

Applicant  
Information Pack



**TCE&S**

**THE COMPLETE  
EDUCATION SOLUTION**

HOME LEARNING



They have always made my son's learning very personalised and continued to be mindful of his specific needs throughout.

*Parent*



Thank you to all the staff who are working very hard to pull home schooling resources and lessons together.

*Parent*



Prior to online lessons, we really struggled as we had a lot of work to get through and I'm working full time. Since he's had online lessons, the balance has been better, and the workload has been more manageable.

*Parent*



The communication from my son's teacher has been fantastic along with the support that he has given us as a family.

*Parent*

# WELCOME FROM THE CHIEF EXECUTIVE

Thank you for your interest in The Complete Education Solution (TCES). We are delighted that you see us as a place where you want to work and feel you can have a positive impact and 'make a real difference'.

As we enter our 21st year, our Board of Governors and Commercial Board as well as our Senior Management Team are all proud of the success that TCES has achieved.

We want to look back at the past decade with pride over many accomplishments and successes, but we equally feel it is time to move forward into the next decade with a renewed energy and sense of purpose.

The education world is currently in flux and we recognise that there will be many challenges ahead in delivering the provision of high-quality education, health and care to some of the most complex and vulnerable children and young people in society in an ever-changing education market.

What has made our schools and services successful over the past two decades is a strong set of values, a clear function and purpose and an amazing staff team who epitomise and live these values daily.

We are particularly proud of their 'never give up' attitude which has ensured that we hold a very proud record over the past 20 years of never permanently excluding a single one of the 3000 plus pupils we have worked with.

We are privileged to work with such gifted and talented pupils, and success for our pupils at TCES is multi-faceted. If our pupils leave a TCES school with a wide range of qualifications and accreditations based on

their hard work and abilities, and can foster a positive sense of lifelong learning, then we can feel a real sense of achievement.

However, more than that, a significant part of our roles at a TCES school is that we must help our pupils when they leave us to make and sustain long term appropriate relationships and to have an ability to manage in future groups at work, training or further education.

Thank you for your interest in TCES. Together with our colleagues, we look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Please ensure that in your application you detail how your knowledge, skills and experience address the criteria listed on the person specification and job description. You may give any evidence either in the personal statement section of the application form or in a separate letter.

We look forward to hearing from you.

Yours sincerely



**Thomas Keaney**  
**Chief Executive &**  
**Chair of**  
**Governors**





# ABOUT TCES HOME LEARNING

TCES Home Learning offers one-to-one distance or home/community education to children and young people between the ages of 5-19 currently without school-based SEN provision in London.

Whether a child or young person is awaiting a placement from a TCES school, another school or service, or is without an integration plan, TCES Home Learning offers immediate support for a child's academic and personal development.

TCES Home Learning follows a comprehensive process to match a pupil's favoured learning style to the most appropriate tutor for their individual needs. With over 20 years' experience, our team understands that basic educational provision is not suitable for every individual, and that diagnoses rarely depict a child's true nature.

We operate entirely on a strengths-based approach with our pupils so that they can learn and thrive, also providing individualised resources and a timetable that we are able to implement effectively.

Our wider group, TCES, provides authentic, therapeutic education for young people between the ages of 7-19 years with SEMH (Social, Emotional and Mental Health) needs and/or an Autistic Spectrum Condition. TCES operates a policy of no permanent exclusions and aims to provide a complete transition into full-time schooling.



# HOME LEARNING SERVICES

## FACE-TO-FACE LEARNING

At TCES Home Learning, we provide specialist one-to-one tuition to vulnerable children and young people in London. All our pupils are taught the core subjects of English and Maths and our Complete Home Learning option offers teaching of other subjects.

TCES Home Learning undertakes preliminary checks and risk assessments to guarantee the safety of both the tutor and pupil, before performing an initial informal assessment so that we can build a structured programme of learning that will re-engage the pupil and prepare them for re-integration into small group learning environments.

Initial assessments are informed by the EHCP to best match a pupil with one of our special educational needs and disability (SEND) tutors in terms of personality, experience, and learning style.

Once lessons are underway, TCES Home Learning monitors learning outcomes through regular reports to assess readiness for transition into full-time education.

We are ambitious in our teaching and actively encourage pupils to partake in exams. Our goal is to prepare pupils for full-time education, whether that be at one of TCES's 'Outstanding' schools or elsewhere.

## DISTANCE LEARNING

Although TCES Home Learning believes face-to-face learning is preferable for some pupils, we understand that this is not always possible, and have developed our service so that we can effectively deliver education remotely.

We subscribe to a number of learning platforms which offer necessary and relevant lessons and other material designed for ease of use in order to align our face-to-face lessons to those within a virtual learning environment (VLE).

