

## Information Pack

# Post-16 Preparing for Independent Living (PFIL) Tutor

<b>Role:</b>	Post-16 PFIL Tutor
<b>Closing date:</b>	Fri 8 <sup>th</sup> May
<b>Interview date:</b>	w/c 11 May
<b>Job Type:</b>	Full-time (PT considered but not preference)
<b>Pay Scale:</b>	£30,000 + per annum (dependent on experience)
<b>Pay Calculation</b>	<p>The Pay Scale above is not reduced if working full time (37.5hpw)</p> <p>Included in the pay scale amount is a calculation of 44.6 weeks per academic year (including holidays). This is 39 term weeks inc 1 week of training days + 5.6 weeks' holiday (including bank holidays)</p> <p>Pay is made in equal monthly amounts across the year</p>
<b>Contract Type:</b>	Permanent
<b>Start date:</b>	September 26
<b>Normal hours:</b>	<p>Monday to Friday, 8.30-4pm (37.5 hpw)</p> <p>Full-time 37.5 hpw. Term time inc 1 week of training days. A daily paid break is provided within the 37.5 hpw Lunch is paid but taken in supervisory time</p>
<b>Holiday:</b>	4.6 weeks paid holiday is included in the pay calculation with access to 13 weeks' holiday per year
<b>Site:</b>	Hookstone Vocational Centre, Harrogate, HG2 7DB
<b>Essential Info:</b>	Must have experience working in a similar setting or with high needs young people with SEMH/ASC needs
<b>QTS:</b>	Although preferred, having QTS is NOT a pre-requisite. Experience is more important.

## Background:

Strive for Education (Strive) was founded in 2020, originally set up as an Alternative Provision and subsequently registered as an Independent Specialist School. In our Ofsted inspection we were graded 'Good', with 'Outstanding' behaviour and attitudes, see: [Strive's Ofsted Inspection Report](#)

Strive provides education for those who do not attend mainstream school on a full-time basis or who have a specialist provision named in their Educational Healthcare plan (EHCP). Full details about Strive can be found using the following link [striveforeducation.co.uk](http://striveforeducation.co.uk)

Strive is looking to employ a tutor of PFIL, who ideally will have worked in a similar setting, with post-16 students preferably. The role will involve planning and delivering highly structured and inclusive teaching to young people who have specific SEND needs such as ASC, anxiety, ADHD and SEMH. In the Centre, there will be 2 groups of 6-8 young people in each class with an additional adult to support. This role will involve planning and delivering on a 2-yr PFIL course which will have the following 3 themes:

- Independent Living Skills
- Personal Finance + Preparing for Adulthood
- World of Work + Functional Skills

**Delivery:** 3 days per week (face-to-face). Learners' days/times may be spread across the week meaning tutors will be delivering and supporting for 5-days. Learners' days/times may be adjusted to suit the YP's needs.

**Plus:** 1 day per week supporting work experience

**Cohort:** Post-16 learners with additional needs (ASD, ADHD, anxiety, SEMH)

## Programme Aims

The programme aims to:

- Build confidence, self-advocacy and independent living skills
- Prepare students for employment or supported employment pathways
- Teach practical financial literacy
- Develop life skills, executive function and emotional regulation
- Provide meaningful experiences that support transition to adulthood
- Reduce anxiety through predictable structure, clear routines, and low-demand learning environments
- Focus on what students are interested in and view as possible career options

The post holder will, together with the Centre Lead, be responsible for the course design and set up. This is the first time Strive is offering the course and is in place to allow our learners who have already studied at Strive to continue to post-16. The programme will be delivered as practical as possible and should include classrooms sessions, practical workshops and community-based learning. The successful applicant will play an essential role with careers planning, and preparing our YP for their next steps, whether this is training, employment, college or apprenticeships. In addition to the PFIL content, all YP will be aiming towards achieving GCSE pass in maths and English through a Functional Skills L2 pass. Those who achieve the L2 will not be required to continue to a higher level unless they choose to do so. The PFIL course will be accredited.

