



**WARBLINGTON  
SCHOOL**

# **Candidate Information Pack**

## **1:1 Student Intervention Tutor**

**Required from November 2026  
Main/Upper**



***A very warm welcome to Warblington School***

**Respectful**

**Kind**

**Resilient**

**Ready**



Dear Candidate

Thank you for taking an interest in our unique community. It is 70 years since Warblington School opened its doors to students for the first time and I know I say it every year, but there is not a day goes by when I am not proud to be the Headteacher of this school and the community within it.

Each year I look for milestones in the culture of the school and August was another of those moments when the Class of 2025 opened their envelopes with exam grades – a moment many of us may still have memories of. This year, that moment was even more special as it had a real community feel with staff, students and parents all sharing the celebration together. Together, we celebrated the outcomes of hard work and resilience and looked forward to what the future now holds post-Warblington. They left a legacy that will not be forgotten; that despite the challenges this year group faced, they obtained the skills and qualifications that best prepare them to tackle those challenges and enable them to go on and have successful futures. We have now challenged the future year groups to “step up” and write themselves into the record books!

I am consistently in awe of the character and resilience shown by our young people. Students are still coming to terms with gaps in their education as a result of school closures, yet they seem more determined than ever to make up for lost time, taking advantage of the range of activities that we were once again able to put on. It was great to see students getting excited for the ski trip this year, and also throw themselves into Sports Week, staying for rehearsals for the school show, going out on trips and visits or just being able to have Christmas lunch or an assembly with the whole school together; it all emphasises the importance of working on something collectively. And in our case, Warblington is something very special.

Along with every Hampshire school, we have been able to be part of a #BeeWell survey, looking at student wellbeing, for the second year. Much is written around the performance of UK schools in PISA tables by politicians, however, rarely does this focus on how poorly UK schools come out when it comes to student wellbeing.

What the #BeeWell survey has shown us is that Warblington bucks this trend, with students saying they feel safe, experience bullying below Hampshire and National averages and feel they have staff that will listen and support them all the way through school. This is something we have strived for and now have the evidence to show!





The improvement journey the school is on is one that presents challenges but also real successes. We now sit with a full Key Stage 3, and waiting lists in years 7, 8 and 9. With the increase in students comes the needs to review the curriculum and we are delighted that we continue to grow and develop our curriculum offer at a time where many schools are reducing the numbers of subjects. This year saw our first set of RE results, the development of Performing Arts and a significant increase in the number of students studying STEM based subjects both at KS4 and beyond into Post-16. I am a firm believer that breadth in curriculum is fundamental to a learner's enjoyment of school. On top of this, we are also seeing a growth in alternative routes through subjects, with our pathways curriculum allowing more students to gain qualifications that enable them access to college.

The curriculum is very important to us and has played a key role in our improvement in outcomes over the last three years. Further information on our curriculum can be found in our **curriculum information booklet** and on our website. We recruit specialist teachers in every subject as we know they are passionate about the subjects they teach and we believe students need to experience a wide range of subjects for as long as possible. To help bridge the gap from Primary to Secondary, we have also actively recruited a number of primary colleagues to help make the transition as smooth as possible.

Warblington school has something quite unique about it. Whilst we go about our day in our Grade 2 listed building (yes it really is a national treasure!) that has recently seen millions spent upgrading the glazing to ensure rooms are fit for purpose, we remain a small but rapidly growing secondary school.

At only 820 students we can do things differently here as we know individuals well. This is picked up by everyone who visits us. But it goes deeper than that. Everyone who visits will tell you just how welcoming the school is for new staff and students; over 40 students joined us mid-way through the year last year, with each one saying how they had settled in well and were enjoying school. Indeed, one of our senior prefects this year joined us outside of the normal admission round, yet you wouldn't notice that from speaking to her.

"Since the last Ofsted inspection, Warblington School has made notable improvements in teaching and learning, and behaviour and attitudes by investing in high quality professional development that is driven by leaders, establishing clearer rules, fostering positive relationships, and strengthening safeguarding. In summary - this school has taken robust and impactful measures since the previous Ofsted inspection."

*Report from a QA visit, June 2025*

This is a thriving community and I am proud to say our students are well behaved, friendly, kind and considerate. They welcome visitors and they are proud to speak of their school. Our staff are passionate about improving learning and aim to inspire and challenge the young people we work with.



"Many pupils displayed positive attitudes toward school and learning, and strong friendships are fostered among peers. The school's personal development programme, including clubs and enrichment activities, supports these positive attitudes. Pupils cited the many after school activities that they enjoy and value - these included; Tennis club, Basketball club, Band, Performing Arts, and singing club. This work supports the Personal Development offer of the school and coupled with the school's very positive destination data for Year 11 pupils would present a valuable picture of wider school effectiveness."

*Report from a QA visit, June 2025*

We are aware that with our current Ofsted grading comes a greater level of scrutiny, however this has presented us with a number of opportunities to demonstrate our school improvement journey. In all visits, be that by the Local Authority or others involved in ensuring school improvement, Warblington School is growing and developing and has students at the heart of what it wants to achieve. We are now welcoming other schools to come and see the work we are doing with Teaching and Learning.

