



Tutor

Recruitment Pack: September 2026





ABOUT US

WHO WE ARE

OUR APPROACH

Who We Are

ALP Schools are a chain of Independent Special Needs Schools. Each of our schools is Ofsted registered and caters for young people who have struggled in mainstream education due to their special educational needs. We also recognise the importance of building up routines, relationships, respect and trust in order to achieve successful teaching and learning. We are proud to offer a holistic and individualised approach to learning that truly empowers success.

Our Vision and Values

At ALP Schools, our vision is clear: *Empowering Success Through Holistic and Individualised Learning*. We hold a fundamental conviction that education can help every individual achieve their full potential, regardless of their ability. This isn't just a statement, it's the foundation of everything we do and the reason we exist.

Our approach is guided by our ARRRTT values, which underpin every aspect of our work with learners:

Attendance – We focus on improving each learner's attendance level to ensure they give themselves the basis to achieve.

Routine – Our tutors help learners gain routines adapted to their individual needs, ensuring they feel comfortable in the educational environment.

Relationships – Learners are supported in developing sound relationships with tutors and other service users, creating a foundation of trust and connection.

Respect – We work with learners and families in a holistic manner to maximize their life-chances and educational potential.

Trust – When pupils feel more secure and understood, they are empowered to take risks and grow in their learning.

Teaching – A formal, academic curriculum takes place, ensuring learners receive high-quality educational experiences tailored to their needs.

These values inform the decisions that we make and the interactions that we have, creating an environment where success is not just possible - it's expected.

This core belief drives our passion for working with learners and explains why our dynamic, bespoke approach successfully reaches so many disengaged and vulnerable young people. We understand that one size does not fit all, especially for children who face barriers to mainstream education.

Our unique strength lies in offering small class sizes where the curriculum is specifically tailored to each individual's needs. We recognise that successful teaching and learning are built on a foundation of strong routines, positive relationships, mutual respect, and trust, and we prioritise building these essential elements with every young person in our care.

From the moment of referral, we place the learner's special educational needs and disabilities (SEND) at the heart of our planning, alongside comprehensive family support, ensuring our educational interventions are both effective and appropriate.

ABOUT THE ROLE

THE SCHOOL

KEY RESPONSIBILITIES

Pierview Academy is rated Good by Ofsted, and we're proud of it. This is an exciting time to join us as we continue to grow, both in the number of pupils we support and in our reputation for delivering high-quality, needs-led education.

Pierview Academy provides continuity in learning for pupils with Education, Health and Care Plans. We are a short, medium and long-term provision for learners on the autistic spectrum or who have other special educational needs and challenging behaviour, catering for young people in their secondary and post-16 school years. The overarching purpose of our provision is to work with learners so that they are able to overcome the barriers to learning they have previously encountered. We aim to offer flexible, structured and supportive, needs-led approaches.

We are looking for a Tutor to deliver lessons to small groups or on a one to one basis. The post holder will focus on tuition of a core, vocational subject or PSD pathway with support from teachers and the Senior Management Team. Depending on the demand for the subject the post holder delivers, they may also engage in the role of Learning Support, mentoring one to one learners, outreach and pastoral care of learners.





ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	£26,100 - £33,000
Contract type	Full Time, Term Time Only
Responsible to	Senior Management Team
Base	Pierview Academy

How to Apply

Interested candidates are requested to apply online or by email to the recruitment team. To download the application form, please visit www.pierviewacademy.co.uk/job-vacancies/ and email all completed applications to the recruitment team.

Closing Date: 16th September 2026

Interviews: TBC

We are committed to the highest standards of safeguarding and all posts are subject to an enhanced DBS check.

 **Recruitment Team**

 recruitment.pierview@alpschools.org

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Job Purpose

To deliver lessons to a small group of learners within a small independent school specialising in engaging young people with special educational needs and challenging behaviour. The person will be assisted in planning a curriculum of Foundation Learning, ensuring all learners access maths, English, ICT, vocational learning and personal and social development.

The post holder will engage with learners to support and assist them in establishing good attendance, positive relationships, a routine, trust and respect for the environment and the people within it. The post holder will guide Learning Support Assistants, ensuring they help to deliver lessons and ensure learners progress and achieve.

Key Tasks and Activities

1. To deliver the foundation learning curriculum to a small group of learners.
2. To plan the curriculum and daily lessons with the support of the deputy Head Teacher / the school's Qualified Teacher.
3. To track learners' progress.
4. To implement behaviour strategies.
5. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners.
6. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
7. To guide and support both LSAs and Junior Assistant Teachers who work within the school.
8. To assess work in accordance with the school's assessment and marking policy.
9. To build good relationships with parents and report back on learners' progress.
10. At all times to be aware of and make every effort to uphold and work towards our ethos of - A-attendance, R-routine, R-respect, R-relationship, T-trust, T-teaching.
11. To be aware of the needs of learners, ensuring that their risk assessments and positive handling plans are adhered to.
12. To develop an understanding of the special educational needs of the student/s concerned and how their needs impact upon their ability to learn.
13. To individualise students' access to the lesson and its content through appropriate lesson preparation, clarification, explanations, equipment and materials.
14. To promote independent learning.
15. To ensure students record work in an appropriate way.
16. To develop study and organisational skills.
17. To keep the students on task and to build motivation.
18. To model good practice.
19. To help build the student/s' confidence and enhance self-esteem.

