

Job title:
English Tutor**Report to:**
Head of Department**Purpose of the Role:**

To provide targeted academic support and intervention in English for secondary school students, helping them to improve attainment, confidence, and engagement with learning. The English Tutor will work with individual students and small groups, supporting classroom learning and contributing to improved outcomes across Key Stages 3 and 4.

Key Responsibilities:**Teaching and Learning Support:**

- Deliver high-quality one-to-one and small-group English tuition.
- Support students in developing English knowledge, skills, and problem-solving techniques.
- Plan and deliver structured intervention sessions tailored to students' individual needs.
- Reinforce learning from classroom lessons and help students address gaps in understanding.
- Support students preparing for internal assessments, GCSE examinations, and other relevant qualifications.
- Motivate and encourage students to develop resilience, confidence, and independent learning skills.

Assessment and Progress Monitoring:

- Assess students' English abilities and identify areas for development.
- Monitor and record student progress accurately.
- Use assessment information to adapt tutoring approaches and learning strategies.
- Provide regular feedback to students, parents/carers (where appropriate), and teaching staff.
- Contribute to intervention reports and progress reviews.

Collaboration

- Work closely with English teachers and pastoral staff to identify students requiring intervention.
- Attend relevant meetings and training sessions.
- Support the implementation of departmental and whole-school improvement priorities.
- Liaise with parents/carers where appropriate regarding student progress and attendance.

Safeguarding and Pastoral Support:

- Promote high standards of behaviour, attendance, and punctuality.
- Actively support the school's safeguarding and child protection policies.
- Foster a positive, inclusive, and supportive learning environment.
- Be vigilant regarding student wellbeing and report concerns in line with school procedures.

Wider School Contribution:

- Support revision programmes, catch-up sessions, and enrichment activities.
- Participate in school events, parents' evenings, and intervention programmes as required.
- Contribute to raising attainment and closing achievement gaps for disadvantaged and vulnerable students.

Person Specification Essential Requirements

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Degree in English or a related subject, or equivalent qualification.	X		X	X	X
	Grade C/4 or above in GCSE English and English (or equivalent).	X		X	X	X
	Knowledge of effective teaching, learning and tutoring strategies for English.	X		X	X	X
	Understanding of assessment methods and the use of progress data to identify learning gaps and monitor student achievement.	X		X	X	X
	Knowledge of effective intervention programmes and revision strategies to improve attainment in English	X		X	X	X

Experience	Experience of supporting the learning and progress of young people in an educational setting.	X		X	X	X
	Experience of planning and delivering targeted interventions to address gaps in learning.	X		X	X	X
	Experience of recording, monitoring and reporting on student progress.	X		X	X	X
	Experience of liaising with parents/carers regarding student progress and attendance.	X		X	X	X
	Experience of contributing to revision programmes, catch-up initiatives or enrichment activities.	X		X	X	X
	Ability to deliver engaging and effective one-to-one and small-group English tuition.	X		X	X	X
	Excellent communication skills, with the ability to explain mathematical concepts clearly to students of varying abilities.	X		X	X	X
	Ability to motivate, inspire and develop students' confidence, resilience and independent learning skills.	X		X	X	X
	Effective planning and organisational skills, with the ability to manage multiple priorities and intervention programmes.	X		X	X	X