ON TRACK EDUCATION



OUTREACH TUTOR

WEST YARNER

ON TRACK EDUCATION SERVICES

ON TRACK EDUCATION SERVICES LIMITED WAS ESTABLISHED BY A TEAM OF SEN TEACHERS IN 2004. WE NOW HAVE EIGHT INDEPENDENT SPECIAL SCHOOLS, AND ADDITIONAL SUPPORT SERVICES, AROUND THE COUNTRY FOR YOUNG PEOPLE WITH A RANGE OF DIVERSE SPECIAL EDUCATIONAL NEEDS.

ON TRACK WEST YARNER

On Track Education in West Yarner/Seale Hayne is a mixed, day special school. The school provides education for up to 40 pupils aged 7-16, who benefit from small group and individualised learning and have communication and interaction difficulties, Autistic spectrum conditions and learning needs. Our Primary base is West Yarner, Dartington and our secondary base is Seale Hayne, Newton Abbot. The school was last inspected by Ofsted in September 2022 when it received judgments of Good all categories. The full inspection report can be found on our website.

The school's curriculum and ethos is underpinned by the principles of the THRIVE approach. THRIVE promotes children's and young people's positive mental health in an approach based on established



neuroscience, attachment theory and child development. The profiling and action-planning tool equips staff with the knowledge, insight and resources needed to develop the relationships that help young people flourish and learn.

We offer ongoing training and professional development, support by the BUPA employee assistance programme and a company well-being service.

RECRUITMENT AND SELECTION STATEMENT

The safe recruitment of staff is the first step in the effective safeguarding and promoting the welfare of our pupils. On Track Education is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

On Track Education recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. On Track Education is committed to ensuring that the recruitment and selection process is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. On Track Education will uphold its obligations under law to not discriminate against applicants.

On Track Education will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references, one from most recent employer*
- verification of the candidate's identity
- a satisfactory enhanced DBS check (including barred list information)
- verification of the candidate's mental and physical fitness for the post
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempted)
- the production of evidence of the right to work in the UK
- a check for a teacher prohibition order
- a check for a section 128 direction (for management positions)
- online searches may be conducted on shortlisted candidates to help identify any issues that are publicly available

NB It is illegal for anyone who is barred from working with children to apply for, or work in our schools in any voluntary or paid capacity.

- On Track Education will contact current and previous employers, if an applicant is shortlisted, as part of pre-appointment checks. In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. On Track Education will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.
- Further checks may be made for applicants who have lived or worked outside the UK. These will include a check for information about any sanction or restriction that an EEA professional body has imposed.

RECRUITMENT AND SELECTION STATEMENT

On Track Education will take up any discrepancies or anomalies in the information provided or issues arising from references at interview.

On Track Education will contact current and previous employers of those applicants.

On Track Education will keep and maintain a single central record of recruitment and vetting checks, in line with the statutory requirements.

On Track Education requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within On Track Education are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances. On Track Education is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s).

EQUALITY, INCLUSION AND DIVERSITY

ON TRACK EDUCATION IS COMMITTED TO THE PRINCIPLE OF EQUAL OPPORTUNITY IN EMPLOYMENT

On Track Education is committed to the principle of equal opportunity in employment. The terms equality, inclusion and diversity are at the heart of this policy. 'Equality' means ensuring everyone has the same opportunities to fulfil their potential free from discrimination. 'Inclusion' means ensuring everyone feels comfortable to be themselves at work and feels the worth of their contribution. 'Diversity' means the celebration of individual differences amongst the workforce. We will actively support diversity and inclusion and ensure that all our employees are valued and treated with dignity and respect. We want to encourage everyone in our business to reach their potential.

We value people as individuals with diverse opinions, cultures, lifestyles and circumstances. All job applicants, employees and workers (including agency workers) are covered by this policy and it applies to all areas of employment including recruitment, selection, training, career development, and promotion. These areas are monitored and policies and practices are amended if necessary to ensure that no unfair or unlawful discrimination, intentional, unintentional, direct or indirect, overt or latent exists.

Equality of opportunity, valuing diversity and compliance with the law is to the benefit of all individuals in our Company as it seeks to develop the skills and abilities of its people. While specific responsibility for eliminating discrimination and providing equality of opportunity lies with managers and supervisors, individuals at all levels have a responsibility to treat others with dignity and respect. The personal commitment of every employee to this policy and application of its principles are essential to eliminate discrimination and provide equality throughout the Company.

