



Tutor Fellow (Graduate Teaching Assistant) Candidate information brief

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy in Westminster and the possibility of joining us. Included in this information pack is information about the academy and the role of Tutor Fellow.

Our school was set up to prove what is possible in education. We serve a community which is economically deprived, but we believe through a rigorous a transformational experience we can help our pupils to be brilliantly equipped for a life of greatness. To make our vision a reality, we have invested in finding the best and brightest graduates in the country and committed to training them to be exceptional teachers.

The role of Tutor Fellow aims to provide a one year programme to prepare our recruits to be brilliant teachers. It acts as a springboard and training ground for graduates who want to learn how to teach and build transformational relationships with pupils. We are also able to offer a very clear pathway of progression into the teaching profession. The Ark Schools School Direct Teach Training programme provides a clear route for progression. All details of the programme are found [here](#). In the last three years, the vast majority of our Tutor Fellows have been successful at gaining a place on this training programme. We are growing a pipeline of great teachers who started with us as Tutor Fellows.

We are keen to find candidates to be a Tutor Fellow in Primary or Secondary phases of the school.

The successful candidate will have some relevant experience for working with children and the drive and enthusiasm to inspire pupils and teachers. Crucial to this role is the ability to coach and develop other pupils to become even better than they already are, and the successful candidate will be someone who is excited and motivated by this responsibility.

We are now recruiting for graduates we will consider earlier starts on a case by case basis. To apply, follow the link at <http://kingsolomonacademy.org/current-vacancies>. Applications will be considered on a rolling basis. To discuss the role, please feel free to email the Principal's PA, Abi Saleh (a.saleh@kingsolomonacademy.org) or phone on 020 7563 6901.

We wish you the best with your application.

Yours sincerely,

Beth Humphreys
Principal

Job Description: Tutor Fellow

Start date: 1st September 2025

Contract: Fixed term to August 2026

Salary: Ark support Inner London salary, Band 4 point 3: £28,143 (pro-rata amount £27,737)

Hours: 8.00am to 5.00pm (with 45 minutes break) 39 weeks a year

The role

To provide inspirational tutoring and role modelling to the pupils who need it most at King Solomon Academy, whilst developing the skills, knowledge and understanding to train to be a teacher.

Key responsibilities

- To tutor groups of pupils and individuals, with a focus on ensuring every pupil is reading at or above their age level and enjoys reading by the end of the academic year
- To mentor and coach pupils in the development of their self-confidence and aspirations for their future, in particular, their aspiration to go to, and excel at university
- To lead learning in classrooms, developing the ability to teach whole classes over the year
- To support pupils with Special Educational Needs (SEN) in and out of classes
- To work with pupils in a wide variety of settings including whole class settings, small group interventions and supervision/leadership of activities in break times, lunch, after school clubs as well as on trips and residential trips
- To maintain and actively promote high academic and behavioural expectations across the academy
- To actively engage in every professional developmental opportunity on the road to a successful career in teaching including observing best practice, co-teaching, having a positive attitude to feedback and self-evaluation and committing to improving teaching practice day by day and week by week
- To be a team player, working with class teachers, Heads of Year and the rest of the KSA School Community to do whatever it takes to best support and nourish our pupils

Outcomes and activities

Learning activities

- Plan and facilitate small group or one to one tutoring.
- Plan and facilitate whole class teaching, building up from co-teaching with a teacher at the start of the year, to taking on parts of lessons with real-time feedback to taking on planning and facilitating lessons more independently
- Step in to teach lessons when class teachers are unavailable, using plans and resources designed by teachers or Head of Year
- Observe, record and feedback information about pupil performance.
- Work with the SENDCo and other teachers to implement Individual Education Plans and develop resources for pupils who have English as a second language, speech or language impairments, or need additional support in their learning and/or relationships.
- Provide administrative support by ensuring resources are prepared to an excellent standard and on time for classroom use, and other administrative tasks are completed as directed by Head of Year or Senior Leaders.