All tutors are provided with training for remote learning packages and programmes and TCES Home Learning is similarly willing to assist pupils with technical expertise.

Through distance learning we are able to set and assign work, and most importantly assist pupils during lessons, as we do through face-to-face lessons. Distance learning also allows us to teach pupils where this would otherwise not be possible.

## COMPLETE HOME LEARNING

TCES Home Learning is able to provide our pupils with a complete timetable through a combination of face-to-face and distance lessons taught on an individual or group basis. Our Complete Home Learning option is most suitable for pupils unable to access full-time group education for longer periods of time due to complex needs or those awaiting the outcome of a tribunal.

As with our short-term options, the aim of Complete Home Learning is to prepare pupils for transition into permanent placements in group education or training.

Complete Home Learning is split into two bands, Standard and Enhanced, both of which offer an allocated teacher and Therapeutic Educational Practitioner. Our Enhanced package also offers a specialist subject teacher, on top of support in core subjects of English and Maths.

As well as our core subjects offer of English and Maths, Complete Home Learning provides opportunities for engagement and enrichment such as health, fitness and wellbeing, creative arts projects and Distance Therapy. We also offer our Complete Home Learning pupils the opportunity to engage in our L.I.F.E (Leadership, Independence skills, Financial awareness, and Enterprise/Employability) programme which can lead pupils to further qualifications, roles and experiences.





## THERAPEUTIC AND WELLBEING SUPPORT

All Home Learning staff are trained in TCES Group's unique socio-educational approach to learning, to the same standard as any of our schools.

Our approach centres on the belief that pupil success and engagement lies within a strong and trusting teacher-pupil relationship. To ensure this, all our teachers are trained in therapeutic strategies most likely to be effective when working with a pupil whether in-person or remotely.

For those pupils who require therapeutic support, this will be offered via one or more of our experienced TCES Group therapists. This might include:

- Relationship mentoring
- Psychotherapy
- Creative arts therapies (including drama, music, and art therapy)
- Play therapy
- Speech and language therapy (SALT)
- Occupational therapy (OT)



# STUDENT PROFILE

- Diagnosis of an ASC and/or PDA
- Diagnosis of ASC and/or Foetal Alcohol Syndrome (FAS)
- Mild – moderate learning difficulties with challenging behaviour
- Severe anxiety/school phobia as a result of multiple exclusions and placement breakdowns
- History of school refusal, periods of time out of school
- Complex needs and associated challenging behaviour which are deemed unsafe when interacting with other young people (violence, sexually harmful behaviour)
- Requiring a community recovery programme following admission to a CAMHS inpatient unit or with ongoing mental health issues (e.g. anxiety)
- May have immuno-deficiency issues which make school attendance risky or difficult
- May be attending part time activities with an alternative provider so not on a school roll
- Pupils between educational placements and/or awaiting tribunal outcomes
- Pupils currently out of education, waiting on a new education placement





# JOB DESCRIPTION

<b>Department</b>	TCES Home Learning		
<b>Reporting To</b>	TCES Home Learning Manager		
<b>Unit</b>	Central Services		
<b>Job Title</b>	<b>Bank/Flexible Tutors</b>		
<b>Salary (per hour)</b>		<b>Distance Learning</b>	<b>Face-to-face Learning</b>
	<b>Unqualified (lower rate)</b>	£23.50	£25.50
	<b>Unqualified (higher rate)</b>	£25.50	£27.50
	<b>Qualified (lower rate)</b>	£28.50	£30.50
	<b>Qualified (higher rate)</b>	£30.50	£32.50
<b>Location</b>	Flexible (Dependent on pupil requirements)		
<b>Purpose</b>	<p>TCES Group have a strong set of <b>community values</b>. Across TCES we strive to ensure that our schools are inclusive, thriving, socially and emotionally healthy communities, based around a strong set of community values, where pupils can feel safe and secure. At the core of this is our belief that the key to increasing self-esteem and success lies within our pupils themselves.</p> <p><b>Our Community values are:</b></p> <ul style="list-style-type: none"> <li>• Very high expectations</li> <li>• Hard work</li> <li>• Mutual respect and acceptance for all</li> <li>• Authentic 'real' inclusion</li> <li>• Genuine, pupil, parent and staff voice and participation</li> <li>• A 'we never give up' philosophy' for our pupils and staff</li> </ul> <p>Our expectation is that you will share our commitment to our community values and play a key role in actively ensuring they are embedded in everything we do within TCES Group.</p> <p><b>Main Purpose</b></p> <ul style="list-style-type: none"> <li>• To undertake and deliver a variety of high quality structured educational activities to high risk and complex pupils on a one-to-one basis, in order to re-engage the pupil in learning with a view to their eventual re-integration to a small group learning setting.</li> <li>• To teach pupils according to their needs outlined in Education, Health and Care Plans (EHCPs) and Service Proposals and as indicated by the TCES Home Learning Manager.</li> <li>• To promote the interests and ensure the safety and well-being of pupils in accordance with good practice and the policies and procedures of the company.</li> <li>• To consistently represent the company positively by reflecting its mission statement, core philosophy and ethos and by reflecting good educational practice</li> </ul>		

## **Main Duties & Responsibilities**

To perform this role successfully, an individual must be able to perform each essential duty well.

