

Job Title	Alternative Provision Tutor	Job Category	Support
Grade & Salary Range	Grade D, Scale Points 4 - 6 (£18,933 - £19,698 Full Time Equivalent)	Hours of Work	37 Hours per Week, Term Time plus 2 Weeks
Location	George Pindar School	Travel Required	None
Position Type	Permanent	Line Manager	ARC Lead Tutor
Date Posted	13th January 2021	Posting Expires	26th January 2021
Interviews to be held	To Be Confirmed	Start Date	January/February 2021

Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

Completed Applications are to be returned to

Name	James Annetts
Email Address	james.annetts@northyorks.gov.uk
Postal Address	Resourcing Solutions North Yorkshire County Council, County Hall, Northallerton DL7 8AE

Hope Learning Trust York is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hlt.academy

Alternative Provision Tutor, Term Time Plus 2 Weeks, Fixed Term until 31st January 2022

Grade D, Scale Points 4 - 6, £18,933 - £19,698 Full Time Equivalent Per Annum

George Pindar School is an 11-16 secondary situated in Scarborough and we are a community school where our colleagues are #proudtobepindar. We are a school with low staff turnover, high staff morale and we are looking positively to the future.

On the 1 March 2019 we officially joined the Hope Learning Trust family of schools along with our fellow coastal partner Graham School. This is a positive step in our school improvement journey which sees us working collaboratively sharing best practice, developing our staff, developing advancements on teaching and learning and ensuring strong outcomes for our students.

We are proud to be an inclusive school with a healthy intake in Year 7 and we have the highest aspiration for our students to achieve their very best and grow both as individuals and as members of their community. The development of the whole child forms an integral part of our vision; we want the best for every student at George Pindar irrespective of their background. We value honesty, high expectations and aspirations, resilience and we work together as Team George Pindar.

Overview and career development recruitment incentives:

- An opportunity to join the Team at George Pindar School and work closely with your fellow colleagues at Graham School.
- Friendly and caring schools where all stakeholders work together for the benefit of the children
- A high level of support from staff and colleagues with the Hope Learning Trust
- Motivated, dedicated staff and a committed, active and supportive Senior Leadership Team
- Improving schools which support pupils to aspire to the very best, with a broad and balanced curriculum offer, collaborative learning and a wide range of extra-curricular activities
- A commitment to professional development and advancement opportunities within a growing MAT.

Job Details

All posts at George Pindar School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Lesley Welsh
Principal



Job Description

Job Title	Alternative Provision Tutor
Grade	D
Responsible To	Headteacher / Principal / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO / Inclusion Manager
Staff Managed	None
Job Family	Teaching Assistants
Job Purpose	To work with teachers to provide teaching, learning and pastoral support by working with individuals or small groups of students under the direction of Head of Key Stage/teaching staff/Higher Level Teaching Assistant and may be responsible for some learning activities within the overall teaching plan.
Job Context	<p>Works within the classroom or appropriate area of the school site to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>Enhanced DBS clearance required</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> • Implement planned learning activities/teaching programmes/intervention as agreed with the teacher, adjusting activities according to students' responses as appropriate • Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher/SENCO on student progress and behaviour • Support the teacher in monitoring, assessing and recording student progress/activities • Support learning by providing resources for lessons/activities • Support students in social and emotional well-being, reporting problems to the Head of Key Stage/ teacher / Child protection officer and parents as appropriate. • Monitor and keep documentation in line with the progress of students. • Understand and support independent learning and inclusion of all students as required. • Use behaviour management strategies including positive handling, in line with the school's policy and procedures which contribute to a purposeful learning environment. • Work with individual students with special educational needs • Work with students for whom English is not their first language • Assist in the development of individual development plans for students (such as Individual support plans) • Assist in the development of individual personal handling plans for students that require them (PHPs) • Assist in escorting and supervising students on educational visits and out of school activities • Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays

