

Job Title: PE Tutor

Location: Independent SEN School, Cornwall

Age Range: 11–19 years

Contract: Full-time

Salary: Competitive, dependent on experience

About the Role

We are seeking a dedicated and enthusiastic PE Tutor to join our specialist team at an independent SEN school in Cornwall. The role involves delivering engaging, inclusive, and therapeutic physical education to learners aged 11–19 with a range of special educational needs, including Autism, ADHD, and associated learning difficulties, social, emotional and mental health needs (SEMH), and PMLD.

The successful candidate will be passionate about using physical activity to support learners' physical wellbeing, emotional regulation, confidence, and social development, adapting provision to meet individual needs and abilities.

Key Responsibilities

- Plan and deliver differentiated PE sessions tailored to individual learner needs, abilities, and EHCP outcomes
- Promote physical wellbeing, teamwork, resilience, and positive behaviour through structured physical activity
- Adapt activities to ensure accessibility, safety, and inclusion for all learners
- Support learners with emotional regulation and engagement through movement-based strategies
- Assess and track learner progress, providing feedback and contributing to reports and reviews
- Work collaboratively with teachers, therapists, and support staff to provide a holistic approach to learning
- Maintain a safe learning environment, following safeguarding, health and safety, and risk assessment procedures
- Encourage positive attitudes towards physical activity and healthy lifestyles

Person Specification**Essential:**

- Relevant qualification in Physical Education, Sports Coaching, or a related field
- Experience working with children or young people aged 11–19
- Experience or strong interest in working with learners with SEND
- Ability to adapt PE activities to suit diverse physical, emotional, and sensory needs

- Strong behaviour support skills with a calm, patient, and empathetic approach
- Excellent communication and teamwork skills
- Commitment to safeguarding and promoting the welfare of young people
- First Aid qualification (or willingness to undertake training)

Desirable:

- Experience working in an SEN or alternative education setting
- Knowledge of autism-informed and trauma-informed practice

What We Offer

- A supportive and collaborative working environment
- Small class sizes and a strong focus on individualised learning
- Opportunities for professional development and SEN-specific training
- The chance to make a meaningful difference in the lives of young people

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undertake enhanced DBS and barred list checks, provide satisfactory references, and demonstrate their suitability to work with children in line with Keeping Children Safe in Education.

Independent School Standards – PE Tutor

The PE Tutor contributes to the school's compliance with the Independent School Standards through the delivery of safe, inclusive, and therapeutic physical education for learners aged 11–19 with SEND's

The role involves planning and delivering trauma-informed, differentiated PE sessions aligned to individual needs and EHCP outcomes, supporting emotional regulation, physical development, social communication, and wellbeing. The PE Tutor uses structured routines, sensory-aware approaches, and positive behaviour support strategies to promote engagement, confidence, and resilience.

The post holder is responsible for maintaining a safe learning environment, including risk assessment, safeguarding practice, and appropriate supervision, and for adapting activities and environments to ensure accessibility and emotional safety for all learners.

The PE Tutor works collaboratively with teaching, therapy, and support staff, contributes to progress reporting and reviews, and upholds professional standards in line with the school's therapeutic ethos, safeguarding policies, and leadership expectations.

Job Specification – PE Tutor

Criteria	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Relevant qualification, training, or demonstrable experience in PE, sports coaching, outdoor or adventurous activities, or Forest School provision • Willingness to undertake safeguarding, Prevent, SEN, and behaviour support training as required by KCSIE 	<ul style="list-style-type: none"> • Level 3 Forest School qualification or equivalent outdoor learning award • National Governing Body (NGB) coaching qualification • Training in therapeutic movement or trauma-informed practice
Experience	<ul style="list-style-type: none"> • Experience working with children or young people aged 11–19 • Experience supporting vulnerable learners, including those with SEMH and/or ASC 	<ul style="list-style-type: none"> • Experience in SEN, alternative provision, or therapeutic education settings • Experience delivering outdoor education; Forest School, Duke of Edinburgh, adventurous activities, or structured sports programmes
Safeguarding & Child Protection (KCSIE)	<ul style="list-style-type: none"> • Clear understanding of safeguarding and child protection responsibilities in line with KCSIE • Ability to identify indicators of abuse, neglect, exploitation, and peer-on-peer abuse • Understanding of professional 	<ul style="list-style-type: none"> • Experience working with children who have experienced trauma or adverse childhood experiences (ACEs) • Previous involvement in safeguarding or child protection processes

	boundaries and safer working practice <ul style="list-style-type: none"> • Willingness to undergo enhanced DBS checks, barred list checks (where applicable), and provide satisfactory references 	
Health, Safety & Risk Management	<ul style="list-style-type: none"> • Ability to follow and contribute to written and dynamic risk assessments, including for outdoor, adventurous, and off-site activities • Commitment to maintaining safe practice and appropriate supervision at all times 	<ul style="list-style-type: none"> • Experience managing risk in Forest School, adventurous activities, or sports coaching contexts • Outdoor or activity-based first aid qualification
Knowledge & Understanding	<ul style="list-style-type: none"> • Understanding of inclusive and differentiated practice for learners with SEN, SEMH, and ASC • Awareness of emotional regulation, sensory needs, and positive behaviour support strategies 	<ul style="list-style-type: none"> • Knowledge of trauma-informed, autism-informed, or therapeutic approaches • Understanding of EHCP outcomes and Preparing for Adulthood
Skills & Abilities	<ul style="list-style-type: none"> • Ability to plan and deliver safe, engaging, and adapted sessions in PE, sport, or outdoor learning • Ability to manage behaviour calmly and consistently using relational 	<ul style="list-style-type: none"> • Ability to use physical activity and outdoor learning to support emotional regulation, confidence, and resilience • Ability to assess and record progress in practical or

	<p>and de-escalation strategies</p> <ul style="list-style-type: none"> • Ability to build professional, trusting relationships while maintaining appropriate boundaries. • Ability to communicate clearly and professionally with learners, colleagues, and parents/carers 	therapeutic contexts
Communication & Working with Others	<ul style="list-style-type: none"> • Ability to work effectively within a multi-disciplinary team, sharing information appropriately in line with safeguarding guidance 	<ul style="list-style-type: none"> • Experience contributing to EHCP reviews, reports, or inspection evidence
Personal Qualities & Suitability to Work with Children (KCSIE)	<ul style="list-style-type: none"> • Demonstrates emotional resilience, integrity, and sound judgement <ul style="list-style-type: none"> • Consistently models safe, respectful, and appropriate behaviour • Willingness to reflect on practice and engage in supervision 	
Professional Conduct & Compliance	<ul style="list-style-type: none"> • Commitment to upholding school safeguarding policies, staff code of conduct, and whistleblowing procedures in line with KCSIE <ul style="list-style-type: none"> • Willingness to read and adhere to Part One (and 	

	<p>Annex A where applicable)</p> <ul style="list-style-type: none">• Commitment to ongoing professional development in outdoor learning, coaching, or therapeutic education• Experience working within a strong safeguarding and therapeutic school culture	
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