



Saffron Valley Collegiate

Tutor
within the **Springboard Service**

Role Profile and Person Specification

April 2013

CROYDON COUNCIL

Role Profile

Job Title:	Tutor within the Springboard Service
Department:	Children, Families and Learning
Division:	Education
Grade Range:	Teaching Main Scale or Unqualified Teacher Scale, as appropriate. Employed on an hourly, sessional rate.
Hours:	Sessional
Location:	Springboard Service at 170 Sanderstead Road, Sanderstead CR2 0LY
Reports to:	Springboard Manager
Responsible for:	<ul style="list-style-type: none">▪ Delivery of English, Maths and Science to secondary and/or primary pupils;▪ Delivery of subject specialism to secondary pupils;▪ Providing additional learning opportunities to address the academic progress and personal development of pupils.
Role Purpose and Role Dimensions:	<ul style="list-style-type: none">▪ To implement and deliver an appropriate differentiated and personalised learning programmes throughout the Springboard Service;▪ To contribute to raising standards of pupil attainment;▪ To enable pupil progression and transition to appropriate educational provision;▪ To liaise with designated schools, PRUs and other interested agencies in order to facilitate continuity in the provision of education.▪ To share and support the PRU's responsibility to provide and monitor opportunities for personal and academic growth.
Commitment to Diversity:	As a member of the School Team to take individual and collective professional responsibility for championing the council's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">▪ Local authority and national advisory teams within appropriate curriculum areas;▪ Parents/carers;▪ Appropriate external agencies.
Key Internal Contacts:	<ul style="list-style-type: none">▪ Headteacher and Senior Management Team;▪ PRU staff team;▪ Management Committee;▪ Pupils.
Other Considerations:	Travel Arrangements: It is essential that all teachers are mobile. Travel by car is paid at a standard rate per mile, in accordance with local authority policy and procedures. Teachers who travel by public transport are expected to use the most economic form of transport, i.e. daily or weekly travel cards.

Key Accountabilities and Result Areas:

General Teaching Responsibilities

Key Elements:

This will involve:

- Planning and delivering meaningful and appropriate programmes of study that are age appropriate, considering the needs of individual pupils, and fulfilling the requirements of the National Curriculum;
- Planning learning opportunities appropriate to the strengths and specific needs of individual pupils; knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Promoting the development and improvement of literacy and numeracy skills, for all children and young people;
- Providing effective recording and reporting of pupils' achievement and progress in compliance with PRU and National Curriculum guidelines;
- Carrying out baseline, on-going and final assessments, as appropriate to the subject area.
- Providing pupils with regular feedback, both orally and through accurate marking.
- Contributing to Individual Learning Plans and other individual action plans;
- Assisting in the development of strategies to enhance teaching and learning;
- Fostering enthusiasm and enjoyment for learning and maintaining a well disciplined and purposeful learning environment;
- Maintaining own continuing professional development by participation in a variety of CPD activities in order to keep up-to-date with subject knowledge and other issues relevant to the role;
- Conforming to the PRU's policy for preparing pupils for external examinations;
- In all instances being mindful of the PRU's core purpose: to ensure successful transition to appropriate, challenging education settings, and/or post-16 progression to further education/training opportunities;
- Liaising professionally as appropriate with staff at designated schools, PRUs or other agencies in order to ensure continuity of educational programme.

Providing small group tuition

- To provide small group tuition within the Learning Centre at Springboard Service (Sanderstead) or at Cotelands at John Ruskin College.

Providing individual tuition

- Where necessary to provide individual tuition within a pupil's home, or at a public place e.g. library.

Supporting online learning

- To support pupils with online learning activities.
- Use the managed learning environment (MLE) as a vehicle for creating lesson resources, and learning plans, and communicating with staff and pupils.
- Monitor the e-learning activities of identified pupils.
- Keeping an ongoing and up-to-date knowledge of e-learning resources within their subject area.

