

Job Title:	Progress Tutor for Mathematics
Responsible to:	Assistant Principal / Head of Faculty / Lead Practitioner
Terms and Conditions:	37 hours per week, term time plus 1 week, fixed term 1 year

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The Progress Tutor will work alongside key school staff to provide high quality tuition and support of Pupil Premium students in Maths, as advertised, together with other pupils as appropriate and will contribute to Cover across the school.

It is important to:

- Provide tuition for pupils on a daily / weekly/ fortnightly basis to enable academic progress.
- Share responsibility for the education, progress and well-being of all pupils in accord with school policies.
- Work as part of an intervention team, liaising with, sharing practice with, and supporting the team with a view to enhancing Pupil Premium student progress.
- Collate and analyse information with regard to the progress of students.
- Contribute to cover across the school

Key Areas of Responsibility

Working with students for intervention

- Select and tutor Pupil Premium students as the first priority.
- Plan and deliver tuition intervention as a coherent programme of study, e.g. weekly or fortnightly as required; 30mins or 60 minutes as necessary.
- Select students from tracking data with an agreed priority.

We are part of...

WENSUM TRUST 

- Establish a core group of around 50-60 pupils to work with on a weekly / fortnightly basis, as a guide, e.g. 12 groups of 4-5 together with any one-off additional classes such as revision; one-to-one or Literacy classes as deemed necessary.
- Work as an academic mentor for selected students in addition to providing specific tuition.
- To liaise with departments to develop a plan of differentiated intervention, curriculum and targets.
- Liaise with parents, form tutors, Heads of Faculty and Progress Leaders with regards to student progress.

Working with students to provide cover

- To supervise whole classes to cover short term absence of teachers and to allow teachers to carry out professional duties and training. Cover supervisors will give instructions for the lesson, as provided by the teacher, and keep students on task while maintaining good order.
- Supervise students while they are engaged in learning activities and deal with immediate problems and emergencies.
- Manage students' behaviour within the ethos and behavioural policies of the school.
- Set high expectations of conduct whilst acting as a role model.
- Respond to student queries on procedures while keeping students on task.
- Promote the inclusion and acceptance of all students within the classroom within the school's policies and procedures of equal opportunities.

Support for teachers

- Provide objective and accurate feedback to the teacher on the conduct of the lesson and the behaviour of students.
- Collect and pass on any completed work.
- Maintain and pass on any appropriate records as agreed beforehand with the teacher.
- Provide support and assistance to teaching staff in large examinations or test groups.

Systems to support progress

- Use exercise books / folders to an agreed system, e.g. learning aims / standards of presentation, etc.
- Ensure there is a clear product of learning in each session.
- Ensure there is good use of assessment for learning evident in student work, e.g. self-assessment, peer assessment, tutor marking, improving work based on feedback.
- Provide home learning tasks.
- To ensure a register is taken each session on SIMS.
- Track progress of students lesson by lesson / over the course of the intervention.
- Contribute to termly Progress Tutor Report.
- Contribute to use of Extended Study Club and lunch time / after school intervention.
- Create timetable to an agreed template showing lesson / students / grades – with the focus on maximising tuition time.
- Provide in-class support as required.
- Observe teachers / fellow tutors as part of a Peer Observation programme.
- Contribute to and assist form tutors as required.
- To keep up to date with SIMS training

Role Profile & Person Specification



To provide tuition for students through mainly small group tuition sessions; some one-to-one and larger class based exam-focused sessions.

Support for the school

- Accompany groups of students on school trips ensuring their health and safety.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required.
- To provide First Aid within the Academy and attend relevant training.
- To contribute to the whole school duty team.
- Undertake other similar duties and activities that fall within the grade and role of the post as decided by the Principal.

Safeguarding

- Undergoing regular refresher training to ensure your safeguarding knowledge is as up to date as possible and in line with new guidance.
- Uphold statutory and school safeguarding measures at all times. Maintain a professionally curious attitude of 'it could happen here' in every aspect of the role.
- To support the development and monitoring of student awareness of safeguarding.

Health and Safety

- Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.
- Assisting with or undertaking risk assessments relevant to the post.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

Role Profile & Person Specification

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	• Relational • Self-aware • Curious • Accepting • Empathetic • Reflective • Demonstrate enthusiasm • Ability to critically evaluate own performance and make any necessary changes to be more effective • Honest, reliable, loyal, punctual • Able to use own initiative and work alone when necessary	
Qualifications	• GCSE Mathematics grade B • A level or equivalent • Relevant degree	• Qualification in work linked with children and young people • NVQ2 or equivalent in teaching assistant experience
Experience	• Previous work with young people and families	Experience of working in a support capacity in a school with pupils of relevant age or in an appropriate learning environment
Skills/Knowledge	• General understanding of the National Curriculum and other basic learning programmes • Working knowledge and skills of ICT to support learning • Demonstrate an understanding of issues linked to confidentiality • Ability to communicate effectively with children and adults at all levels. • Ability to encourage pupils to learn using planned material • Ability to undertake varied duties • Ability to work under direction of different people and as part of a team • Able to work independently – manage own workload and timescales.	• Demonstrate an understanding of child protection issues • Basic knowledge of first aid • Demonstrate willingness to take responsibility of continued personal development

Role Profile & Person Specification



	• Ability to gain respect of pupils through manner of confidence and authority • Able to organise own workload in the context of varied tasks • Understanding of relevant behaviour policies and procedures • Ability to apply behaviour management policies and strategies so as to contribute to purposeful learning environment • ICT competent • Ability to analyse data	
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