



Post 19 Special Educational Needs FE tutor

Our Vision

Future Horizons Leeds is committed to putting young people with complex learning and communication difficulties at the centre of everything we do. We are proud to provide a service that supports our young people to become the best they can be and develop new knowledge, skills and attitudes in a way which is meaningful and wholly personalised to them as individuals.

Our Values underpin everything we do...

We aim to:

Enable,

Empower,

Include

Job Title: FE Tutor

Salary Qualified: £32,857- £39,037

Line Manager: Deputy Principal

Contract: Permanent Hours: 37 hours per week

Holidays:

As part of your contract, you have fixed holiday periods.

This includes:

9 weeks in the school holidays (following the Leeds School Holiday calendar)

Five days of your holiday entitlement can be swapped for days within term time with agreement from the Senior Leadership Team

Please note that the duties and responsibilities below are a minimum requirement and are not exhaustive or listed in their entirety. Duties and expectations can be reviewed and updated in line with the needs of the business.

Job Description

Main Responsibilities

Working within the remit and ethos of Future Horizons Leeds, be accountable for the planning and delivery of the curriculum and provide clear direction, support and practical advice to the support team. You will be required to:

Job purpose:

- Have overall responsibility for the target setting and holistic journey of your personal tutor group
- Plan and deliver a holistic curriculum that supports our young people to develop their skills for life both in the centre and out and about in the community
- Identify clear objectives and learning outcomes, with appropriate challenge and high expectations
- Remove barriers to learning by interpreting, understanding and supporting communication, to ensure positive outcomes for all our students
- Organise and manage groups or individual students, ensuring differentiation of learning, reflecting all abilities
- Plan opportunities to develop the social, moral, emotional and cultural aspects of students' learning
- Work with senior support staff to develop all staff specialist skills to best support students' learning, progress, confidence and positive transition into adulthood
- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Undertake processes and procedures to carry out annual EHCP's
- Create and maintain effective partnerships with parents/carers to support and improve students achievement and personal development
- Forge positive relationships with students, their parents/carers and wider multidisciplinary team
- Help create and manage a caring, supportive, purposeful and stimulating environment which is conducive to our young peoples' learning
- Provide a safe and orderly environment that protects and cares for the young people and staff based at FHL

Progress

- Implement the systems for monitoring and assessing personalised progress.
- To promote independence and employ strategies to recognise and reward achievement.
- Be responsible for the progress of your students in line with their agreed targets
- Maintain individual student records and ensure that they are kept up to date
- Report to the Deputy Principal on the progress of the cohort as and when required

Supporting Senior staff to:

- Liaise with key staff, regarding the strategies that are deployed to deliver learning to maximise development
- Contribute to the development of the professional practice of others so that they maximise the development of our young adults
- Embed a culture of positivity, motivation and the personal growth of students and colleagues.

General Responsibilities:

As a professional, progressive and supportive organisation, Future Horizons Leeds expects all colleagues to:

- Line manage a team of LLAs (Lifelong Learning Assistants) and Instructors.
- To promote the inclusion and acceptance of all students.
- To ensure all staff support students consistently whilst recognising and responding to their individual needs.
- To ensure all visitors to FHL's premises are received and welcomed
- Embrace, understand and promote the ethos of FHL and to understand the roles they play as part of the team to provide high levels of care and education for our students
- Abide by the FHL Code of Conduct and all other policies, procedures and regulatory requirements and guidelines relating to their role.
- Comply with health and safety guidelines and take reasonable care to keep themselves and others safe.
- Ensure safeguarding procedures are followed in line with Local Authority and FHL guidelines and legislation.
- Maintain confidentiality and respond appropriately to issues regarding confidentiality, for example, being aware of personal information regarding our students.
- Work in collaboration with colleagues and others and FHL stakeholders.
- Keep job knowledge up to date through company and external training, showing a commitment to professional development.
- Maintain awareness of current educational policy and practice, and relevant LCC and DfE initiatives, development and best practice within the sector-
- Act as a positive representative of FHL by modelling and maintaining a professional approach and behaviours at all times.
- Demonstrate a proactive approach, using initiative and showing resilience to take responsibility for getting tasks done.
- Show a willingness to undertake additional roles to meet the needs of the provision, students and colleagues.
- Be flexible and perform any other duties as required by the Trustees within the scope and spirit of the role.

PERSON SPECIFICATION

Attributes	Essential	Desirable
Physical	<ul style="list-style-type: none"> Physically and mentally equipped to meet the requirements of the job 	
Qualifications	<ul style="list-style-type: none"> Qualified FE tutor (minimum level 5 diploma) or QTS /QTLS o Hold Maths and English qualifications above GCSE Level 4 or equivalent 	<ul style="list-style-type: none"> Special Education EYFS
Experience and skills	<ul style="list-style-type: none"> Experience of teaching students with complex communication needs / autism Creative teaching and learning that engage and motivates students with complex communication needs Commitment to inclusive practice Experience of writing, adapting and differentiating schemes of work Ability to create, deliver and lead personalised learning through an informal curriculum Knowledge of using information to monitor progress and set targets to accelerate achievement Effective use of a variety of assessment tools to monitor teaching and learning. Ability to identify effective interventions to ensure students make good progress Ability to identify excellent practice to enable colleagues to improve, through effective feedback Track record of motivating teams and individuals to implement change 	<p>Experience of:</p> <ul style="list-style-type: none"> New curriculum initiatives Knowledge of the development assessment recording and reporting; assessment for learning Databridge MIS SEND Code of Practice Taken a lead with a team of colleagues on an initiative across an educational setting
Specialist Knowledge	<ul style="list-style-type: none"> Excellent IT skills Up to date knowledge of recent developments that inform teaching and educational provision. Knowledge of communication approaches: Intensive Interaction, objects of reference, PECs, Makaton, augmentative communication and sensory processing 	<ul style="list-style-type: none"> Ability to collate and analyse data to inform planning for students An understanding of the needs of parent/carers of young people with SEN
Developing self and working with others	<ul style="list-style-type: none"> Regularly reviews own practice and continually participates in quality CPD Using CPD to motivate, enthuse and develop staff 	<ul style="list-style-type: none"> Ensures accountability for other colleagues Able to coach and mentor staff
Personal Qualities and Attributes	<ul style="list-style-type: none"> Excellent interpersonal skills to create positive relationships to motivate and inspire Strong leadership skills Good communication skills, able to establish credibility, work collaboratively with students, staff, other professionals and community groups Enthusiastic and optimistic Tactful, patient and sensitive Resilience and determination to succeed 	<ul style="list-style-type: none"> Emotional self-awareness Conflict management
Additional	<ul style="list-style-type: none"> To attend any training as deemed appropriate Agreement to FHL obtaining an Enhanced DBS check 	