In addition to the two PFIL courses, there will be a construction class operating in the centre. These learners may also study some PFIL content as part of their learning programme.

The role will require the management of behaviour and emotional regulation, using personalised learning & individual education plans (IEPs) and close collaboration with the wider SEND and inclusion team.

The school operates from several sites throughout Harrogate; this includes North Park Road in Harrogate Town Centre, which was the original hub. In 2024 Strive opened the Vocational Centre in Hookstone Park, to offer practical, vocational qualifications alongside core academic and personal development courses. In 2025 Strive added capacity further by opening an additional site at Bishop Thornton, north of Harrogate. In addition to the core subjects, this site has a focus on outdoor education, natural environment studies, small animals, bushcraft, horticulture, gardening, landscaping and life skills. Strive operates a highly successful Outreach Programme which covers educational provision across all sites in Harrogate but also covers young people on-roll from the Leeds area.

This can be a challenging but rewarding environment, working with young people who may struggle to regulate their emotions at times. Students will at times present challenging behaviours and staff must have the experience, confidence and emotional resilience to manage this.

### Student Needs

All students will have some form of SEND needs. Most will either be categorised as Social Emotional and Mental Health (SEMH) or Autism Spectrum Condition (ASC). All will need extra support to access their work and help and guidance to manage emotions is often needed. Some students experience difficulties that regularly interfere with their social and learning development and have been directed to access specialist provision to receive this support. Some students will find it difficult to work in core groups of 6 students with 2 adults.

### Key Responsibilities

- Plan and deliver high-quality sessions focused on preparing for independent living, tailored to individual Education, Health and Care Plans (EHCPs).
- Support learners aged 16+ with a range of SEN, including autism, learning disabilities, and social, emotional and mental health needs.
- Develop practical, real-world learning opportunities both onsite and in the community.
- Work collaboratively with families, external agencies, and multidisciplinary teams to ensure holistic support.
- Contribute to assessments, progress tracking and learner reviews.
- Create a safe, inclusive and empowering learning environment.
- Utilise personalised Learning & Individual Education Plans (IEPs)
- Interpret and implement IEP targets within PFIL lessons.
- Align teaching with EHCP outcomes (communication, cognition, independence, emotional regulation).
- Regularly review progress toward individualised targets and adjust planning accordingly.
- Collaboration with the wider SEND Team
- Work closely with:
  - Teaching assistants
  - Communication and Inclusion Lead
  - SaLT
  - Counsellors
  - Therapists
  - Parents/carers
- Coordinate learning approaches across the team to ensure consistency.
- Safeguarding Responsibilities
  - Monitor students' wellbeing and communication for safeguarding concerns.
  - Report observations through the appropriate channels (DSL, safeguarding procedures).

### About You

We're looking for someone who is:

- Passionate about enabling young people with SEN to achieve greater independence.
- Skilled in adapting teaching and communication styles to meet varied needs.
- Patient, creative, calm under pressure, and able to build positive relationships.

- Knowledgeable about safeguarding, person-centred planning, and inclusive education.
- Experienced in SEN education, youth work, health & social care or a related field (desirable but not always essential).
- Qualified with a teaching or training certificate (e.g., PTLLS, DTLLS, AET, QTS, or equivalent) — or willing to work towards one.

### Working with Colleagues:

- Work with the PFIL and core staff to establish a purposeful orderly and productive learning environment.
- Work with the PFIL and core staff in lesson planning, evaluating and adjusting lesson plans and resources as appropriate.
- Monitor, evaluate and evidence students' progress and provide accurate information and analysis when required.
- Promote and maintain health and safety through the pro-active management of student behaviour dealing promptly with incidents and issues in line with school policies.
- Establish constructive relationships with parents and carers, exchanging information sensitively and effectively in a range of matters including progress, behaviour and attendance.
- Liaise with other professionals and services as appropriate.
- Administer and assess routine tests and invigilate when required.
- Provide general administrative support and assist with the development of a range of plans and monitoring systems.