Management will ensure that recruitment, selection, training, development and promotion procedures result in no job applicant, employee, or worker receiving less favourable treatment because of a protected characteristic within the Equality Act 2010 which are race (including colour, nationality, ethnic or national origin and caste), religion or belief, disability, sex, sexual orientation, pregnancy or maternity, gender reassignment, marriage/civil partnership and age. In accordance with our overarching equal treatment ethos, we will also ensure that no-one is treated less favourably on account of their trade union membership or non-membership, or on the basis of being a part-time worker or fixed term employee. The Company's objective is to ensure that individuals are selected, promoted, and otherwise treated solely on the basis of their relevant aptitudes, skills and abilities.



OUTREACH TUTOR

Responsible to:	Simon Wood, Head Teacher
Location:	On Track West Yarner
Salary:	£27,510 - £31,600 per annum
Contract type:	Full-time | 8:30am to 4:30pm Mon to Fri

SAFEGUARDING

All On Track staff are expected to maintain an awareness of equality and diversity in relation to pupils, staff and visitors to On Track.

On Track places safeguarding at the heart of all that it does and all staff are expected to:

- adhere to the Staff Code of Conduct policy at all times
- read and ensure their full understanding of all school policies
- be mindful of safeguarding and child protection issues in relation to all pupils
- report any concerns using the appropriate documentation
- engage positively in all training opportunities

CORE REQUIREMENTS

In fulfilling the requirements of the post, you will demonstrate essential professional characteristics, and in particular will:

- Inspire confidence in pupils and colleagues
- Work collaboratively, and foster positive relationships, as part of the school team
- Engage and motivate pupils, promoting their progress and well-being
- Have high expectations of every pupil
- Role model professional conduct and presentation
- Contribute positively to the school's continual improvement and development
- Promote and safeguard the welfare of the pupils
- Work within school policies at all times
- Maintain confidentiality

THE ROLE

To deliver engaging and meaningful lessons across appropriate curriculum subjects, helping pupils develop their knowledge, skills, confidence and enjoyment of learning while making meaningful progress towards individual goals and suitable qualifications.

You will create an inclusive and supportive learning environment in which pupils can develop their knowledge, skills and confidence across the curriculum. Working with small groups and individual pupils, you will adapt teaching to reflect different starting points, learning needs and interests, helping pupils overcome barriers to learning and achieve their potential.

Teaching and learning responsibilities

- Teach secondary-aged pupils across appropriate curriculum subjects, developing their knowledge, skills and confidence while supporting progress towards agreed outcomes and relevant qualifications.
- Plan and deliver well-sequenced, engaging lessons across the subjects taught, building knowledge and skills systematically and preparing pupils for appropriate qualifications where relevant.
- Deliver clear, structured lessons that embed key concepts and support pupils to retain and apply their learning.
- Support pupils' literacy, numeracy, communication and wider learning skills across the curriculum.
- Set personalised learning targets for each pupil, taking account of prior attainment, individual needs, EHCP outcomes and wider developmental goals.
- Adapt teaching approaches, resources and activities to reflect the SEN and individual learning needs of each pupil.
- Develop and adapt teaching resources to make learning accessible, using appropriate scaffolding and structured approaches to support different levels of understanding, communication and processing.
- Create accessible and engaging learning experiences that encourage participation, curiosity and confidence.
- Use a range of teaching methods to engage pupils who may previously have experienced barriers to learning or disengagement from education.
- Work collaboratively with the Headteacher, leadership team and wider school staff to ensure the curriculum meets the needs of all pupils.
- Contribute to cross-curricular learning and wider school activities where appropriate. Student support and wellbeing
- Build positive, professional and trusting relationships with pupils.
- Create a calm, supportive and inclusive classroom environment in which pupils feel safe, valued and able to participate.
- Support pupils' social, emotional and personal development alongside their academic progress.
- Promote positive behaviour, engagement and attitudes towards learning.
- Recognise and respond appropriately to individual barriers to learning.
- Work closely with colleagues to provide consistent and personalised support for pupils.
- Encourage pupils to develop confidence, resilience and increasing independence.
- Support pupils to recognise their achievements and develop greater confidence in their own abilities.

Assessment and progress

- Regularly assess and monitor pupil understanding, progress and achievement.
- Use assessment information to identify individual strengths, gaps in knowledge and barriers to learning.
- Adapt planning and teaching in response to assessment outcomes.
- Provide timely and targeted intervention where additional support is required.
- Set and review personalised learning targets which reflect pupils' starting points and individual needs.
- Maintain appropriate records of progress and achievement.
- Contribute to pupil reviews, reporting processes and discussions about individual progress.
- Support pupils in working towards relevant qualifications, including GCSEs and other suitable pathways according to individual ability and need.

