

Centre for Excellence Maths Christ the King Sixth Form



Job Description and Person Specification

Job Title:	Maths Specialist Tutor for Resit GCSE Maths
Responsible To:	Head/Lead of Maths at site chosen
Core Job Purpose:	Under the guidance of the Head/Lead of Maths to deliver small group intervention to resit GCSE Maths students in the context of the College mission and ethos in order to ensure learners make the progress required and are successful in their retake exams for Maths

1. Job Description

The main activities and responsibilities are:

- 1.1 Small group intervention of tutoring Mathematics GCSE as appropriate to the College's activities.
- 1.2 Delivery of consistently high expectations, positivity and motivational mentoring for students. This will include:
 - 1.2.1
 - Having high expectations which inspire and motivate learners.
 - Demonstrating the positive attitudes, values and behaviour which tutors are expected to engender.
 - Working within the framework and guidance set out by the Head/Lead of Maths.
 - Building on students' prior knowledge and understanding their barriers to learning.
 - Challenging all students to make progress and to achieve, as a minimum, their baseline grades.
 - Helping students reflect on their progress.
 - Having relevant and accurate subject knowledge so that students are enthused and inspired to achieve.

- Preparing students well for their public examinations. This includes examination practice, opportunities for revision and familiarising students with the format and layout of examination papers.
- Making use of relevant data to monitor progress.

1.2.2 Managing Learning

Delivering interventions which:

- Meet the needs of all learners, through effective differentiation.
- Include an appropriate variety of delivery methods.
- Actively engage students in their own learning.
- Have high expectations in relation to student behaviour and challenging poor behaviour where needed.
- Consistently uphold college standards.

1.2.3 Managing Assessment

Making accurate and productive use of assessment, including:

- Having a thorough knowledge and understanding of the subject examination specification
- Knowing and understanding how to accurately assess student work in line with awarding body requirements.
- Ensuring that assessment opportunities allow students to enhance their learning.
- Providing written and oral feedback to students
- Marking work accurately, assessing in relation to baseline or target grades and providing details of how student work could be improved.

1.2.4 Managing Wider Professional Responsibilities

Demonstrating consistently high standards of personal and professional conduct including:

- Communicating effectively with parents, class teachers and other key stakeholders.
- Developing effective professional relationships with colleagues.
- Taking responsibility for reviewing practice, implementing agreed actions and delivering high quality tutoring.
- Adhering to the professional standards and requirements for staff outlined in College policies.
- Ensuring that contact and communication with students always takes place in a professional context and meets the requirements set out in the staff rules of conduct.

- 1.3 Being a reflective practitioner and contributing to department and college quality reviews and planning processes.
- 1.4 Monitoring the condition, security and safety of the teaching areas and the equipment used.
- 1.5 Supporting the delivery of teaching and learning across the 14-19 phase, as appropriate.
- 1.6 Promoting equality for students and staff.
- 1.7 Undertaking other professional requirements specific to this post.

This job description may not necessarily be a comprehensive description of the post. It may be reviewed and subject to modification or amendment at any time after consultation with the post holder.

2. Person Specification/Selection Criteria

The post holder will be expected to have the following skills and attributes:

2.1 Mission and Ethos

- An understanding of and support for the ethos of the college chosen

2.2 Qualifications

- Level 3 or equivalent in any subject area
- GCSE Maths grade equivalent to grade 4 or C

2.3 Professional Attributes

- Have high expectations of young people including a commitment to ensuring that students can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high professional standards.
- Be able to communicate highly effectively with young people, parents, carers, colleagues and other stakeholders.
- An ability to evaluate own performance and be committed to improving practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.
- Be able to act upon advice and feedback in order to continually improve practice.
- Be highly organised and very reliable.

- Have excellent IT skills and be able to use these skills highly effectively in tutoring activities.

2.4 Professional Knowledge and Understanding

- Know and be able to use a range of approaches to one to one tutoring, including an understanding of the importance of individualised focussed feedback.
- Know how to use statistical data to evaluate the effectiveness of tutoring, to monitor the progress of those tutored and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.
- Have a secure knowledge and understanding of the subject/curriculum area.
- Have a secure understanding of the barriers to learning for resit GCSE Maths students and how to begin to tackle these in order to enable those tutored to reach their full potential.
- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for students, including those for who English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

2.5 Professional Skills

- Be able to deliver engaging and motivating tutoring lessons informed by well-grounded expectation of learners and designed to raise levels of attainment.
- Know how to provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.
- Be highly reflective and know how to review the effectiveness of tutoring and its impact on learners' progress, attainment and well-being, refining approaches where necessary.
- Know how to identify and use opportunities to personalise and extend learning through out-of-class activities where possible making links between in-class learning and learning in out-of-class activities.
- Be able to manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the College code of conduct.