

Job Description: SEN Tutor



Function:	SODEXO JUSTICE SERVICES – HMP & YOI Bronzefield
Job:	SEN TUTOR
Position:	TUTOR
Job holder:	
Date (in job since):	
Immediate manager (N+1 Job title and name):	Curriculum Lead – Functional Skills
Additional reporting line to:	Education Manager
Position location:	HMP & YOI BRONZEFIELD

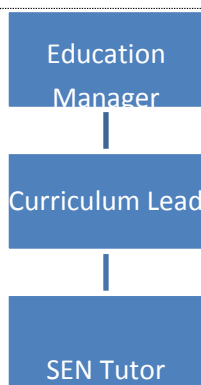
1. Purpose of the Job – State concisely the aim of the job.

- Support learners with complex needs who need additional support, or require an advanced programme of learning in order to achieve their full educational potential
- To support the Education Manager and the Head of Learning & Skills to take the Education Department forward in improving the quality of provision for students with LDD whilst ensuring the service delivery targets are met each year.
- The focus of the department is to provide education opportunities that will enable the prisoners to gain skills and competences that will assist them to return into the community without re-offending
- Liaise with other departments to ensure all learners with SEN needs are supported to develop self-confidence, independence and abilities
- Support the learners identified as having SEN and develop the SEN provision within the Prison

2. Dimensions – Point out the main figures / indicators to give some insight on the “volumes” managed by the position and/or the activity of the Department.

	The department is measured against:
Measurements	<ul style="list-style-type: none"> ▪ Classroom attendance measures ▪ Qualification targets ▪ Pass rates ▪ Purposeful activity

3. Organisation chart – Indicate schematically the position of the job within the organisation. It is sufficient to indicate one hierarchical level above (including possible functional boss) and, if applicable, one below the position. In the horizontal direction, the other jobs reporting to the same superior should be indicated.



4. Context and main issues – Describe the most difficult types of problems the jobholder has to face (internal or external to Sodexo) and/or the regulations, guidelines, practices that are to be adhered to.

- Ensure the training and supervision of prisoners
- Achieve a Grade 3 or above in un-announced lesson observations carried out at regular intervals throughout the year
- Take an active part to ensure that the department runs smoothly each day, dealing with requests for information from both students and colleagues
- Be compliant to ensure that all relevant paperwork is being completed by staff within the department
- Promote aspects of Personal Development relevant to SEND learners
- Ensure the identified number of learners are retained and achieve the recognised qualifications being delivered
- Ensure service delivery targets are met each year

5. Main assignments – Indicate the main activities / duties to be conducted in the job.

- Working with individuals who may have physical disabilities, sensory impairments (ie visual or hearing), speech and language difficulties, learning difficulties such as dyslexia, conditions such as autism, social, emotional and mental needs or have a combination of these difficulties
- Ensure that all learners, including those with special or additional are able to access education and the whole curriculum
- Have a strategic overview of SEN and inclusion throughout the prison including planning, policy writing, advising and supporting other staff. This will also include the writing of provision maps for individuals/groups of learners
- Identify all learners individual needs with SEN and being responsible for creating a safe, stimulating and supportive learning environment
- Initiate and carry out assessments and prepare and manage the assessment paperwork
- Raise standards of student attainment and achievement for SEN learners within the prison
- Ensure the quality assurance procedures are adhered to and use to achieve high standards
- Assist in the development of behaviour policies and procedures to meet the needs of all learners

- Be a visible presence around the department contributing to a calm and purposeful atmosphere including taking a lead in addressing out of lesson behaviour
- Work and collaborate with other teaching staff within the department/prison to ensure that the activities reflect the needs of the students within the subject areas
- Support and train other teaching staff to ensure they are providing the best quality support for all learners
- Actively monitor SEN student progress following up underperformance
- Teach individuals or small groups of learners within, or outside the class
- Develop and adapt conventional teaching methods to meet the individual needs of learners using specialist equipment and facilities where available and required
- Ensure all LDD students have appropriate support
- Lead the writing of ILP's for identified SEN students ensuring targets are communicated clearly and effectively to learners and staff
- Present quarterly progress data at Quality Improvement Group meetings
- Establish the processes of the setting of targets within the department and to work towards their achievement
- Ensure effective communication, liaise with internal and external partners and represent the department views and interests
- Liaise with other professionals such as social workers, speech and language therapists, physiotherapists and educational psychologists
- Meet agreed prison targets which will be identified in your PDR and reviewed regularly throughout the year
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology and in the curriculum areas taught in
- Undertake duties as required by the Head of Learning and Skills or Director that will contribute to the effective operation of HMP & YOI Bronzefield.

6. Accountabilities – Give the 3 to 5 key outputs of the position vis-à-vis the organization; they should focus on end results, not duties or activities.

- Commitment to working with learners with special educational needs
- A flexible, enthusiastic and responsive attitude
- Willingness to innovate and demonstrate self-motivation
- Awareness of and commitment to the promotion of equal opportunities and the recognition of diversity and inclusion
- Participate in training as required in order to keep up to date with all mandatory and refresher training
- Abide by the Sodexo corporate mission statement and all appropriate regulations, policies and procedures

7. Person Specification – Indicate the skills, knowledge and experience that the job holder should require to conduct the role effectively

Essential

- A minimum of two years of qualified teaching experience

- A good understanding of the Special Educational Needs and Disability (SEND) code of practice
- Recognised Level 3 qualification or above in an identified subject and professional experience focusing on a particular learning difficulty, such as dyslexia or autism
- To have an interest in the rehabilitation and resettlement of offenders
- To have an ability to communicate effectively at all times through different mediums, including spoken and written communication
- The ability to manage confrontation and challenging behaviour
- Patience, understanding and empathy with learners
- A positive, energetic and enthusiastic outlook

Desirable

- Experience of working in a custodial environment
- Assessor or IV qualification is desirable. Must have a willingness to work towards these qualifications
- Experience in a prison environment

8. Competencies – Indicate which of the Sodexo core competencies and any professional competencies that the role requires

- Knowledge of curriculum
- Ideal experience of custodial settings
- Understanding of diverse groups
- Ability to be flexible and have a dynamic approach to delivery

9. Management Approval – To be completed by document owner

Version	01	Date	07/09/17
Document Owner	Tanvir Hynes		