	<ul style="list-style-type: none"> • Support students in developing and implementing their own personal and social development • Monitor and manage stock and supplies for the classroom.
Communications	<ul style="list-style-type: none"> • Provide feedback to students and parents in relation to attainment and progress as appropriate (including Parent Review Days). • Share information about students with other staff, parents / carers, internal and external agencies, as appropriate (including use of CPOMS and SIMS).
Partnership or Corporate Working	<ul style="list-style-type: none"> • Support the work of volunteers and other teaching assistants in the classroom • Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Assist in the induction and development of classroom support staff, cascading information and good practice • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information confidentially about pupils with teachers and other professionals as required
Safeguarding	<ul style="list-style-type: none"> • Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence (<i>Upon agreement with postholder</i>) • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate • Know about data protection issues in the context of your role. • Maintain confidentiality as appropriate • Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
Planning and Organising	<ul style="list-style-type: none"> • Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place • Undertake routine clerical duties as required • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.

	<ul style="list-style-type: none"> • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Alternative Provision Tutor	
Grade	D	
Responsible To	Headteacher / Principal / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO / Inclusion Manager	
Staff Managed	None	
Job Family	Teaching Assistants	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
	<ul style="list-style-type: none"> An awareness of child/young person's development and learning An understanding that children/young people have differing needs An understanding that children/Young people have differing needs and knowledge of inclusive practice 	<ul style="list-style-type: none"> Knowledge of School Information Management System (SIMS) Knowledge of Behaviour Management techniques Knowledge of Child Protection policies & Procedures Knowledge of Health & Safety legislation
Experience		
	<ul style="list-style-type: none"> Experience appropriate to working with children in a learning environment 	<ul style="list-style-type: none"> Experience of delivering evidence-based interventions that accelerate learning
Occupational Skills		
	<ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Good reading, writing and numeracy skills 	<ul style="list-style-type: none"> Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
Qualifications		
	<ul style="list-style-type: none"> Relevant NVQ Level 3 qualification or equivalent 	<ul style="list-style-type: none"> Appropriate first aid training (<i>Dependent on the school's needs</i>)
Other Requirements		
	<ul style="list-style-type: none"> Demonstrable interpersonal skills Ability to work successfully in a team Able to exercise judgement Confidentiality Flexibility Enhanced DBS clearance To be committed to the school's policies and ethos To be committed to Continuing Professional Development Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.

Our staff

Anna Tunnard is an English Teacher and SENCO at George Pindar School. She moved to the area in September 2017

Where did you work before and why did you decide to move?

I am a career changer and decided to move into teaching after 10 years in a previous career. I choose the Teach First route into teaching and I was placed at GPS having been allocated the Yorkshire and Humber region. I had never been to Scarborough or the North Yorkshire Coast before and I was delighted to come and join a coastal school and area that offers so much. I have never looked back!

What advice can you offer to anyone looking to move to our area?

Definitely come and visit and do your research! We have so many hidden talents from our students, staff and across the area. The coastline is beautiful here and it's such a welcoming place.

I love the small town feel and you really feel part of the community where you get to know people. You may not get this in a larger city or urban area.

What professional development opportunities have you been able to access?

I have been able to access a range of professional opportunities through the school and through Hope Learning Trust.

I applied for and was successful in joining, then leading, part of the Leadership programme for NQT's across the Trust. This allowed me to work closely with Trust colleagues and network with school colleagues at the same stage of their development as mine.



My school also put me forward to take part in a 1-1 coaching programme which was invaluable and allowed me to see the career routes available to me. Without this I don't know if I would have had the confidence to go on and apply – and get the SENCO job.



Our Coastal Offer



There are no great schools without great teachers - the key to education is the person at the front of the classroom.

Teachers like you have the opportunity on the North Yorkshire Coast to be supported to have an enriched career that remains attractive to you as your career and life develops. We recognise and have developed a range of distinctive opportunities to give you the confidence to engage in additional professional and leadership development, as well as access to fully-funded national professional qualifications.

Our offer

For all permanent EBAC teaching subjects we can offer in addition to your pay point a £4000 recruitment and retention payment for teachers living outside of the Coastal area.

We also offer access to a £8000 reimbursement package for teachers relocating to our area which includes moving costs, stamp duty fees, estate agent fees and lodging allowances.

Please visit www.teachyc.co.uk for more information.

