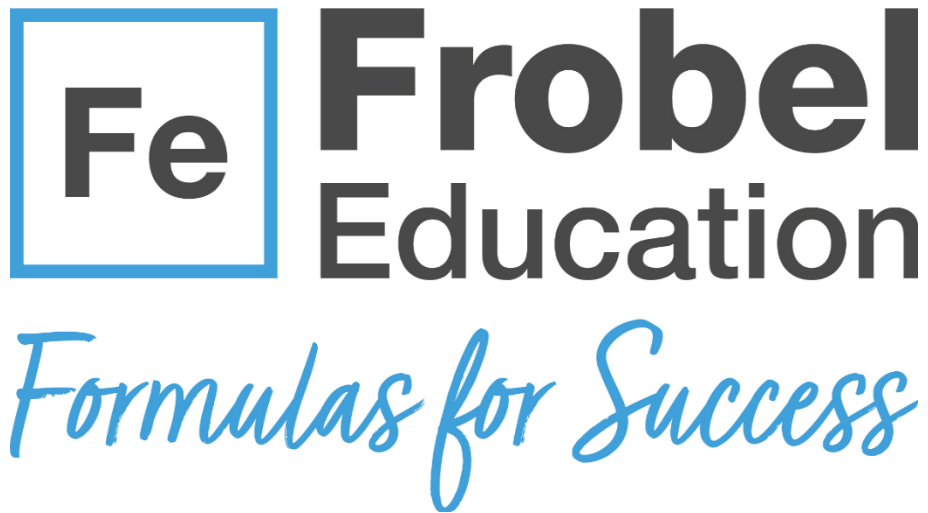




Tutor of Humanities and English

Job Description and Person Specification

Job Reference: HE/2026/2027

We are seeking applications for the position of Tutor of Humanities and English.

- Candidate must possess at least an undergraduate degree in English, a Humanities subject or a closely related subject.
- Experience of teaching A-level Humanities subjects, including Religious Studies/Religious Education, and English up to KS3 is essential.

Job description: Tutor of Humanities and English

Job details

Salary	£12.71–£22.00 per hour, depending on qualifications, experience and teaching responsibilities.
Hours	Working hours are arranged between tutors and the Centre Supervisor. The Centre is open 9.00am–9.00pm on weekdays and 9.00am–4.00pm on Saturdays and Sundays. Tutors agree their working schedule within these hours. Timings may change during the summer holidays.
Contract type	Part-time and full-time opportunities with permanent and casual contracts are available.
Reporting to	Centre Supervisor
Responsible for	Planning and delivering 1-to-1 and/or small-group tuition for students from KS1 to KS5. Key stages are agreed with the Centre Supervisor according to each tutor's subject knowledge and knowledge of the content and skills applicable to each key stage.

Main purpose

Frobel Education offers a wide range of tuition courses and activities for students from KS1 to KS5.

As one of the largest education organisations locally, we aim to provide a distinctive learning environment and a high-quality tuition experience.

Our Centre is based in Barking, East London, and is open seven days a week. Learning sessions are two hours long.

Tuition may be delivered 1-to-1 or in small groups, with a maximum of five students in a small-group session.

Tutors follow Frobel Education's two-hour learning-session structure, which is introduced during induction.

All staff take part in Frobel Education's Performance Management Process to support the consistent application of Teachers' Standards Part 2 and the organisation's tutoring competencies.

Tutors work within subject teams and are expected to demonstrate and maintain the Frobel competency standards. Competencies are monitored by Subject Leads and Centre Supervisors, with staff-development targets identified through the Performance Management Process.

Staff attend monthly subject-team meetings and termly whole-staff meetings. These meetings provide academic and pastoral guidance, safeguarding updates and information, advice and guidance (IAG), and contribute to maintaining high academic, pastoral and safeguarding standards.

Frobel tutors support students preparing for SATs, GCSE and A Level examinations, as well as students working to make strong progress across KS1, KS2 and KS3.

