



“We change lives.  
One individual at a time.  
And in the same way, we’re  
going to change society.”

## Job Description

<b>JOB TITLE:</b>	ESOL Tutor
<b>DEPARTMENT</b>	Justice Services
<b>REPORTING TO</b>	Education Departmental Senior Manager
<b>CAREER GROUP</b>	Delivery
<b>DISCLOSURE LEVEL</b>	Prison Security Clearance

### MAIN PURPOSE OF THE ROLE:

As a Prison ESOL Tutor you will deliver Gateway Qualifications in ESOL (English for Speakers of Other Languages), covering Reading, Writing, and Speaking & Listening units from Entry 1 to Entry 2, to a class size of 12. You will play a key role in supporting prisoners whose first language is not English, helping them to improve their language skills for both personal development and employability.

You will assess individual needs, create tailored learning plans, and deliver engaging lessons that reflect the real-world communication needs of learners, enabling them to gain confidence in everyday situations. Working closely with learners to identify their starting points, you will continually monitor progress, adapting teaching methods as necessary to meet diverse learning needs. Promoting reading for pleasure, using restorative practices, and fostering a safe, inclusive learning environment are essential elements of this role.

### KEY RESPONSIBILITIES

- **Deliver ESOL Classes:** Teach ESOL (English for Speakers of Other Languages) across Reading, Writing, and Speaking & Listening units from Entry 1 to Entry 2 in line with Gateway Qualifications.
- **Initial Assessment and Diagnostics:** Use initial assessments and diagnostic tools to determine each learner’s starting point, identifying their individual needs and learning goals.
- **Individual Learning Plans (ILPs):** Create and maintain Individual Learning Plans (ILPs) tailored to each learner, ensuring progression and development in key areas of reading, writing, and speaking & listening.
- **Comprehensive Lesson Planning:** Prepare and deliver detailed and engaging lesson plans that cater to diverse learner needs, addressing language barriers and developing practical communication skills.
- **Progress Monitoring and Review:** Continuously review learner progression, adjusting teaching methods and materials to ensure learning objectives are met and identifying any additional support requirements.

- **Engage and Motivate Learners:** Use a variety of teaching methods and motivational strategies to engage both individuals and groups, increasing learner retention and participation.
- **Curriculum Feedback and Improvement:** Gather feedback from learners and other sources, reviewing and improving curriculum content and teaching methods to ensure continued engagement and progress.
- **Digital Learning Resources:** Incorporate digital content and tools into your lessons where appropriate to enhance learner engagement and develop digital literacy skills.
- **Teach to the Top and Adaptive Learning:** Utilise adaptive learning techniques to ensure every learner is challenged at their level, while also teaching to the highest level to promote ambition and progression.
- **Reading for Pleasure:** Promote reading for pleasure to help improve learners' literacy skills and encourage a love for reading, even at early language proficiency levels.
- **Cultural Sensitivity:** Teach English language skills while being sensitive to the diverse cultural backgrounds of learners, creating an inclusive and respectful learning environment.
- **Administration and Compliance:** Complete all necessary administrative tasks, such as learner registers, enrolment forms, ILPs, reviews, and Gateway Qualification documentation, ensuring accuracy and timeliness.
- **Collaborative Working:** Work with learning support practitioners, colleagues, and prison staff to ensure that learners with neurodiverse or additional needs are receiving the appropriate support and reasonable adjustments.
- **Reasonable Adjustments:** Identify and submit requests for reasonable adjustments to ensure learners with additional needs are not disadvantaged in their exams or learning journey.
- **Promote Functional Language Use:** Focus on the practical use of language skills to help learners navigate everyday life situations, both within and beyond the prison environment.
- **Restorative Practices:** Integrate restorative practices into your teaching to promote accountability, reflection, and positive interpersonal skills, fostering a supportive and cooperative classroom environment.
- **Work with External Stakeholders:** Liaise with colleagues and external agencies to support learners' progression toward qualifications and employability, ensuring a smooth transition into life beyond prison.

PERSON SPECIFICATION		
Requirement	Essential	Desirable
<b>Education and Training</b>	✓	✓
A recognised ESOL teaching qualification such as CELTA, TESOL, or equivalent.	✓	
Full teaching qualification at Level 5 or above or equivalent (e.g. PGCE, Cert Ed, DTLS) or willingness to work towards.		✓
<b>Skills, knowledge and abilities</b>	✓	✓
Confidence in using a diverse range of presentation, facilitation and communication skills.	✓	
The ability to handle challenging situations whilst remaining calm and in control especially in a group situation.	✓	
Respect for and understanding of Safeguarding, Equal Opportunities, Health and Safety and Data Protection policies with specific attention to health and safety requirements when organising off-site activities.	✓	
Collaborative Skills: Excellent communication and teamwork skills, with the ability to collaborate effectively with colleagues and prison staff to support learners.	✓	
A passion to motivate and lead by example to support people to achieve qualifications.	✓	
Organisational Skills: Strong organisational and record-keeping skills, with experience managing ILPs, registers, and progress reports.	✓	
Knowledge of Reasonable Adjustments: Understanding of how to apply for and implement reasonable adjustments for learners with additional needs.	✓	
Clear understanding of the OFSTED framework (EIF) with the ability to meet all standards.	✓	

Adaptable Teaching Style: Ability to teach to the top, using adaptive learning techniques to challenge all learners while addressing individual learning needs.	✓	
Reading Encouragement: Strong commitment to promoting reading for pleasure, especially among learners with low levels of literacy or limited English proficiency.	✓	
Cultural Sensitivity: Ability to work with learners from diverse cultural backgrounds and adapt teaching methods accordingly.	✓	
<b>Experience</b>	✓	✓
Lesson Planning and Delivery: Expertise in planning and delivering lessons that cater to learners with varying levels of English proficiency, with a focus on practical communication skills.	✓	
ESOL Teaching Experience: Proven experience delivering ESOL qualifications (preferably Gateway Qualifications or equivalent) from Entry 1 to Entry 2, with a strong focus on reading, writing, and speaking & listening.	✓	
Digital Learning Expertise: Experience using digital resources to enhance ESOL teaching and support learners' digital literacy skills, specifically using Britannia online resource.	✓	
Experience working with learners from diverse cultural and linguistic backgrounds.	✓	

<b>DEMONSTRATE THE PEOPLEPLUS TRADEMARKS</b>		Essentials	Desirable
	<b>Customer First</b> - Helping our customers improve their lives is our 'why'.	✓	
	<b>True North</b> - We always operate with high ethical standards, keeping a sense of our 'True North', even when no-one is watching. We are the best version of ourselves, all the time, in everything we do.	✓	
	<b>Own It</b> - We always take personal accountability for everything we do, including any issue we come across, owning it until it is fixed and seeking help when we need it.	✓	
	<b>Improve to be the best</b> - We want to be the best at what we do for our clients, customers, service users and learners. That means we have a passion to keep learning and improving. We never accept second best.	✓	