



**Job Description**

<b>Title</b>	1-1 tutor Full-Time/ Part-time (flexible hours)	<b>School/Department</b>	Cranbury College
<b>Salary</b>	UNQ/MPR	<b>Reports to</b>	AP Lead - SLT
<b>Job evaluation code</b>		<b>Date of evaluation</b>	
<b>Purpose</b>	To support a variety of students from the local area who are facing difficulties in school because of issues related to medical conditions or factors that mean they cannot attend their school setting. Tutoring is provided to help these learners overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress. Students may present with varying need, including Special Educational Needs to chronic medical conditions.		
<b>Key Accountabilities</b>	<ol style="list-style-type: none"> <li>1. Supporting Emotional Wellbeing and Engagement</li> <li>2. Promoting Attendance and Re-Engagement</li> <li>3. Academic Progress and Learning Support</li> <li>4. Individual Planning and Review</li> <li>5. Working in Partnership with Families</li> <li>6. Collaboration with School and External Professionals</li> <li>7. Safeguarding and Professional Practice</li> </ol>		
<b>Scope</b>	<b>Main contacts:</b>	<b>Staff responsibilities:</b>	<b>Financial accountability:</b>
	<ul style="list-style-type: none"> <li>• Students, parents, staff and local authority</li> </ul>	None	None
<b>Main duties and responsibilities</b>	<ol style="list-style-type: none"> <li><b>1. Supporting Emotional Wellbeing and Engagement</b> <ul style="list-style-type: none"> <li>• Build trusting, consistent and supportive relationships with learners experiencing EBSA, recognising the impact of anxiety, trauma and unmet need on attendance and learning.</li> <li>• Create a calm, safe and predictable learning environment in the home, or online or transitioning back into school that promotes emotional regulation, confidence and readiness to learn.</li> </ul> </li> </ol>		



- Support learners to gradually re-engage with learning through flexible, trauma-informed and learner-centred approaches. Working at the pace of that learner or family
- Use agreed strategies to reduce anxiety and barriers to engagement, in line with individual support plans and risk assessments.

## **2. Promoting Attendance and Re-Engagement**

- Work closely with learners, families and school staff to support phased returns, flexible timetables and bespoke engagement plans.
- Encourage positive routines, motivation and self-belief to support improved attendance and participation.
- Monitor patterns of engagement and attendance, identifying early signs of increased anxiety or disengagement and responding by planning proactively.

## **3. Academic Progress and Learning Support**

- Plan and deliver tailored learning activities that meet individual academic needs while taking account of emotional readiness.
- Adapt teaching approaches to ensure learning is accessible, achievable and motivating for learners experiencing EBSA.
- Support learners to develop confidence as learners and experience success, however small, as a foundation for progress.
- Track and review academic progress, adjusting support as needed in collaboration with teaching staff.
- Talking to host school to gain an understand of academic journey of the learners that are being supported

## **4. Individual Planning and Review**

- Contribute to the development, implementation and review of individual support plans, education plans or reintegration plans.
- Provide accurate observations and feedback to inform reviews, meetings and next steps.
- Maintain clear and up-to-date records of learner engagement, progress and wellbeing.

## **5. Working in Partnership with Families**

- Communicate sensitively and constructively with families and carers, recognising their expertise and the challenges they may be facing.
- Offer reassurance, consistency and clear information to support a shared approach between home and school.
- Work collaboratively with families to support learners' emotional wellbeing and learning.



	<p><b>6. Collaboration with School and External Professionals</b></p> <ul style="list-style-type: none"> <li>• Work closely with teachers, SENCOs, pastoral staff, therapists and other professionals to ensure a joined-up approach.</li> <li>• Follow agreed strategies and contribute to multi-disciplinary discussions around EBSA and re-engagement.</li> <li>• Implement recommendations from external agencies as appropriate.</li> </ul> <p><b>7. Safeguarding and Professional Practice</b></p> <ul style="list-style-type: none"> <li>• Uphold safeguarding responsibilities at all times, acting in line with Cranbury Colschool policies and procedures.</li> <li>• Maintain professional boundaries and confidentiality.</li> <li>• Engage in supervision, training and reflective practice to develop understanding of EBSA, anxiety and inclusive teaching strategies.</li> </ul>
<p><b>Other requirements and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Enhanced DBS clearance required.</li> <li>• Be part of the appraisal system, taking full responsibility for their own objectives and professional development.</li> <li>• Undertaking other reasonable responsibilities as directed by members of SLT</li> </ul>
<p><b>Structure chart</b></p>	<pre> graph TD     HT[Headteacher] --&gt; AP[AP Lead (SLT)]     AP --&gt; T[1:1 Tutor]   </pre>

### Person Specification

<b>Role</b>	1:1 Tutor	<b>School/Department</b>	<b>Cranbury College</b>
<b>Salary</b>	MPR/UNQ	<b>Job evaluation code</b>	



<b>Qualifications, training and education</b>	<ul style="list-style-type: none"> <li>• QTS desirable but not essential</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with children of the relevant age, and managing situations relating to challenging behaviour</li> <li>• Working with children who may have suffered/ suffering from a chronic medical condition, including mental health struggles, which has prevented them from accessing school</li> <li>• Assessing learners’ needs and barriers to learning</li> <li>• Delivering programmes with learners with challenging behaviour or SEMH including one-to-one, small group and whole-class activities</li> <li>• Working closely with families/carers, including carrying out home visits where appropriate for supporting students</li> <li>• Working collaboratively with outside agencies and participating in meetings when required</li> </ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Strong listening skills and proven ability to deal with sensitive situations with integrity</li> <li>• Proven ability to communicate effectively with adults and children, including through written and verbal communication</li> <li>• Proven ability to create good relationships with learners, staff and parents.</li> <li>• A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment.</li> <li>• Proven ability to tailor interventions to individual learners</li> <li>• Excellent understanding of safeguarding policies and procedures and their role in child protection</li> <li>• Proven ability to be flexible to changing workload demands and new challenges</li> <li>• Ability to use IT systems and to conduct analysis and produce reports</li> </ul>
<b>Requirements specific to the role</b>	<p>All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.</p> <p>To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required</p>

**The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.**

<b>Signed:</b> Post holder	
<b>Date:</b>	