

Changing Lives, Building Futures, Striving for Success

CORE TUTOR – Job Description and Person Specification

Post: Core Tutor (Functional Skills / Careers / Health & Safety)

Location: Elysium Training, 10E Silk St, Leigh, WN7 1DE

Hours:

Responsible To:

Elysium Training Context

Elysium Training is a Specialist Provider of Alternative Education based in the heart of Leigh. We work with learners who experience barriers to learning, particularly those with Education, Health, and Care Plans. Many of our learners have experienced disrupted education, exclusion, or low confidence in traditional environments.

Our mission—**Changing Lives, Building Futures, Striving for Success**—is delivered through a relational, trauma-informed approach that prioritises emotional safety, belonging, and stability. Our vocationally focused curriculum specialises in construction pathways, alongside Careers Education and Preparation for Adulthood with practical hands-on learning. This enables learners to build confidence, develop essential skills to provide meaningful opportunities for progress, aspiration and future employability.

Our seven core values underpin everything we do:

Self-Worth | Unity | Creativity | Commitment | Empathy | Safety | Stability

These values shape our culture, our relationships, and our approach to learning.

Purpose of the Role

The Core Tutor plays a key role in delivering high-quality teaching and learning across core curriculum areas, including Careers education and Health & Safety.

Working with learners who have SEND, primarily SEMH needs, the Core Tutor provides structured, engaging, and accessible learning that supports academic progress, personal development, and preparation for adulthood. The role combines subject delivery with strong relational practice, helping learners to build confidence, re-engage with education and develop the skills and behaviours needed for positive future outcomes.

This role supports Elysium’s commitment to providing a broad, balanced, and ambitious curriculum within an alternative provision context.

Key Responsibilities

1. Teaching, Learning and Assessment

- Plan and deliver high-quality teaching within the allocated subject area(s), including Careers and Health & Safety.
- Adapt teaching approaches, resources and pacing to meet the individual needs of learners with SEND, SEMH and EHCPs.
- Create engaging, structured lessons that promote participation, confidence, and sustained engagement.
- Embed literacy, numeracy, communication, and employability skills within subject delivery where appropriate.
- Use formative assessment to check understanding, monitor progress, and inform next steps in learning.
- Contribute to accreditation or qualification requirements where relevant, ensuring learners are prepared for assessment.
- Provide clear, constructive feedback that supports learner reflection, motivation, and progress.
- Promote positive learning behaviours, independence, and resilience within the classroom.

2. Curriculum and Personal Development

- Support delivery of a curriculum that is relevant, accessible, and meaningful for learners in alternative provision.
- Promote personal development outcomes including confidence, self-regulation, responsibility, and readiness for adulthood.
- Deliver Careers education that supports learners to understand pathways into employment, training, or further education.
- Ensure Health & Safety teaching supports safe working practices and prepares learners for vocational and workplace environments.
- Promote equality, inclusion, and respect for diversity in line with the Equality Act (2010).
- Support learners' spiritual, moral, social, and cultural development and reinforce Fundamental British Values.

3. Pastoral and Relational Practice

- Build positive, trusting relationships with learners that promote emotional safety, engagement, and attendance.
- Use trauma-informed and relational approaches to support behaviour, emotional regulation and wellbeing.
- Implement behaviour expectations consistently in line with Elysium's Positive Relationships & Behaviour Policy.
- Work closely with pastoral staff, LSAs and safeguarding leads to support learners' wider needs.
- Contribute to support plans, risk assessments and strategies that enable learners to access learning safely.

4. Assessment, Recording and Reporting

- Maintain accurate records of learner attendance, engagement, progress, and achievement.
- Contribute to learner reviews, progress reports and documentation required for EHCP reviews or local authority reporting.

- Share relevant information with colleagues to support coordinated planning and learner support.
- Engage with quality assurance processes including observations, moderation, and reflective practice.

Team Working

- Work collaboratively with the Senior Leadership Team, SENDCo, tutors, instructors, learning support assistants and pastoral staff.
- Contribute to a positive, reflective, and solution-focused team culture.
- Participate in staff meetings, supervision, reflective practice, and CPD.
- Support wider curriculum activities, enrichment sessions, and whole-organisation events.
- Actively model and reinforce Elysium’s values and professional expectations in all interactions.

Safeguarding & Professional Conduct

All staff at Elysium play a vital role in creating a safe, stable and supportive environment for every learner:

- Uphold Elysium Training’s safeguarding responsibilities in accordance with **Keeping Children Safe in Education (2025)** and local authority procedures.
- Maintain professional conduct, boundaries, confidentiality, and safer working practices at all times.
- Understand the increased safeguarding vulnerabilities of learners with SEND and SEMH needs.
- Promote online safety, safe relationships, and emotional wellbeing.
- Demonstrate integrity, respect, and inclusion in line with Elysium Training’s values and professional expectations.
- Participate in mandatory safeguarding, Prevent, first aid, H&S and CPD training.
- Support accurate safeguarding and attendance records in line with Elysium procedures.

Safeguarding and Safer Recruitment Statement

Elysium Training is committed to safeguarding the welfare of children, young people, and adults at risk. We work in full alignment with *Wigan Safeguarding Children Partnership (WSCP)* and *Wigan Safeguarding Adults Board (WSAB) procedures*, in accordance with **Keeping Children Safe in Education (2025)**, **Working Together to Safeguard Children (2023)** and the **Care Act 2014**.

As part of our safer recruitment commitments, the successful applicant will be subject to:

- an **Enhanced DBS check** with Barred List information;
- **identity and right-to-work verification**;
- **full employment history** checks and satisfactory references;
- **qualification verification**;
- **online and social media screening** in line with KCSIE (2025);
- completion of safeguarding induction and all mandatory training.

Elysium Training is an equal opportunities employer and welcomes applications from all suitably qualified individuals.

Person Specification

This Person Specification outlines the key qualifications, experience, knowledge, skills, and personal attributes required for the Core Tutor role within Elysium Training.

Criteria are identified as either ***Essential*** (must have) or ***Desirable*** (would strengthen an application).

Criteria	Essential	Desirable
Qualifications	Level 2 or above in English and Maths	Level 3 Award in Education and Training (AET) or equivalent
	Relevant subject knowledge in Functional Skills, Careers or Health & Safety	Subject-specific qualifications (e.g. Functional Skills, Careers guidance, Health & Safety)
	Willingness to undertake a recognised teaching or training qualification if not already held	Training related to SEND or SEMH
	Safeguarding training (or willingness to complete upon appointment)	
Experience	Experience delivering teaching, training or learning support to young people or adults	Experience working in alternative provision, FE or specialist SEND settings
	Experience working with learners who have additional needs, SEND or behavioural challenges	Experience contributing to learner reviews or progress reporting
	Experience supporting engagement, confidence and progress in learning	
Knowledge & Skills	Understanding of inclusive teaching and differentiation	Knowledge of trauma-informed practice
	Ability to build positive relationships with learners and staff	Familiarity with EHCP processes or SEND documentation
	Ability to manage behaviour calmly and consistently using relational approaches	Understanding of preparation for adulthood and employability outcomes
	Strong teamwork and communication skills	
	Ability to maintain accurate records and handle sensitive information appropriately	
Personal Qualities	Empathetic, patient and learner-centered	Creative approach to engaging learners who are disengaged or anxious
	Calm, resilient, reflective in practice and solution focused	Interest in professional development within alternative provision or SEND education
	Committed to safeguarding and professional integrity	
	Flexible and responsive to learner needs	