The requirements listed are representative of the knowledge, skill, and/or ability required.

Other duties may be assigned.

- To carry out one-to-one educational work with individual pupils via distance learning or within their homes and/or community spaces.
- To deliver creative and innovative lessons in accordance with the aims of the Education, Health, and Care Plan and Annual Review, working towards good practice outcomes.
- To complete risk assessments in order to ensure the health and safety of present individuals with regards to risks posed by the pupils, their home settings and the local environment.
- To ensure that every pupil associated with TCES Home Learning is helped to understand our complaints procedures and their right to remain free from harm.
- To convey reliability and commitment to the role, recognising the need to be punctual, to work within the agreed timescales and to have a commitment to appropriate endings.
- To maintain awareness of and commitment to the health and safety needs of all those with whom TCES Home Learning have contact in their work, including first and foremost the pupils in their care, and to read and sign all related health and safety information necessary.
- To complete contracts of work and behavioural contracts with pupils and their families, as provided by TCES Home Learning.

### **Monitoring and Assessment**

- To have regular debriefs with TCES Home Learning either via the phone or whenever possible, face-to-face.
- To keep accurate and up to date records of educational progress, where required, in the form of weekly and half-termly reports in an agreed format and in accordance with prescribed deadlines.
- To carry out half-termly assessments of pupils in order to monitor progress and submit results to TCES Home Learning.
- To submit weekly written lesson reports to TCES Home Learning.
- To be responsible, where required, for the management of expenditure on educational activities and to maintain accurate accounts, including receipts.

### **Other**

- To maintain good personal and professional boundaries and conduct, appropriate to the pupil group and their families, to TCES Home Learning colleagues and management and to all external agencies including referring authorities.
- To respect and maintain the confidentiality of our pupils and others, both verbally and in written form, including appropriate confidentiality around the business interests of TCES Home Learning, and to work in line with the guidance and procedures of the Data Protection Act.
- Tutors are responsible for travel arrangements and costs associated with travel, subject to initial agreement with TCES Home Learning, all of which is discretionary.

### **Supervision and guidance**

- To be willing to undertake online and/or onsite training as identified and agreed with TCES Home Learning.
- To promote the company, its philosophy and ethos always by establishing and maintaining the highest standards of practice.
- Maintain good personal and professional boundaries and conduct with work colleagues, external agencies, and the pupils with whom the company works.
- Respect and maintain the confidentiality of all pupils and staff, both verbally and in written form, in line with the current legislation and guidelines, including appropriate confidentiality around the business interests of the company.

*This job description is an outline, which reflects the present requirements of the post and is not intended to be an inflexible or finite list of duties and responsibilities. As these duties and responsibilities change and develop the job description will be amended from time to time in consultation with the post holder.*



# PERSON SPECIFICATION

	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to a good general level of literacy and numeracy (GCSE or equivalent)</li> <li>• Strong literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant degree qualification or certified training courses in Education or related fields e.g. Psychology, Social Work, Youth Work.</li> <li>• QTS or QTLS</li> </ul>
<b>Skills and ability</b>	<ul style="list-style-type: none"> <li>• Ability to work in a child-focused way.</li> <li>• Ability to reflect on own practice and to seek self-improvement in teaching always.</li> <li>• Punctuality and good time management skills.</li> <li>• IT skills along with an awareness of the value of computers in education.</li> <li>• Good organisational skills with the ability to plan workloads and prioritise tasks.</li> <li>• Good numeracy and literacy skills, with the ability to keep good records and to write full and informative reports.</li> <li>• Good interpersonal skills and the ability to develop constructive and appropriate relationships with pupils whilst remaining assertive.</li> <li>• Ability to engage in direct work with pupils, to include effective communication and especially good listening skills, good observational skills, understanding of children and young people's needs and the ability to engage them in suitable educational tasks and activities.</li> <li>• Ability to work independently and in a task-focused way as directed or guided by TCES Home Learning according to set targets, drawn from pupil's Education, Health and Care Plan and any annual reviews (EHCP).</li> <li>• Ability to work in partnership with families, Special Educational Needs Departments and other relevant agencies.</li> <li>• Ability to work with diversity and commitment to undertake all work practice in an anti-oppressive and anti-discriminatory way.</li> <li>• Ability to work creatively both individually and as part of a team.</li> <li>• Ability to handle and account for small budgets.</li> <li>• Ability to respect and maintain the confidentiality of service users and to work in line with the guidance and procedures of the Data Protection Act.</li> <li>• Developed negotiation and problem-solving skills in complicated situations.</li> <li>• Understanding of and respect for personal and professional boundaries, and ability to maintain them</li> </ul>	