Teaching and Learning Activities

1. To use clearly structured learning activities that interest and motivate pupils and progress them.
2. To communicate effectively and sensitively with pupils to support their learning.
3. To promote the inclusion of all pupils in the activities in which they are involved.
4. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
5. To advance pupils' learning in a range of settings, including working with individuals and small groups.
6. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
7. To prepare and enhance the physical teaching space and promote the use of resources.

Planning and Expectations

Within the guidelines set by the senior management team, qualified teachers and key stage leaders:

1. To prepare students and LSAs beforehand for a task.
2. To promote differentiated activities with identified individuals or groups.
3. To support the key stage LSAs in implementing specific teaching programmes.
4. To lead practical tasks.
5. To keep records to evaluate student progress, including IEPs, PHPs, risk assessments, B-Squared, assessments, etc.

Monitoring and Assessment

1. To ensure pupils' progress through providing feedback on evidence within workbooks and portfolios.
2. To ensure the monitoring of pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to key stage leaders and management, and giving constructive support to pupils as they learn.
4. To maintain and analyse records of pupils' progress.

Knowledge and Understanding

1. To understand the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
2. To know how to use ICT to advance pupils' learning and can use common ICT tools for their own and pupils' benefit.

3. To develop an understanding of the key factors that can affect the way pupils learn.
4. To have achieved a qualification in English/literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
5. To know the legal definition of Special Education Needs and Disabilities (SEND), and be willing to become familiar with the guidance about meeting SEND given in the SEND Code of Practice.
6. Via support from Team Teach Co-ordinators and Assistant Head Teachers, be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
7. To work as part of the team liaising, advising and consulting where appropriate.
8. To support and adhere to school policies and procedures, including those relating to confidentiality, behaviour and safeguarding.
9. To identify personal training needs and to attend appropriate internal and external in-service training.
10. Any other tasks as directed by the senior management team or specialists which fall within the purview of the post.

Personal Development and Well-Being

- To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.
- To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
- To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
- To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

- To ensure that the personal working environment is clean and tidy, well presented and welcoming
- To participate in ALP School's duty rota as directed

Key Performance Indicators

- 1. Student and parent/carer level satisfaction.
- 2. Progress of the learner(s) you work with.
- 3. Satisfaction of the LSAs you support.
- 4. Willingness to learn and develop an understanding of the curriculum, learners' needs, policies and teaching practice.



Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centre, the post holder will also be expected:

- Act as an ambassador for the school by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff and to meet fully the dress code.
- Follow and where appropriate enact all relevant policies, procedures and guidelines.
- Contribute to development through team planning and review meetings.

Special Factors

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

- The nature of the work may involve the post-holder carrying out work outside of normal working hours.
- The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Disclosure Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.



Person Specification

Education and Qualifications

To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework

Essential

To have a relevant qualification in assisting teaching and learning, such as PTLLS, Level 3 Teaching and Learning, Teaching Assistant or Higher Level Teaching Assistant Qualification

Essential

Education to A' level or its equivalent and beyond

Essential

To be qualified to college or degree level in a subject which fits into the Foundation Learning model

Desirable

QTS Status

Desirable

Experience

Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (SEN)

Essential

Experience of working with clear guidelines, procedures and adhering to child protection

Essential

Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies

Essential

Understanding of working with people with challenging behaviour / complex needs / disabilities.

Essential

Ability to quickly establish relationships with young people, vulnerable people and families with complex needs

Essential

Knowledge, Skills and Abilities

Willingness to keep up to date in subject knowledge and national developments

Essential

Good Knowledge of special educational needs and disabilities

Essential

Ability to plan and tutor effectively using a variety of strategies

Essential

Excellent interpersonal skills with both adults and children

Essential

Willingness and ability to work as part of a team

Essential

Ability to communicate effectively both verbally and in writing

Essential

Ability to prioritise and organise own work

Essential

Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines

Essential

Knowledge of Health and Safety procedures and their application

Desirable

Proactive approach to problem solving

Desirable

Ability to work flexibly in a rapidly changing environment

Desirable

Strong understanding of youth and wider community issues

Essential

Computer literate (Word, Excel, Google workspace and internet)	Essential
Excellent interpersonal skills, inc active listening	Essential
Strong organisational, planning and time management skills	Essential
Knowledge of social media	Desirable

Personality and Social Skills

To have a 'can do' philosophy	Essential
To enjoy working with young people	Essential
To be flexible, energetic, adaptable and can use initiative	Essential
To identify and develop opportunities	Desirable
To carry out professional duties in a positive, helpful and courteous manner	Essential
To have high aspirations and expectations for their students and themselves	Essential
Committed to raising standards and continuous improvement	Essential



To be dedicated to the progression of the students, the school and themselves	Essential
An empathetic nature	Essential
Mature and professional approach to vulnerable people, families and other professionals	Essential
Ability to maintain confidentiality in the light of handling sensitive information	Essential
Good communication and social skills, with a good sense of humour	Essential
Ability to cope with difficult interpersonal behaviour and language	Essential
Demonstrate a consistent and positive attitude to challenges	Essential
Demonstration of a solution focussed and flexible approach to management	Essential
Other Factors	
Full and current driving licence with use of a vehicle for work	Desirable
Willingness to drive a company vehicle	Desirable



 Recruitment Team

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 <https://www.pierviewacademy.co.uk/>