Coaching

- Coach pupils to promote better decision making, motivation and improved achievement.

Other

- Supervise pupils and lead activities in playgrounds, lunchrooms, etc.

- Maintain pupil and family confidentiality.
- Attend regular meetings and training, as required.
- Run extra-curricular activities and participate in trips (including residential).

Other

- Undertake other various responsibilities as directed by the Principal.

Person specification: Tutor Fellow

Qualification Criteria

- Right to work in UK
- GCSE (or equivalent) in English and maths at grade B or above
- Qualified to degree level

Experience

- Experience of working with young people or adults in a paid or voluntary capacity

Behaviours

Personal characteristics

- Eager to embark on Initial Teacher Training within the immediate future (approx. 1 year)
- Proactive, reflective and committed
- Passionate about the potential of every pupil
- Able to establish and maintain excellent working relationships with staff, pupils and parents
- Able to follow instructions accurately but make good judgments and lead when required
- Motivated to continually improve standards and achieve excellence

Specific skills

- Excellent communication skills, orally and in writing, including the skills to undertake graduate study associated with training to be a qualified teacher.
- Good mathematical skills
- Competent with computers and other technology
- Good administrative and organisational skills
- Able to understand and implement particular strategies and methods to help pupils to improve their learning and enjoyment of learning including leading specific interventions after training
- Able to understand and implement the necessary routines and patterns to establish good behaviour in the school
- Able to deal with minor incidents, first aid, and the personal health and hygiene of the pupils
- Understands the importance of confidentiality and discretion

Other desirable training and skills

- An interest in music and the ability to play an instrument
- An interest in sport and the ability to lead sport sessions
- First Aid training

Other

- Commitment to the safeguarding and welfare of all pupils
- This post is subject to an enhanced Disclosure and Barring Services check



Principal: Beth Humphreys

Ms Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development. She is a passionate teacher of English and loves nothing better than seeing young people reading, writing and talking about brilliant texts. Ms Humphreys took on the role of Head of Primary in January 2017 and Associate Principal in January 2019 leading all-through work on the curriculum and in safeguarding. She became Principal in January 2024.



“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”

Profiles of previous Tutor Fellows



Abigail Davies (Tutor Fellow in Primary, ATT in Secondary, now Head of Year)

Abigail Davies graduated from Oxford University with a degree in History in 2016. After working as a tutor and the operations manager for a children's baking company, Abigail joined KSA as a Tutor Fellow to Year 6 in 2019. With this experience as a platform, she went on to train as a Secondary History Teacher through the Ark Schools Teacher Training. As an NQT, Abigail now teaches KS3 and KS4 History at KSA, continuing to teach many of the children she first worked with as a Tutor Fellow, and in 2021 was made Head of Year.



Conrad Louis – Marie (Tutor Fellow in Primary, ATT in Primary)

Conrad Louis-Marie graduated from the University of East Anglia with a degree in History of Art and in 2012. Conrad worked in the luxury radiator industry for a year before gaining experience in a variety of schools in Norwich and London. Conrad joined KSA in 2017 working as a Tutor Fellow in Year 3. He has now trained as a qualified teacher through the Ark Schools Teacher Training, teaching Year 5 as a trainee teacher. As an NQT he led reading in Year 5, as an ECT taught in Year 6, and now is Head of Year.



Natasha Holmes (Tutor Fellow in Secondary, ATT in Secondary)

Natasha graduated in 2016 with a degree in Experimental Psychology from Oxford University. She then spent the next three years working in TEFL in France and tutoring in the UK before starting at KSA as Tutor fellow in 2019. As a tutor fellow she worked in Year 9 dividing her time between supporting students with SEN in their lessons and teaching English to a small cohort of students who were new arrivals to the UK. She is now training to be a Maths Teacher at KSA with the Ark Schools Teacher Training Programme and now teaches Maths and French at KSA.



Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.