

Job Description: SEN Tutor Fellow

Contract: 1 Year Fixed Term

Salary: Circa £19,000

Hours: 8.00am to 5.30pm during term time (with 45 minutes break)

The role

To provide inspirational tutoring and role modelling to SEN pupils at King Solomon Academy, whilst developing the skills, knowledge and understanding to train to be a teacher.

Key responsibilities

Learning Support

- To provide high quality differentiated support to pupils with significant Special Educational Needs
- To tutor groups of pupils and individuals, with a focus on differentiating the curriculum to meet the needs of the pupils. This includes keeping records of targets, progress and additional intervention.
- To mentor and coach pupils in the development of their self-confidence and aspirations for their future, in particular, their aspiration to go to, and excel at university.
- To work with pupils in a wide variety of settings including whole class settings, small group interventions and supervision/leadership of activities in break times, lunch, after school clubs as well as on trips and residential trips.
- To maintain and actively promote high academic and behavioral expectations across the academy.
- To promote inclusion and acceptance of all pupils in the school, including those with special educational needs and/or disabilities.
- To support the SENCO and teachers to identify, assess and support children with individual needs.
- Work with class teachers and Head of Inclusion to implement and review Individual Learning and Provision Plans and develop resources for pupils who have additional needs.
- To actively engage in every professional developmental opportunity on the road to a successful career in teaching including observing best practice, co-teaching, having a positive attitude to feedback and self-evaluation and committing to improving teaching practice day by day and week by week.
- To work with other agencies including speech and language therapists, occupational therapists and educational psychologists,
- To be a team player, working with class teachers, Year Leads and the rest of the KSA School Community to do whatever it takes to best support and nourish our pupils.

Outcomes and activities

Learning activities

- Plan and facilitate small group or one to one tutoring.
- Plan and facilitate class teaching, building up from co-teaching with a teacher at the start of the year, to taking on parts of lessons with real-time feedback to taking on planning and facilitating lessons more independently.
- Step in to teach lessons when class teachers are unavailable, using plans and resources designed by teachers or Head of Inclusion.
- Observe, record and feedback information about pupil performance.

- Work with the SENDCo and other teachers to implement Individual Learning Plans and develop resources for pupils who have English as a second language, speech or language impairments, or need additional support in their learning and/or relationships.
- Provide administrative support by ensuring resources are prepared to an excellent standard and on time for classroom use, and other administrative tasks are completed as directed by Head of Inclusion.

Coaching

- Coach pupils to promote better decision making, motivation and improved achievement.

Other

- Supervise pupils and lead activities in playgrounds, lunchrooms, etc.
- Maintain pupil and family confidentiality.
- Attend regular meetings and training, as required.
- Run extra-curricular activities and participate in trips (including residential).

Other

- Undertake other various responsibilities as directed by the Principal.

Person specification: SEN Tutor Fellow

Qualification Criteria

- Right to work in UK
- GCSE (or equivalent) in English and maths at grade B or above
- Qualified to degree level

Experience

- Experience of working with young people or adults in a paid or voluntary capacity

Behaviours

Personal characteristics

- A passion for working with SEND pupils
- Interested in the possibility of doing Initial Teacher Training in the future (approx. 1 year)
- Proactive, reflective and committed
- Passionate about the potential of every pupil
- Able to establish and maintain excellent working relationships with staff, pupils and parents
- Able to follow instructions accurately but make good judgments and lead when required
- Motivated to continually improve standards and achieve excellence

Specific skills

- Excellent communication skills, orally and in writing, including the skills to undertake graduate study associated with training to be a qualified teacher.
- Good mathematical skills
- Competent with computers and other technology
- Good administrative and organisational skills
- Able to understand and implement particular strategies and methods to help pupils to improve their learning and enjoyment of learning including leading specific interventions after training

- Able to understand and implement the necessary routines and patterns to establish good behaviour in the school
- Able to deal with minor incidents, first aid, and the personal health and hygiene of the pupils
- Understands the importance of confidentiality and discretion

Other desirable training and skills

- An interest in music and the ability to play an instrument
- An interest in sport and the ability to lead sport sessions
- First Aid training

Other

- Commitment to the safeguarding and welfare of all pupils
- This post is subject to an enhanced Disclosure and Barring Services check

Principal

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme. He has been a Science teacher and then Head of Year 8. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he continued to contribute to the education field, writing about the importance of small schools. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy. He has now led KSA through two outstanding Ofsted inspections and led KSA to achieve the highest GCSE results in the country for a non-selective secondary school in 2015. From the summer of 2016, he will lead the all-through academy.



