



**APPLICATION PACK:**

**Maths and Science Tutors**



## **Maths and Science Intervention Tutors (one year temporary contract)**

**Salary:** £18169pa – Unqualified Scale 1

**Start date:** September 2021

The Cowplain School is seeking to appoint Maths and Science Intervention Tutors to work with our students from September 2021 on a one-year temporary contract. The successful candidates will work with individuals and small groups, under the direction of Maths and/or Science teachers, to ensure students achieve highly. The work is likely to focus on ensuring any gaps that have emerged in a student's knowledge and understanding, caused by the events of recent months, are closed. Priority for tuition will be aimed at GCSE students so it is essential successful candidates can deliver support up to GCSE level. The post may well suit a recent graduate, in any subject, but an A level in either Maths or Science is essential, especially those looking for their first experience of working in a school with a view to embarking on a career in education. The post may suit a recently qualified primary school teacher with an interest in and passion for Maths. Any experience of delivering intervention strategies in any setting, not necessarily in a school, would be an advantage.

### **We are looking for a tutor who can:**

- Contribute to the success of our students in Maths and/or Science
- Assess where there are gaps in a child's knowledge of Maths and/or Science and devise strategies to close them
- Work in conjunction with the class teacher to deliver effective interventions.

### **The successful candidate will have:**

- A degree or higher level qualification
- An A Level in either Maths or Science
- The ability to form effective relationships with young people and parents
- The ability to work as part of a busy Maths or Science department and be an effective team player
- High expectations of students
- Be able to plan and work independently in assessing student's needs, then intervening appropriately

**The closing date for receipt of fully completed application forms is midday on Thursday 8<sup>th</sup> July 2021. Interviews will be held on 12<sup>th</sup> July 2021. (Candidates must be willing to attend the interview onsite, which will be held in compliance with social distancing and safeguarding requirements.)**

Fully completed application forms to be emailed to [a.simmons@cowplainschool.co.uk](mailto:a.simmons@cowplainschool.co.uk) or posted to The Cowplain School, Hart Plain Avenue, Cowplain, Waterlooville, Hants, PO8 8RY.

*The Academy reserves the right to interview earlier should suitable candidates apply.*

*The Cowplain School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.*

## **Intervention Tutor**

The tutor is responsible to the Headteacher in all matters, and to the Head of Department in respect of specific subject related matters.

### **SPECIFIC RESPONSIBILITIES INCLUDE:**

#### **1. Set high expectations which inspire, motivate and challenge students**

- a) facilitate and encourage a learning experience which provides individuals/small groups of students with the opportunity to achieve their individual potential
- b) establish a safe and stimulating environment for students, rooted in mutual respect
- c) set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- d) demonstrate consistently the positive attitudes, values and behaviour which are expected for students

#### **2. Promote good progress and outcomes by students**

- a) contribute to raising standards for students' attainment, progress and outcomes through effective delivery of tuition
- b) be aware of students' capabilities and their prior knowledge, and plan tuition to build on these
- c) guide students to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how students learn and how this impacts on tuition delivered
- e) encourage students to take a responsible and conscientious attitude to their own work and study

#### **3. Demonstrate good subject and curriculum knowledge**

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- b) assist in the development of appropriate lesson plans, resources, schemes of work and tutoring strategies to deliver high-quality tutoring.

#### **4. Plan and implement well-structured tuition to individuals and small groups**

- a) plan and prepare individual/small group lessons.
- b) tutor students according to their educational needs, including the setting of work to be carried out by the student in school.
- c) impart knowledge and develop understanding through effective use of tuition
- d) promote a love of learning and children's intellectual curiosity
- e) set intervention homework and plan other out-of-class activities to consolidate and extend knowledge and understanding students have acquired
- f) reflect systematically on the effectiveness of tuition delivered
- g) use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.

#### **5. Adapt tuition to respond to the strengths and needs of all students**

- a) know when and how to differentiate appropriately, using approaches which enable students to be tutored effectively
- b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- d) have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive tuition to engage and support them

**6. Make accurate and productive use of assessment**

- a) make use of formative and summative assessment to secure students' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent tuition
- d) give students regular feedback and encourage them to respond to that feedback

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- a) have clear rules and routines for behaviour and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage individuals and small groups effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- d) maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

**8. Fulfil wider professional responsibilities**

- a) make a positive contribution to the wider life and ethos of the school
- b) prepare and update subject materials
- c) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- d) communicate effectively with parents with regard to students' achievements and well being

**9. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- a) treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to your professional position
- b) having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- c) showing respect for the rights of others
- d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e) ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

**10. Demonstrate proper and professional regard for ethos, policies and practices of the school, and maintain high standards in own attendance and punctuality**

**GENERAL RESPONSIBILITIES INCLUDE:**

- a) Participating in appropriate meetings with colleagues and parents relative to the above duties.