RECRUITMENT, RETENTION & RELOCATION INCENTIVES FOR TEACHING POSTS ON THE YORKSHIRE COAST

RECRUITMENT AND RETENTION PACKAGES (R&R)

As part of our commitment to tackling teacher recruitment and retention we can offer an R & R package of £4000 which is paid over two years. This is in addition to your existing pay benefits at your school.

RELOCATION PACKAGE

The coast is a wonderful place to live and work!

The North Yorkshire Coast is a destination of choice offering a good quality of life and a strong sense of community. Our area offers you access to good schools and quality of education, health, recreation and cultural opportunities which are right on your doorstep.

Our area enjoys a buoyant employment market, ongoing sustainable investment and regeneration projects all of which makes North Yorkshire an attractive county to live and work in.

We recognise that relocating to take up your new post can be costly, particularly if you are selling your house or finding a place to rent.

We can offer a range of pay and reward packages that may be available subject to your school.

A relocation package of up to £8000 reimburses moving fees, estate agency costs, legal fees, lodging allowances and housing costs.

Family flexible policies

- ★ Consideration for flexible working
- ★ Maternity and adoption leave available for up to 52 days
- ★ Access to Shared parental leave
- ★ Commitment to allow you to attend those special family activities and events
- ★ Childcare friendly policies

Health and Wellbeing

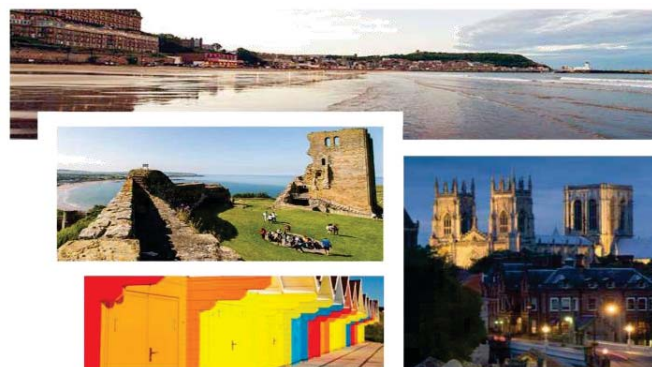
- ★ Access to local gym memberships at discounted rates
- ★ Discounts to local and national retailers such as: Shopping, Family, Automotive,
- ★ Online health assessments including advice with nutrition, exercise and fitness advice and resources
- ★ Confidential counselling services
- ★ Events and activities with a range of times and venues
- ★ Eye care appointments and discounts

Staff Benefit and Discount Schemes

- ★ Financial & Professional, Gifts, Home & Garden, Sport, Health & Beauty & Travel
- ★ Access to salary sacrifice schemes on green cars, cycles, travel, career development qualifications and home technology.

Pension Options

- ★ For further information about a teachers pension there is the 'Teachers' Pension' - see <https://www.teacherspensions.co.uk/>
- ★ For support professionals there can be the Local Government Pension Scheme (LGPS).
- ★ For further information about the scheme and its key benefits please visit: www.lgpsmember.org/thinking-joining.php



Thrive

We are committed to empowering our workforce to flourish and thrive, enabling us to transform both the schools and the lives of the young people we serve.

Growing together is at the heart of our development. We are committed to continual personal development – for ourselves and on behalf of others. All of us are learners.

Partnership working within and outside our Trust enables the sharing of best practice and supports the wider education community. At Hope we are committed to working collaboratively with high quality local, regional and national providers. We are proud to be an outward facing educational trust.

As Learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

As Creative Individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

As Caring and Engaged Citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2, 3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

As Spiritual Beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

As Professionals

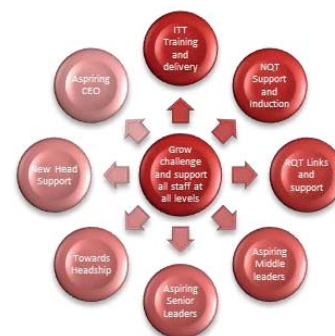
We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

Benefits of working at HOPE

Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.

For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk



The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.