Professional responsibilities

- Work collaboratively with the Headteacher, leadership team, teaching staff and other professionals involved in pupils' education and support to provide a consistent, personalised approach.
- Contribute positively to curriculum development and wider school provision.
- Participate in staff meetings, training and continuing professional development opportunities.
- Maintain high professional standards and confidentiality at all times.
- Promote equality, diversity and inclusion throughout your practice.
- Comply with all school policies and procedures.
- Maintain a strong understanding of safeguarding and child protection responsibilities and always promote and safeguard the welfare of children and young people.

Person Specification

Essential skills:

- Hold a recognised teaching qualification such as QTS, QTLS, PGCE or equivalent (preferred), or have relevant subject knowledge and appropriate teaching experience.
- Have the knowledge and confidence to teach secondary-aged pupils across appropriate curriculum subjects, including towards relevant qualifications where required.
- Have experience of planning and delivering engaging lessons using a range of teaching approaches.
- Demonstrate sound curriculum knowledge and an ability to develop pupils' knowledge, understanding and communication skills.Have an understanding of, or strong interest in, working with autistic pupils and young people with SEN or additional needs.
- Be able to adapt teaching and learning to meet different starting points, abilities and individual needs.
- Be calm, patient, resilient and flexible, with a positive approach to behaviour and engagement.
- Demonstrate strong communication skills and an ability to build positive relationships with pupils, colleagues and other professionals.
- Be committed to safeguarding, inclusion and supporting every young person to reach their potential.
- Hold a full UK driving licence and have access to a vehicle for offsite working.

Desirable skills:

- Experience working within specialist education or an SEN setting.
- Experience supporting autistic pupils and/or young people with additional needs.
- Experience teaching one or more subjects at GCSE level or towards other relevant qualifications.
- Experience supporting pupils who have previously experienced barriers to education or disengagement from learning.
- Knowledge of therapeutic, relational or trauma-informed approaches.
- Experience of developing personalised learning programmes or adapting curriculum content to meet individual needs.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the managers to undertake work of a similar level that is not specified in this job description.

Your normal hours of work may be varied to meet the needs of the service with which you are based. You may be required to work hours in addition to your contracted hours.

On Track Education Services is committed to safeguarding the welfare of children and young people in their care and expects all staff, contractors and volunteers to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory enhanced DBS certification and reference.

PERSON SPECIFICATION

EDUCATION	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
	• GCSE English and Maths grade C or equivalent • Recognised Teaching Qualification	• Qualified Teacher status (Pre or Post 16) preferred - other qualifications considered. • A degree or equivalent. • Higher degree qualification, postgraduate courses.
EXPERIENCE		
	• Evidence of successful and recent class/group English teaching responsibility • Experience of Special Education	• Evidence of successful and recent class/group teaching responsibility to GCSE or equivalent vocational level • Evidence of substantial teaching experience • Experience and understanding of Special Education
KNOWLEDGE & UNDERSTANDING		
	• Knowledge of relevant Education Legislation. • Knowledge and understanding of Ofsted inspection requirements and compliance with DfE regulations and standards. • Ability to prepare and deliver a progressive curriculum using a range of teaching styles and methodologies • Knowledge and understanding of continuous assessment and how to use this to improve teaching and learning • Knowledge and understanding of national accreditation and exam board procedures • Awareness of strategies to effectively manage the behaviour of the most vulnerable and needy children and young people. • Understanding of how to set and monitor behavioural targets. • Knowledge and understanding of the SEN Code of Practice and its implementation	• Knowledge of independent school standards
PERSONAL QUALITIES		
	• Able to establish and develop good relationships with all involved in the school. • Ability to communicate effectively in writing and orally. • Competent in the use of ICT. • Flexible and approachable. • Resilient under pressure. • Ability to maintain a good sense of humour • High levels of tolerance. • Professionalism. • Integrity. • Trustworthy and dependable.	
ATTITUDES		
	• A commitment to the vision and values espoused by On Track Education. • A desire to meet each child's individual educational needs. • A belief in the intrinsic value of all pupils • A commitment to providing unconditional support and approval to all pupils • Commitment to own continuous professional development • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to equality of opportunity. • Commitment to race and gender equality and social inclusion.	• A positive and energetic approach to work. • An understanding of the way in which On Track Education can promote values and a moral code.

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www.ontrackeducation.com/apply-now



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