

**JOB DESCRIPTION AND PERSON SPECIFICATION**

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| Job Title: | Casual Home Tutor |
| HBC Grade: | **M!-M6 Casual Hourly Rate** |
| Service: | **Childrens Service** |
| Division: |  |

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| **Main Purpose of the Role** |
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| **Key Duties** | |
| **1** | To plan and deliver an appropriate curriculum based on the needs of individual children and young people |
| **2** | To provide tuition for children and young people in a variety of settings and venues |
| **3** | To ensure accurate attendance monitoring |
| **4** | To provide reports as required to the Local Authority |
| **5** | To attend/provide reports for planning and review meetings |
| **6** | To bring immediately to the attention of the Teacher in charge of the Tuition Centre/Principal Education Welfare officer any safeguarding concerns |
| **7** | To liaise effectively between school, family and the Local Authority. |
| **8** | To support transition or reintegration as appropriate. |
| **9** | To take reasonable measures to ensure personal safety at work and inform the Local Authority of any concerns. |
| **10** | To perform duties in a professional manner at all times and show positive regard to children, young people and their families. |
| **11** | To contribute to the speedy and effective transfer of pupil information where appropriate and to observe agreed confidentiality procedures when doing so. |
| **12** | To contribute to the sharing of information and best practice |
| **13** | To take part in relevant training as necessary |
| **14** | Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job. |
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The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment.

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| **Education / Qualifications** | **Essential** | **Desirable** | **How Identified** |
| Qualified Teacher Status | Degree/Diploma qualification in specialist subject area or other relevant area such as emotional/behavioural difficulties, counselling etc. | All essential qualification certificates must be presented at interview. |

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|  | **Experience** | **Knowledge** | **Skills & Abilities** | **How Identified** (delete as appropriate for each criteria) |
| **ESSENTIAL** | Teaching experience in any of the key stages | Current knowledge of national curriculum in a particular age range or subject area | Ability to differentiate appropriately to meet the individual needs of all pupils  Ability to work with children at all levels taking into account individual need  Ability to promote a positive ethos and be a positive role model  Ability to build effective working relationships with Children, Families schools and other agencies  Good time management and organisational skills  Excellent communication skills  Ability to prepare reports and maintain accurate records  Ability to work as part of a multi-agency team as well as individually  The ability to work flexibly | Application / Interview /Assessment |
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| **DESIRABLE** | Experience of visiting and  working with families in their homes and communities. | Degree/Diploma qualification in specialist subject area or other relevant area such as emotional/behavioural difficulties, counselling etic | The ability/willingness to engage with at times difficult to reach children and young people  Ability to use Microsoft Office  Knowledge of local agencies | Application / Interview /Assessment |
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| **Other Requirements** | **Essential** | **Desirable** | **How Identified** |
| Ability to drive and have access to a car – or have equivalent mobility |  | Application / Interview /Assessment |

Please note: Front line posts with direct customer contact should include a statement detailing the spoken English language requirements of the post.

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For office use only:

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| **Date Created:** |  |
| **JE Ref:** |  |
| **Agreed by:** |  |

This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.