal, academic curriculum takes place, ensuring learners receive high-quality educational experiences tailored to their needs.

These values inform the decisions that we make and the interactions that we have, creating an environment where success is not just possible - it's expected.

This core belief drives our passion for working with learners and explains why our dynamic, bespoke approach successfully reaches so many disengaged and vulnerable young people. We understand that one size does not fit all, especially for children who face barriers to mainstream education.

Our unique strength lies in offering small class sizes where the curriculum is specifically tailored to each individual's needs. We recognise that successful teaching and learning are built on a foundation of strong routines, positive relationships, mutual respect, and trust, and we prioritise building these essential elements with every young person in our care.

From the moment of referral, we place the learner's special educational needs and disabilities (SEND) at the heart of our planning, alongside comprehensive family support, ensuring our educational interventions are both effective and appropriate.

ABOUT THE ROLE

THE SCHOOL

KEY RESPONSIBILITIES

ALP Schools are a growing chain of small independent schools catering to young people with special educational needs.

ALP Sittingbourne is Ofsted-registered for 40 learners, with small class sizes ranging from one-to-one tuition to classes of up to six learners.

The school's vision is to empower success through holistic and individualised learning. We work with learners aged 7–19 years, ensuring that each individual's needs are met and that they are provided with a wide range of learning opportunities.

We care for the well-being of our learners and our staff team. All employees are provided with a BUPA Cash Plan scheme, annual well-being initiatives, termly perks, annual appraisals, and support for CPD to encourage career progression.

We are excited to announce that three positions are currently available to join our team, at either Tutor or Higher Level Tutor level, depending on experience and qualifications. Both roles involve supporting and/or delivering tuition across one or more Foundation Learning subject areas, including functional skills, vocational learning, and personal and social development, to learners aged 7–19 with learning difficulties and disabilities, in one-to-one and small group settings. Post holders will actively promote our Curriculum Policy and ensure the individual needs of our students are met.

Tutors will be supported in delivering lessons and work as part of our wider Tutor Team. Higher Level Tutors will take on greater independent responsibility for planning, delivering and assessing their own teaching and learning activities, with direction from the Senior Management Team.





ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	£21,600 - £24,900
Contract type	Full Time, 40 weeks per year
Responsible to	Senior Management Team
Base	ALP Sittingbourne 60 Bell Road Sittingbourne ME10 4HE

How to Apply

Interested candidates are requested to apply online or by email to the recruitment team. To download the application form, please visit www.alpsittingbourne.co.uk/job-vacancies/ and email all completed applications to the recruitment team.

Closing Date: TBC

Interviews: TBC

We are committed to the highest standards of safeguarding and all posts are subject to an enhanced DBS check.

 **ALP Sittingbourne Recruitment Team**

 abbie.ball@alpschools.org





Job Purpose

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.

As a Higher Level Tutor the post holder will be supported to be able to plan, deliver and assess their own teaching and learning

Key Tasks and Activities

- To plan and deliver core or vocational subjects to young people who for a variety of reasons struggle in mainstream school.
- To use the school's curriculum and assessment policies to guide their tutoring.
- To assess learners' work and provide appropriate feedback.
- To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- To work collaboratively with colleagues and seek help and advice when necessary.
- 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.
- To assist and guide tutors, volunteers and work experience placements who may support courses.
- To develop an understanding of the special educational needs of the learners concerned.
- 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.
- To help promote independent learning.
- To assist students with physical needs.
- To help students record work in an appropriate way.
- To help keep the students on task and to build motivation.
- To model good practice.
- To help build the student/s' confidence and enhance self-esteem.



Teaching and Learning Activities:

- To use clearly structured teaching and learning activities that interest and motivate learners and advance their learning.
- To communicate effectively and sensitively with learners to support their learning.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- To advance pupils' learning in a range of settings, including working with individuals and small groups.
- To be able, where relevant, to guide the work of other adults supporting teaching and learning in the learning environment.
- 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.
- To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

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

Monitoring and Assessment

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

Knowledge and Understanding

- 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.



- 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.
- 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.
- To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
- To know the key factors that can affect the way pupils learn.
- To have achieved a qualification in English / literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
- To be fully aware of the statutory frameworks relevant to their role.
- 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.
- To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- To have experience or good knowledge of a specific occupational study, subject area or additional school service.

Personal Development and Well-Being

- To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.
- 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.
- To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
- To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

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

Monitoring and Self Evaluation

- 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
- To take action to share areas of strength and remedy any weaknesses



Key Performance Indicators

- Attendance and participation of target group
- Learner(s) gaining appropriate accreditation or progress
- Student and parent/carer level satisfaction.
- 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 centre, the post holder will also be expected:

- Act as an ambassador for the school by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff and to meet fully the dress code.
- Follow and where appropriate enact all relevant policies, procedures and guidelines.
- Contribute to development through team planning and review meetings.

Special Factors

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

- The nature of the work may involve the post-holder carrying out work outside of normal working hours.
- 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.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Disclosure 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

Education and Qualifications

Educated to degree level	Desirable
To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework.	Essential
To have or be willing to work towards a HLTA/ relevant teaching qualification	Essential

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)	Essential
Experience of planning and delivering vocational and/or core subjects from the national curriculum	Essential
Experience of working with clear guidelines, procedures and adhering to child protection	Essential
Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies	Essential
Understanding of working with people with challenging behaviour / complex needs / disabilities.	Essential
Ability to quickly establish relationships with young people, vulnerable people and families with complex needs	Essential



Knowledge, Skills and Abilities

Willingness to keep up to date in subject knowledge and national developments	Essential
Good Knowledge of special educational needs and disabilities	Essential
Ability to plan and tutor effectively using a variety of strategies	Essential
Excellent interpersonal skills with both adults and children	Essential
Willingness and ability to work as part of a team	Essential
Ability to use coaching and mentoring skills with staff and pupils	Essential
Ability to communicate effectively both verbally and in writing	Essential
Ability to prioritise and organise own work	Essential
Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines	Essential
Knowledge of Health and Safety procedures and their application	Desirable
Ability to work flexibly in a rapidly changing environment	Desirable
Strong understanding of youth and wider community issues	Essential



Computer literate (Word, Excel, Google workspace and internet)	Essential
Excellent interpersonal skills, inc active listening	Essential
Strong organisational, planning and time management skills	Essential
Knowledge of social media	Desirable
Proactive approach to problem solving	Desirable
Personality and Social Skills	
To have a 'can do' philosophy	Essential
To enjoy working with young people	Essential
To be flexible, energetic, adaptable and can use initiative	Essential
To identify and develop opportunities	Desirable
To carry out professional duties in a positive, helpful and courteous manner	Essential
To have high aspirations and expectations for their students and themselves	Essential
Committed to raising standards and continuous improvement	Essential



To be dedicated to the progression of the students, the school and themselves	Essential
An empathetic nature	Essential
Mature and professional approach to vulnerable people, families and other professionals	Essential
Ability to maintain confidentiality in the light of handling sensitive information	Essential
Good communication and social skills, with a good sense of humour	Essential
Ability to work flexibly with reference to time and location and meet deadlines	Essential
Ability to cope with difficult interpersonal behaviour and language	Essential
Demonstrate a consistent and positive attitude to challenges	Essential
Demonstration of a solution focussed and flexible approach to management	Essential
Other Factors	
Full and current driving licence with use of a vehicle for work	Desirable
Willingness to drive a company vehicle	Desirable



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 <https://www.alpsittingbourne.co.uk/>