



# Tutor

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

<b>Salary range/Grade</b>	£21,600 - £24,900
<b>Contract type</b>	Full Time, 40 weeks per year
<b>Responsible to</b>	Senior Management Team or Middle Management Team
<b>Base</b>	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/](http://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](mailto:abbie.ball@alpschools.org)





## Job Purpose

To work as part of the Tutor Team in supporting and guiding students with learning difficulties/disabilities in both individual and occasionally small group learning sessions.

The post holder may work with primary, secondary or post-16 learners to support and assist them in establishing good attendance, positive relationships, a routine, trust and respect for the environment and the people within it. The post holder will be supported in delivering lessons to help the learner achieve.

## Key Tasks and Activities

- To build and maintain successful relationships with pupils, 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.
- At all times to be aware of and make every effort to uphold and work towards our ethos of - A-attendance, R-routine, R-respect, R-relationship, T-trust, T-teaching
- To develop an understanding of the special educational needs of the student/s concerned and how their needs impact upon their ability to learn.
- To individualise student's access to the lesson and its content through appropriate lesson preparation, clarification, explanations, equipment and materials.
- To help promote independent learning.
- To help reinforce learning.
- To assist students with physical needs.
- To help students record work in an appropriate way.
- To develop study and organisational skills.
- 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 support and learning activities, that interest and motivate pupils and progress them,
- To communicate effectively and sensitively with pupils to support their learning.
- To promote and support the inclusion of all pupils in the activities in which they are involved.



- To use behaviour management strategies, in line with the centre'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 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 assist and support the learning activities, enhance the physical teaching space and promote the use of resources.

## Planning and Expectations

Within the guidelines set by either the senior management team, lead teacher or specialists:

- To prepare students beforehand for a task.
- To work on differentiated activities with identified individuals or groups.
- To supervise practical tasks.
- To be involved in keeping records to evaluate student progress including IEPs, PHP's, risk assessments, B-Squared, assessments etc.

## Monitoring and Assessment

- To support pupils' progress through providing feedback on portfolios.
- To support in the monitoring of pupils' responses to learning tasks and modify their approach accordingly.
- To monitor pupils' participation and progress, providing feedback to specialists and management, and giving constructive support to pupils as they learn.
- To contribute to maintaining and analysing records of pupils' progress.

## Knowledge and Understanding

- To be assisted in developing an understanding of the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
- 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.
- Via support, be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- To work as part of the team liaising, advising and consulting where appropriate.
- To support and adhere to school policies and procedures, including those relating to confidentiality, behaviour and safeguarding.
- To identify personal training needs and to attend appropriate internal and external in-service training.
- Any other tasks as directed by the senior management team or specialists which fall within the purview of the post.

## 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

## Key Performance Indicators

- Student and parent/carer level satisfaction.
- Progress of the learner(s) you work with
- Willingness to learn and develop an understanding of the curriculum, learners needs, policies and teaching practice.



## 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.





## Person Specification

### Education and Qualifications

Education to A' level or its equivalent and beyond

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

### 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 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 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
Proactive approach to problem solving	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

### 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 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/>