### Benefits of working at Strive:

- A supportive, values-driven team environment
- Ongoing professional development and training
- Opportunities to shape and grow our Post-16 provision
- Meaningful, rewarding work making a real difference to young people's lives
- Small class sizes/1:1-2:1, allowing you to build meaningful and effective relationships with young people and make a real difference.
- The opportunity to deliver/support an individualised curriculum for all students to give them the best chance to learn.
- You will enjoy high levels of autonomy within a progressive and collaborative culture.
- You will have the opportunity to be creative and contribute to the broader curriculum, including individual and flexible learning.
- Staff wellbeing is a priority at Strive.
- We encourage staff to finish their day during their contracted hours.

### Other:

- Contribute to the overall ethos, work and aims of Strive
- Recognise own strengths and areas of expertise and use these to advise and support others
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of students on off-site activities
- Supervise students at lunch and break times
- Be responsible for maintaining and updating records, information and data in line with policies.
- Strive utilises Arbor as MIS and CPOMS for safeguarding and behaviour.

**Responsible to:** Deputy Headteacher

## Knowledge, experience and skills:

E = Essential D = Desirable

### Experience

- Relevant experience in a specialist school or similar setting: (E)
- Experience of working with children and young people with special educational needs and/or ASD and social, emotional and mental health difficulties: (E)
- Experience of effectively and positively managing small groups and leading learning with groups of students and 1:1, using appropriate strategies to enable them to settle to learn: (E)
- Experience of using restorative practices: (D)

### Knowledge

- Understanding of students' needs to support them effectively by personalised and differentiated learning and appropriate interventions: (E)
- Knowledge of issues and needs that affect behaviour and strategies to support: (E)
- Knowledge of the range of ways that students learn and how to motivate them (E)
- Full understanding of the range of multi-agency support required and available to students: (E)
- Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation (E)

### Skills

- Ability to relate well to students and adults and to build positive relationships: (E)
- Ability to work constructively as part of a team, understanding roles and responsibilities and your own position within these: (E)
- Ability to develop personalised strategies to support reluctant learners to engage and achieve learning goals/objectives: (E)
- Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the day: (E)
- Ability to use a range of strategies to support positive behaviour and self-regulation: (E)
- High level literacy and oracy to support communication at all levels and in various formats (E)
- Ability in the use of IT and other equipment to support learning: (E)
- Efficiency with the administration and maintenance of student records: (E)

### Qualifications

- GCSE English/Maths/ grade A to C or equivalent: (E)
- Specific training in interventions ASD/SEN/SEMH: (D)
- Commitment to all CPD offered: (E)

### Expectations

- All staff members must adhere to and promote professional standards including Strive's code of conduct and values.

### General

- The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the school.
- You will be expected to carry out your duties in line with policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.
- You will be required to work at any premises which Strive has or subsequently acquires or at which it may, from time to time, provide services.
- You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Strive and your own professional development.

- All staff, regardless of their position, are expected to undertake TeamTeach de-escalation training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.
- As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.
- The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

## References

- For all roles we require a minimum of two references. References provided must cover the last 3 years and include most recent employment. We will need to request all references from where you have worked with either Children or Vulnerable Adults.

## Disclosure

- Strive for Education is committed to safeguarding and promoting the welfare of children. Recruitment is carried out following safer recruitment principles. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with past employers and disclosures with the relevant body at an enhanced level. All staff are required to undertake an Enhanced Disclosure and Barring Service (DBS) check.

## Data Protection

- Strive for Education Ltd is a "data controller". This means we are required under data protection legislation to notify you of how we will, collect process and store your personal data during the application and recruitment process. Please review our ['Privacy Notice for Prospective Employees'](#).

## How to apply

- Applicants are asked to submit their completed application forms along with a covering letter detailing why you would like a position at Strive. Successfully shortlisted applicants will be contacted to discuss interview dates.