

# Teacher – Academic & Pastoral Support Tutor

## Candidate Pack

**Salary:** M1—M6 (£32,916-£45,352)  
(£19,749.60—£27,211.20 pro-rated)

**Contract Type:** Permanent

**Contract Term:** 0.6 equivalent to 3 days per week.

**Location:** Litherland High School,  
Litherland Campus, Sterrix Lane,  
L21 0DB



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**Closing Date**  
Wednesday 20th May<sup>th</sup> 2026

## **About us**

Litherland High School is a vibrant and thriving community of wonderful children and fantastic, caring staff which we affectionately call our 'Livo Family'.

Our school ethos is very much built around our dedication to the academic success of our children whilst maintaining outstanding pastoral care and support. Our staff know our children and families exceptionally well and in doing so, we develop strong relationships which underpin the achievement of our students. We take our role as a central part of the local community extremely seriously and we genuinely believe our school is unique in the strength of the bonds between staff and students.

Our school values are 'Kindness, Integrity, and Tenacity', and we endeavour to keep these values at the heart of our actions, and encourage our children to do the same.

## **What are we looking for?**

Litherland High School are seeking to appoint an Academic and Pastoral Support Tutor to support and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, specifically including the planning, teaching and delivery of tuition and lessons to Key Stage 3 and Key Stage 4 children. Use of identified tuition planning and resources, as directed by the Assistant Principal, and determined by the specific needs of the students. This will involve supporting students in person, remotely via Teams or other appropriate platform or in the home/neutral environment, providing tuition in English, Maths and other subjects. It is likely that the students being supported will be vulnerable; for example, students with SEND, looked after children or students who are unable to attend school as a result of anxiety or other medical issues.

This role is integral to the schools attendance and wellbeing strategy, therefore strong pastoral and safeguarding knowledge and skills are equally as important as the ability to provide academic support.

## **About The Heath Family Trust**

Join The Heath Family Trust and be part of our commitment to giving our pupils the best start in life, a mission deeply rooted in our core values. Here, you'll find a supportive environment where we collectively hold ourselves and each other to the highest standards.

We value:

- Clarity: ensuring clear communication and purpose in all we do.
- Collaboration: fostering teamwork and shared success across all levels.
- Accountability: championing a culture where we all take ownership and responsibility.

Across our Trust, our dedication to academic rigour underpins every aspect of our work. We offer a strong CPD programme for teachers at every stage of their career, empowering staff to flourish in their practice and grow as future leaders.

# Job Description

## MAIN DUTIES

### **Tuition Support:**

- Deliver one-to-one and small-group tuition sessions designed to support students' individual learning needs.
- Provide targeted interventions in subjects like mathematics, English, or other key areas to improve academic outcomes.
- Adapt teaching materials to suit individual learning styles and abilities.
- Track student progress through regular assessments, provide feedback, and adjust teaching strategies accordingly to ensure progress.

### **Generic responsibilities:**

- Promote inclusion and acceptance of all students
- Provide consistent support to all students, responding appropriately to individual student needs
- Encourage students to interact with others and engage in activities
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
- Managing student behaviour and leading students in relevant activities
- Assess the needs of students and use detailed knowledge and specialist skills to support student learning
- Establish productive working relationships with all students, acting as a role model and setting high expectations
- Develop and implement individual learning plans
- Provide feedback to students in relation to progress and achievement
- Production of lesson plans, worksheets, learning objectives, etc, within agreed system of supervision, to support the reading and literacy needs of the student and in line with the agreed intervention programme
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of students' needs and interests
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher/senior leader on student progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests
- Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence, in line with established school policy
- Support the role of parents in student's learning and communicate students learning needs, support required and progress in a timely and efficient manner
- Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within agreed system of supervision
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Use ICT effectively in learning activities and develop students' competence and independence in its use
- Assist students to access learning activities through specialist support, e.g. curriculum/SEN specialism
- Select and prepare required resources to lead learning activities, taking account of student's interests, language and cultural backgrounds

# Job Description

## **Support for the School—Wider expectations of the role:**

- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students taking the initiative to develop appropriate multi-agency approaches
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- Establish own best practice and lead specialist area and use to support others
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities
- Ensure effective team communication, teaching assistant induction, development and appraisal
- Contribute to the school senior management team.