Additional Tasks

This will involve:

- Attendance at staff meetings as required by the Springboard Manager in order to ensure continuity and a team approach in the educational programme;
- Attendance at professional meetings which are in the interest of the child as directed by the Coordinator or Springboard Manager.
- Contributing to review meetings; providing verbal and/or written reports;
- Ensuring effective communication with other PRU staff members with regard to examination entries;
- Playing an active part in the implementation of the Springboard Development Plan, relative to own experience;
- Playing a full part in the life of the PRU community; supporting its mission and ethos.

Additional expectations for post-threshold teachers

The framework of professional standards states that post-threshold teachers should:

- *Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.*
- *Promote collaboration and work effectively as a team member.*
- *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.*

Specifically –

Teachers on UPS1 may be required to:

- Act as a personal tutor to a small number of pupils;
- Share knowledge and skills with tutor colleagues to improve their knowledge, skills and performance, e.g. provide feedback from a CPD activity at a staff meeting/training session.

Teachers on UPS2 may be required to:

- Provide support to tutor colleagues to improve their knowledge, skills and performance, e.g. lead a session on phonics at a staff meeting/training session.

Teachers on UPS3 may be required to:

- Liaise with teachers within the wider PRU to develop initiatives to improve teaching and learning, e.g. participate in a working group to consider ways to promote employability skills within the curriculum.
- Contribute to cross Federation development of teaching and learning opportunities, e.g. act as a Springboard representative on a working party to address the improvement of literacy skills.

Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties consistent with the grade from time to time.

Key Accountabilities and Result Areas:

Green Statement

Key Elements:

This will involve:

- Seek opportunities for contributing to sustainable development of the borough, in accordance with the council's Green Commitment. In particular, demonstrate good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

This will involve:

- To be aware of the council's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- To maintain client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

This will involve:

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the council's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Key Accountabilities and Result Areas:

Equalities

Key Elements:

This will involve:

- The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Customer Care

This will involve:

- Able to demonstrate a commitment to the council's Customer Care Policy.

Health and Safety

This will involve:

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of School Team

This will involve:

- To participate in training to be able to demonstrate competence.
- To participate in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School Service
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Person Specification

Job Title:

Tutor within the Springboard Service

Essential qualifications, knowledge and experience:

- Level 4 equivalent qualifications;
- Experience of successfully working with children/young people within a learning environment;
- An up-to-date knowledge of the National Curriculum and its associated assessment framework.

Desired qualifications, knowledge and experience

- Teaching qualification with QTS;
- To be able to deliver a subject specialism at Key Stages 3 and 4;
- A proven track record of successful teaching within the primary or secondary phase.

Essential skills

- The ability to plan and deliver appropriate learning activities that foster enthusiasm for learning.
- The ability to use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Ability to respond to the diverse needs of individual pupils.
- The intellectual capacity to acquire an understanding of the on-going developments within the educational sector, and demonstration of the ability to transform these into practice.

Essential personal qualities:

- To demonstrate the ability to self-evaluate learning needs and actively seek learning opportunities;
- To consistently demonstrate the ability to relate well to children and adults, (including parents and carers), forming and maintaining appropriate professional relationships and boundaries;
- To be able to work constructively as part of a team, understanding roles and responsibilities and your own position within these;
- To be able to work creatively and develop ideas in a collaborative and collegiate manner, as a performance driven team player;
- Ability to work collaboratively with professionals from a variety of educational settings, and other agencies;
- Practical problem solver with the focus on learning and progression;
- Ability to work unsupervised, with a high level of initiative.
- Ability to demonstrate resilience and respond creatively to changing demands.

Specific requirements:

- Ability to understand written information subject to a written test;
- To have due regard for the academic and social/emotional development of young people, and to appreciate their equal value within the PRU's ethos;
- Ability to maintain an ordered and well-disciplined learning environment;
- Empathy for young people experiencing emotional difficulties;
- Ability to understand the difficulties and pressures associated with caring for children and demonstrate appropriate coping mechanisms;
- A commitment to the safeguarding of all pupils and their personal development as individuals;
- A commitment to inclusive education and equal opportunities for all.
- As some learning is provided in the pupil's own home or other locations within the borough, it is essential that all teachers are mobile. Tutors should have a full drivers licence, or demonstrate how they will be able to meet the travel requirements of the post.