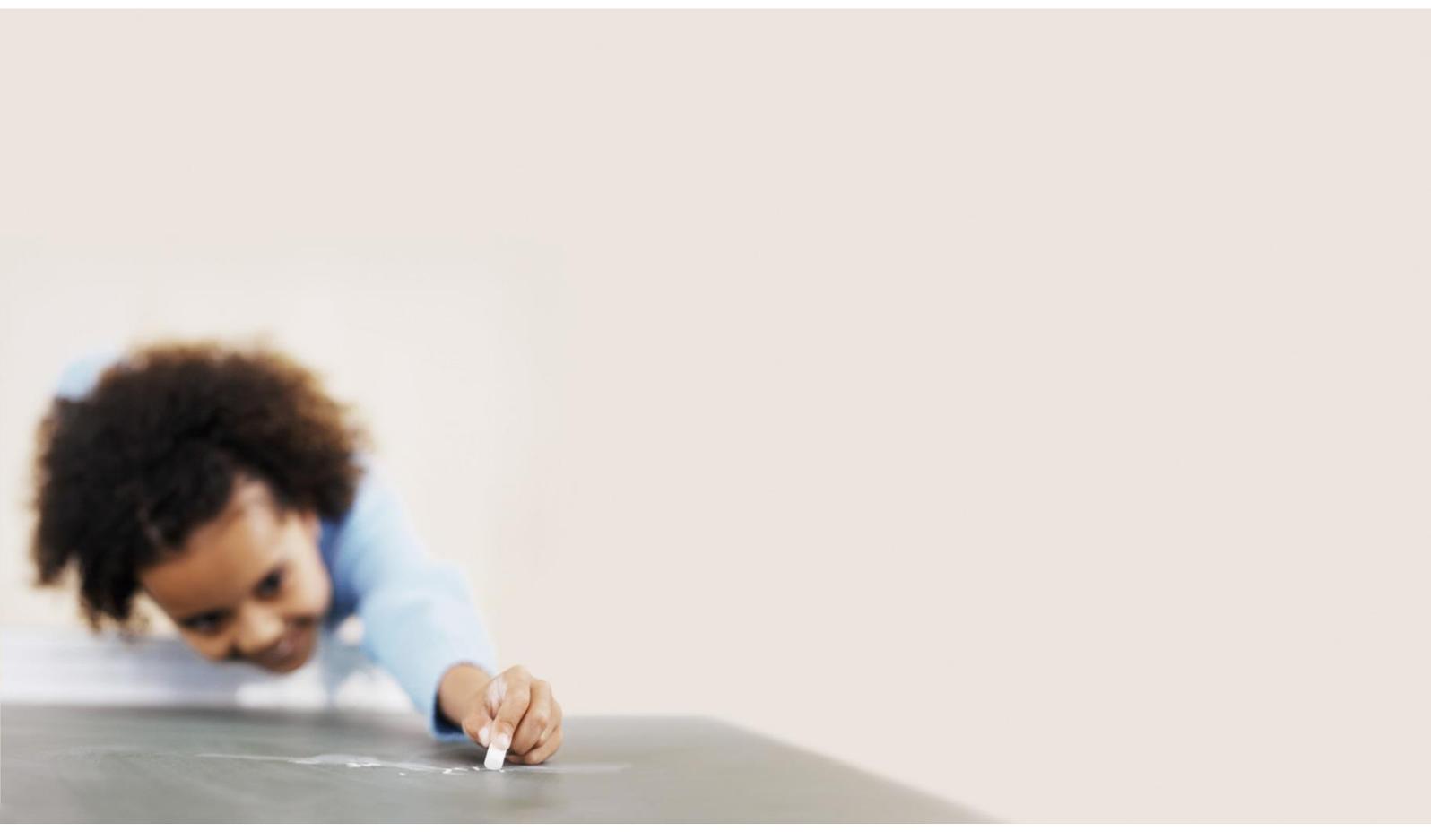
“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”

Profiles of previous Tutor Fellows

Sam Page

Sam Page graduated from UCL with a degree in Law. Since graduation she has followed her passion for working with children. She joined a secondary school in Bournemouth teaching English and coached a variety of sports including hockey, netball and tennis. She also assisted with Ten Tors, Duke of Edinburgh expeditions as well as running cookery lessons. Immediately prior to KSA, Ms Page also managed a tuition centre which focused on Maths and English support. In this role, she enjoyed ensuring that every child was being challenged to reach their potential.

Since joining KSA, Sam has taught small group literacy interventions as well as leading extra-curricular enrichment activities including sports and cooking. She has now successfully attained a place on the Ark School Direct Programme to train as an English teacher and has become a qualified teacher at KSA.



Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 34 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes. and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.