<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>• Substantial experience of working with pupils with SEND, with SEMH needs and/or Autistic Spectrum Condition.</li> <li>• Experience of working directly with high risk and complex pupils in a recognised setting such as social work, youth work or education.</li> <li>• Due to the high-risk nature of the pupils in this service, a minimum of 2 years' experience in this field is required.</li> <li>• Understanding of, and interest in, working with vulnerable young people.</li> <li>• Commitment to good learning experiences and educational outcomes for all pupils, including those out of school.</li> <li>• Knowledge of the National Curriculum.</li> <li>• Knowledge and experience of the importance of cultural identity to children/young people.</li> <li>• Awareness of and commitment to the health and safety needs of children and young people in your care.</li> <li>• Awareness of child protection issues and commitment to safe practice, including the need to pass on relevant information and seek guidance from senior staff where there are issues relating to child safety or potential harm.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with pupils with Autistic Spectrum Condition.</li> <li>• Experience of working within a multi-agency environment.</li> <li>• Knowledge of relevant legislation pertaining to the needs of children and young people.</li> </ul>
<b>Attribute</b>	<ul style="list-style-type: none"> <li>• Belief in and commitment to children and young people's rights, their right to access educational opportunities and skills in order to enhance their future life chances and their right to remain free from harm.</li> <li>• Reliability, patience and enthusiasm.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Flexibility to allow for working outside of the contracted hours in order to meet the needs of the service. This may include earlier starts for meetings or staying late with a pupil. (This is not an exhaustive list)</li> <li>• Commitment to the constructive use of professional supervision.</li> <li>• Commitment to the development of good work practice and skills and to attend and undertake training</li> <li>• Commitment to leading on safeguarding and promoting the welfare of children and young people</li> <li>• Commitment to Equality and Diversity</li> <li>• Commitment to TCES group Schools' Community values</li> </ul>	<ul style="list-style-type: none"> <li>• Own transport or use of a car (Full driving licence).</li> </ul>

**General Statement**

TCES Group is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, This is not necessarily an exhaustive list of all responsibilities, duties, skills, efforts, requirements or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or to require that other or different tasks be performed as assigned.

# HOW TO APPLY

In order to apply for this role, you will need to complete a TCES Home Learning Tutor application form available through the advertisement for the role or from our website: [tces.org.uk/vacancies](https://tces.org.uk/vacancies)

The application form asks for sufficient information to allow us to determine your potential suitability for the role as well as to carry out appropriate pre-employment safer recruitment checks. Each application is shortlisted against the person specification and job description, so please ensure you complete this in full including a supporting statement written against these documents.

If you are shortlisted, you will be invited to interview. The interview will be with at least 2 members of TCES Group who will discuss the role with you in more detail and carry out an interview to assess your experience and skillset as well as your suitability with regards to our safer recruitment policy.

We will send out reference requests in advance of the interviews for those candidates shortlisted, so ask that you specify on the application form (where requested) if you wish for us not to apply for these prior to offer. You will be asked to bring in with you to the interview appropriate qualifications and identity documents in order to enable us to complete the safer recruitment checks. These include:

- DBS check – we can apply for one of these on your behalf if you do not have a current DBS (i.e. dated within 2 years or on the update service)
- Children's barred list check
- Prohibited from Teaching/Education Check
- S128 – management of an independent School check
- A minimum of 2 references
- Identity checks including right to work in the UK – You will be asked to provide 3 documents to cover the following
  - Photographic proof of identity, e.g. a passport or driving licence
  - Proof of eligibility to work in the UK, e.g. an UK or EEA passport, UK Visa or UK Birth Certificate
  - Proof of date of birth, e.g. a passport, driving licence or birth certificate
  - Proof of current address e.g. a current driving licence or bank statement / utility bill dated within 3 months or council tax statement from the current year

If you cannot provide documents as recommended above, please contact the HR department who will be able to advise you on other documents that can be used.

Following this interview, the successful candidate will be offered the role subject to the outcome of the vetting checks.

**We look forward to receiving your application.**