*The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.*

# Person Specification

Personal Attributes Required	Essential (E) or Desirable (D)
<b><u>QUALIFICATIONS/TRAINING</u></b>	
Degree in national curriculum subject	E
QTS	E
Commitment to ongoing professional learning	E
Recent relevant Professional Development	D
Higher Degree	D
<b><u>EXPERIENCE</u></b>	
<b>Teaching Experience:</b>	
<ul style="list-style-type: none"> <li>Proven experience teaching at KS2, KS3 and/or 4, with a track record of fostering academic progress and understanding for students of varying abilities</li> </ul>	E
<ul style="list-style-type: none"> <li>Delivery of a second subject</li> </ul>	D
<ul style="list-style-type: none"> <li>Experience in a school within a similar context</li> </ul>	D
<b>SEND Experience:</b>	
<ul style="list-style-type: none"> <li>Experience working with students with special educational needs and disabilities</li> </ul>	D
<ul style="list-style-type: none"> <li>Demonstrated ability to implement adaptive teaching strategies.</li> </ul>	E
<ul style="list-style-type: none"> <li>Understanding and empathy for the needs of children with multiple vulnerabilities</li> </ul>	E
<b>Classroom Management:</b>	
<ul style="list-style-type: none"> <li>Management of a diverse classroom effectively, creating an inclusive and positive learning environment for students of all abilities and backgrounds.</li> </ul>	E
<ul style="list-style-type: none"> <li>High aspirations and expectations of behaviour, engagement and achievement; commitment to establishment of consistency and routines.</li> </ul>	E
<b><u>SKILLS/KNOWLEDGE/APTITUDES</u></b>	
<ul style="list-style-type: none"> <li>Strong and current knowledge of the national curriculum for English, Maths and/or Science.</li> </ul>	E
<ul style="list-style-type: none"> <li>Outstanding Teaching Techniques: Skilled in using evidence-based instructional techniques such as:               <ul style="list-style-type: none"> <li>Direct Instruction: Clearly structured lessons that include modelling, guided practice, and scaffolding for deeper understanding.</li> <li>Formative Assessment: Frequent use of formative assessments to monitor student progress, identify learning gaps, and adapt planning and teaching.</li> <li>Metacognitive Strategies: Encouraging students to think about their own learning through techniques like self-assessment, reflection, and goal setting to build independent learning skills.</li> </ul> </li> </ul>	E
<ul style="list-style-type: none"> <li>Adaptive Teaching: Expertise in adjusting instructional methods and materials based on real-time assessments of student needs, particularly to support SEND students and those who may struggle with traditional approaches.</li> </ul>	E
<ul style="list-style-type: none"> <li>Engagement Techniques: Use of engaging teaching methods such as real-world applications, problem-based learning, and collaborative group work to make science relevant and appealing.</li> </ul>	E
<ul style="list-style-type: none"> <li>Collaboration with Support Staff: Effective in working alongside SEND coordinators, teaching assistants, and other specialists to implement individualized learning plans and maintain a consistent support network for students.</li> </ul>	E
<ul style="list-style-type: none"> <li>Technology and Tools for Enhanced Learning: Proficient in using digital tools, interactive platforms, and assistive technologies to enhance understanding and accessibility, and to support memory and engagement.</li> </ul>	D

# Person Specification

<u>Personal Qualities</u>	
<ul style="list-style-type: none"><li>• Genuine enthusiasm for teaching, with a deep commitment to helping all students achieve their potential and fostering a growth mindset.</li></ul>	E
<ul style="list-style-type: none"><li>• Demonstrates patience, empathy, and understanding for students who learn at different paces or who experience learning difficulties.</li></ul>	E
<ul style="list-style-type: none"><li>• Committed to ongoing self-reflection and professional growth; regularly evaluates the effectiveness of their teaching and adapts practices based on feedback and student outcomes.</li></ul>	E
<ul style="list-style-type: none"><li>• High ethical standards and professionalism, with a focus on confidentiality, especially concerning sensitive student information.</li></ul>	E
<ul style="list-style-type: none"><li>• Able to adapt to new teaching challenges, including curriculum changes or the introduction of new educational technologies and methodologies, to continuously improve student outcomes.</li></ul>	E
<ul style="list-style-type: none"><li>• Experience running science clubs, competitions, or other extracurricular activities that support and inspire a love for science.</li></ul>	D

# How to Apply

Applicants must have relevant qualifications and experience related to this role, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CVs.

Please email your completed application to [recruitment@theheathfamily.org.uk](mailto:recruitment@theheathfamily.org.uk)

**Application closing date:** Wednesday 20th May 2026

**Shortlisting Date:** Wednesday 20th May 2026

**Interview Date:** Thursday 21st / Friday 22nd May 2026

# About the Trust



Our work at The Heath Family Trust is rooted in our mission, our values and in a commitment to giving our pupils the best start in life. We collectively hold ourselves and each other to the highest standards. You will thrive in an environment that values **clarity** in communication and purpose, fosters **collaboration** across all levels, and champions a culture of **accountability**.

**Academic rigour** is our priority. We achieve this by ensuring our work is thorough and of the highest intellectual integrity.

## ✔ WHY WE EXIST: A SHARED PURPOSE

To empower our children to overcome barriers, be able to compete with the best, and shape the future.

## ✔ HOW WE BEHAVE: THE HEATH FAMILY VALUES

**With kindness:** we look out for each other.

**With integrity:** we do the right thing.

**With tenacity:** we do what it takes.

## ✔ WHAT WE DO

We lead schools in the North West to maximise attainment and nurture confident, resilient and compassionate individuals.

# We Offer:



- ✔ An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team
- ✔ Support and training so that you can flourish in your role
- ✔ Recognition of the importance of a work life balance and employee wellbeing
- ✔ Car lease scheme
- ✔ Cycle to work
- ✔ Appropriate pension scheme
- ✔ Employee Assistance Programme (EAP)