Baseline assessments are used to identify gaps in knowledge and skills and to inform learning plans. Students are assessed formally at the end of each chapter and informally during each session.

Learning resources and assessment

GCSE and A Level students are assessed using appropriate grade information. Informal feedback and tutor comments are recorded in student workbooks during each session.

For Years 1–11, Frobel subject teams have developed student study workbooks aligned with the National Curriculum. These include differentiated workbook levels within year groups, together with resources designed to support SATs and 11+ preparation. Frobel resources are bespoke, planned and presented to support structured progression.

Tuition session structure

Tutors are trained to follow the structure below. The structure provides a consistent framework while allowing tutors to respond to students' individual needs and progress.

1	Check students' diaries to make sure homework has been completed. Where homework has not been completed, follow this up and ensure the student completes the required work before moving on to new learning.
2	Introduce or review the topic and explain the learning goals and objectives. Students in Years 7–10 should make notes and highlight relevant phrases and words in their workbook that capture the tutor's explanation. Year 11 students may move directly to the work where appropriate. Before moving on, ensure students understand what they will be learning and practising. Introduce or review key terms and key words, using Assessment for Learning (AFL) strategies where appropriate.
3	Mark work using red ink and ensure students complete corrections and redraft work where required before moving on to new work.
4	Demonstrate examples of the work that will be the focus of the session and use AFL strategies to assess students' understanding before independent practice.
5	Students should spend extended periods working independently and practising skills or revision in their workbook. Tutors should monitor progress and accuracy, intervening where necessary to provide individual support and tutoring.
6	Repeat stages 4 and 5 as learning progresses.
7	Record comments and marks in the student workbook.
8	Set homework, explain the task and ensure the student records the homework correctly in their diary.
9	Administer formative assessment at the end of each chapter and record grades or marks in the student workbook. These assessments should not be administered during the final 30 minutes of a session.
10	Keep planning notes and records in the tutor diary to inform session planning and monitor progress. Records must be kept up to date after each session.

Tutor competencies

Tutors are expected to demonstrate and maintain the competencies set out in the following sections.

Focus of Competency	Expected standard
Literacy	• Maintain literacy to Level 2 minimum. • Use a good standard of grammar in written and spoken communication. • Record comments in students' workbooks using a good standard of written English. • Promote reading strategies that support understanding, including scanning, skimming and summarising.
Numeracy	• Maintain numeracy to Level 2 minimum. • Use a good standard of numeracy across subjects. • Use numeracy terminology that is consistent with the National Curriculum and Froebel resources. • Promote numeracy where relevant.
Curriculum	• Demonstrate good knowledge of the National Curriculum and the relevant examination specifications for the subjects and key stages tutored. • Demonstrate strong subject knowledge and maintain familiarity with the learning content being tutored. • Demonstrate knowledge of the skills demands of the subject and how this progress towards assessment objectives (AOs) at GCSE and A Level. • Show good knowledge of how the subject content being tutored links to other parts of the National Curriculum.

Focus of Competency	Expected standard
Quality of tutoring	- Follow the Frobels session structure consistently and thoroughly. - Explain clearly and concisely the learning aims and outcomes for a session and unit of work. - Use resources effectively, including IT resources. - Differentiate learning resources and planning to meet students' individual needs, prior attainment and levels of understanding.
Assessment	- Carry out end-of-unit or end-of-chapter assessments before moving on to the next unit or chapter. - Use Assessment for Learning (AFL) strategies to assess student progress during each session. - Apply Frobels marking and assessment policy and practice consistently and to a high standard. - Apply knowledge of assessment objectives (AOs) for GCSE and/or A Level specifications to inform formal assessment.
Record keeping	- Record students' marks and learning comments in the tutor diary and student workbooks at the end of each session. - Record student progress data according to Frobels policy, practice and deadlines set by supervisors.
Behaviour management	- Apply the Frobels code of behaviour for students consistently. - Use praise to recognise excellent work and attitude. - Create a calm and focused learning atmosphere. - Be an excellent role model, demonstrating patience and kind authority.
Careers: Information, Advice and Guidance	- Show good knowledge of students' next steps for school or college. - Show a good understanding of how students can successfully move to the next stage of their education. - Be able to signpost students to IAG leads and relevant Centre resources. - Show good knowledge of career pathways associated with the subject tutored.

