

## Recovery Tutor Vacancies Derby & Derbyshire Schools



### EXTERNAL

### RECOVERY TUTOR VACANCIES

**Hours of Work: See Details of Role below**

**Salary: Negotiable**

### Background to the Role

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted.

Tutoring is one of the most effective tools for helping pupils recover lost education

Tutoring is defined as a teacher, teaching assistant or other professional educator providing intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience.

Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.

Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

The role of Recovery Tutor is funded via the National Tutoring Programme (NTP). The NTP is intended to help close the education gap which widened as a result of COVID-19. We know that disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home.

Analysis from the Government's research into pupil progress in the autumn term 2020/21 shows that:

- pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) were about half a month further behind than non-disadvantaged pupils in primary and secondary reading and around a month further behind in primary mathematics on their return to school in autumn 2020.
- pupils made progress to catch up during the autumn term, but disadvantaged pupils remained around half a month further behind their peers in reading and around a month further behind in maths in the second half of the autumn term.

## **Details of the Role:**

- The position of tutor is a temporary position as a result of funding given to schools in response to the global pandemic.
- Tutors are required for up to 8 hours per day for 150 days in the academic year 2021/22.
- Core times can be negotiated with individual tutors but will likely fall between the hours of 8am and 5pm.
- Applications will be accepted from those looking to work part-time are who need to be more flexible with their working times. Rates will be adjusted accordingly.
- Although most working days will be Monday-Friday during term times, there will be some incidental working on weekends and during school holidays according to need.
- Tutors may be asked to work across the three Derby and Derbyshire Schools within the Archway Learning Trust: Alvaston Moor Academy, Lees Brook Community School and The Long Eaton School. This will be negotiated on an individual basis.

## **Training:**

A free online training course focusing on best practice tutoring must be undertaken by staff who are nominated as tutors. On successful completion of the course, tutors will receive certification.

There will be three pathways to this training:

- one for staff with QTS
- one for primary staff without QTS
- and one for secondary staff without QTS.

For teachers with QTS, and teachers without QTS who have at least two years of experience teaching the subject and phase they wish to tutor in, there will be a core module around 2 hours long. These teachers must take up this development opportunity to help them plan for and deliver effective tutoring. However, these teachers are not required to complete the training in order to start tutoring.

For all other staff, including teaching assistants, trainee teachers and teachers without QTS who have less than two years' experience in the relevant subject and phase, the training is essential, and they will not be able to begin delivering tuition until they have successfully completed the course.

This is expected to take around 11 hours. The training will be available from November. Tutors who are not required to undertake the training can begin tutoring from the start of the academic year.

## **How to Apply**

If you would like to apply for this opportunity, please contact Baljinder Beesla-Wood, Academy Manager, at [bbeesla-wood@leesbrook.co.uk](mailto:bbeesla-wood@leesbrook.co.uk) by 1 November 2021, outlining your suitability for the role and indicating your preferred working pattern.



## Recovery Tutor

### Job Description:

- Deliver high-quality small group tuition to meet the needs of pupils, focussing in particular on disadvantaged pupils as identified by the school(s).
- Work collaboratively with key staff in planning and executing tutoring including members of the Senior Leadership Team, SEND Co-ordinator, designated safeguarding lead, and designated teacher for looked-after and previously looked after children, as well as their area's Virtual School Head.
- Devise approaches to tutoring that are best suited to vulnerable pupils with different needs.
- Maintain regular contact with key staff to ensure that sessions address education gaps and provide support in areas that pupils are struggling with, focussing on a specific subtopic or skill within an academic subject where required.
- Ensure that tuition is explicitly linked to classroom teaching and pupil's specific needs.
- Give high quality and individualised feedback to all pupils.
- Under the direction of supervising staff, regularly assess and monitor pupils' progress to ensure they remain on track and identify areas of focus.
- Effectively plan tutoring sessions, utilising teaching resources and have clear objectives for the course of delivery.
- Build good relationships with pupils and their families.
- Undertake training as designated by the school(s).
- Access appropriate resources such as The Education Endowment Foundation toolkit to enhance the quality of tutoring.



## Recovery Tutor

### Person Specification:

- Applicants must be an appropriate tutor with the skills and experience to deliver high-quality tuition to meet the needs of pupils. Applications will be accepted from:
  - Teachers
  - Teaching assistants or staff with similar roles supporting teaching, including learning mentors
  - Initial Teacher Trainees
  - Retired or returning teachers
  - Private tutors
- Specialists are required in the following subjects: English, maths, sciences, humanities and modern foreign languages.
- We are also interested in hearing from applicants who are primary trained with an emphasis on literacy and numeracy.

#### Notes:

- Unqualified teacher/support staff must have strong experience of supporting teaching in the subject and phase they wish to tutor in.
- ITT candidates must be clear that tutoring is a separate activity to teaching and therefore cannot be used as evidence towards teacher standards.
- Retired or returning teachers must ensure that they have up-to-date knowledge of the curriculum, and the skills and experience to deliver high-quality intervention.
- We will carry out the appropriate checks on external teachers, including pre-employment, DBS and reference checks, in addition to checking that all tutors have the appropriate qualifications, competencies and experience to deliver effective tuition, as well as appropriate subject and pedagogical knowledge.
- Tutors selected must have experience of working with pupils to support teaching in the subject and phase they wish to tutor in.