Teachers' Standards Part 2

A Frobels Tutor is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes expected throughout a teacher's or Frobels tutor's employment.

Professional conduct

- Treat students with dignity, build relationships rooted in mutual respect and observe proper professional boundaries at all times.
- Show tolerance and respect for the rights of others and do not undermine fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Have regard for the need to safeguard students' well-being in accordance with statutory provisions.
- Ensure personal beliefs are not expressed in ways that exploit students' vulnerability or might lead them to break the law.

Professional regard

- The Frobels Education ethos and values.
- The policies and practices of the Centre in which they tutor.
- Maintaining high standards of attendance and punctuality.

Statutory and safeguarding frameworks

Teachers and tutors must understand and act within the statutory frameworks that set out their professional duties and responsibilities, including Keeping Children Safe in Education (KCSIE) and the Prevent Duty.

Training and development

- Safeguarding and GDPR training must be completed at the start of employment.
- Subject-specific training is provided by the Subject Lead and Centre Supervisor.
- New tutors work under supervision for at least their first half term.
- Tutors must be familiar with the relevant curriculum and examination specifications for the age ranges they teach.
- Tutors are expected to attend monthly subject-team meetings and termly whole-staff meetings.

Person Specification

Criteria	Qualities
Skills and knowledge	• High standard of verbal and written communication. • Polite and effective interpersonal skills. • Ability to work flexibly and effectively under pressure. • Ability to follow policies and procedures set by Frobel Education and relevant external agencies. • Ability to demonstrate the competencies set out in this job description. • At least an undergraduate degree in English, a Humanities subject or a closely related subject. • Experience of teaching A-level Humanities subjects, including Religious Studies/ Religious Education, and English up to KS3 is essential. • For the right candidate, there may be opportunities to take on aspects of subject leadership and contribute to curriculum development, quality assurance and the support of other tutors.
Personal qualities	• Organised and professional approach. • A firm understanding of safeguarding and working effectively with children and young people. • Ability to work well both independently and as part of a team.

How to apply

Please complete the **Tutor Application Form** available at www.frobeleducation.co.uk.

Alternatively, contact our HR team at hr@frobel.co.uk to request a copy of the application form.

Equality, Safer Recruitment and Safeguarding

Frobel Education is an equal opportunities employer. We are committed to the fair and equal treatment of all current and prospective employees and do not tolerate discrimination on the basis of age, disability, sex, sexual orientation, pregnancy or maternity, race or ethnicity, religion or belief, gender reassignment, marriage or civil partnership.

We are committed to creating a diverse and inclusive working environment and welcome applications from suitably qualified candidates from a wide range of backgrounds.

Frobel Education complies with its obligations under the Equality Act 2010, including making reasonable adjustments for applicants and employees with disabilities where required. If you require reasonable adjustments during the recruitment process, please contact our HR team in confidence at hr@frobel.co.uk.

Frobel Education is committed to safer recruitment and to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment.

Successful applicants will be required to complete the appropriate pre-employment and safeguarding checks. These may include an enhanced Disclosure and Barring Service (DBS) check, identity and right-to-work checks, qualification checks, references from previous employers and, where applicable, overseas checks.

Applicants must be willing to undergo appropriate child-protection screening as part of the recruitment process. Where the role is exempt from the Rehabilitation of Offenders Act 1974, applicants will be required to disclose relevant information in accordance with the applicable recruitment and safeguarding requirements.