We have high aspirations for everyone who wears the *redesigned* Warblington School logo and we strive to improve

ourselves through a clear focus on learning and achievement in a supportive environment. As a parent myself, I know that children and young people learn best in an environment which is secure, happy and caring. Our learning community works hard to create the right atmosphere and we pride ourselves on seeing each child as an individual. We take time to celebrate achievements together, whether they are academic, sporting, artistic or dramatic.

Here at Warblington, we are committed to bringing the best out of each and every student entrusted to us and being a small secondary school allows us to get to know each individual and provide them with the support they need that will enable them to thrive.

Finally, it is important to note that teaching and learning is at the heart of everything we do. Our focus for this year is around the use of the Great Teaching Toolkit and ensuring our Ordinarily Available Inclusive Practice enables all students to succeed in the right environment. With the renovation of the main building complete, and the renovation of the technology block now underway, we continue to ensure the fabric of the building matches the quality of education within it. We know that the ingredients are there for Warblington School to be a special place for years to come and we'd be delighted for you to join us on that journey.



I sincerely hope that we will be welcoming you into our growing community in September 2026!

*Mike Hartnell*

Headteacher



# 1:1 Student Intervention Tutor

**Required from November 2026**  
**Main/Upper**

Are you passionate about making a difference in pupils' lives? We are seeking a dedicated and enthusiastic 1:1 Student Intervention Tutor (Secondary or Primary trained) to join our team from November 2025. This role focuses on delivering targeted English and Maths support to individual pupils and small groups, helping them overcome barriers to learning and accelerate their progress.

## Key Responsibilities:

- Qualified Teacher Status (QTS)
- Experience of working with students with SEND
- Deliver high-quality 1:1 and small group interventions in English and Maths.
- Tailor support to meet individual learning needs and promote inclusion.
- Collaborate with staff, parents/carers, and external agencies to support pupil progress.
- Maintain accurate records and contribute to pupil evaluations and reports.
- Uphold safeguarding and behaviour policies, promoting a safe and positive learning environment.

## What We Offer:

- A competitive salary and benefits, including an excellent pension scheme
- Professional development opportunities including tailored induction and ongoing training within a supportive and high-quality learning environment.
- The chance to work with motivated students and a dedicated team of professionals.
- An inclusive culture where all staff and students are valued.
- Free access to Doctor Car 24/7 healthcare for you and up to 5 dependents
- Free financial wellbeing support
- Complimentary tea and coffee in our friendly staff room

Join us in making a difference in the lives of our students and be part of a school community where excellence and development are at the heart of everything we do.

Closing Date: 20 October 2025

Interview Date: 24 October 2025



# Job Description

## Core purpose of the role

- To deliver targeted English and Maths support to individual pupils and/or small groups.
- To support learners in accelerating their progress in English and Maths through targeted intervention.
- To foster a stimulating and inclusive learning environment that promotes equality of opportunity.
- To work collaboratively with pupils, parents/carers, staff, and external agencies to remove barriers to learning.
- To promote and safeguard the welfare of children and young people within the school.

## Duties and Responsibilities

### Teaching and Learning

- Deliver high-quality 1:1 support in English and Maths to identified pupils.
- Implement tailored initiatives to address individual learning needs and barriers.
- Promote inclusion for pupils with SEND, EAL, or physical disabilities.
- Model strong literacy skills and encourage improvement among pupils who find English challenging.

### Behaviour and Safeguarding

- Encourage and model positive behaviour in line with the school's behaviour policy.
- Raise concerns regarding pupil welfare, behaviour, or progress with appropriate staff.
- Follow all safeguarding, child protection, and health and safety procedures.

### Curriculum and Leadership

- Demonstrate enthusiasm for learning and personal development.
- Maintain accurate records and prepare evaluations and reports on pupil progress.
- Attend relevant CPD sessions and seek opportunities for professional growth.





## Professional Development

- Regularly review and refine intervention strategies to improve pupil outcomes.
- Take responsibility for personal CPD and engage in training opportunities.
- Participate in performance management/appraisal processes.

## Other General Responsibilities

- Regularly review and refine intervention strategies to improve pupil outcomes.
- Participate in performance management/appraisal processes.
- Establish strong home-school links to support pupil engagement, attendance, and readiness for learning.
- Monitor and track progress of assigned pupils or tutor groups.
- Communicate effectively with parents/carers and external bodies.
- Be fully conversant with school policies and procedures.
- Participate in performance and development reviews, identifying training needs.
- Comply with GDPR and Data Protection regulations, maintaining confidentiality and data integrity.
- Attend relevant meetings and contribute to the wider school community.
- Collaborate with colleagues to share best practices and support pupil progress.
- Support school events, pastoral arrangements, and assemblies as required.
- Be responsive to the evolving needs of the role and undertake additional duties as required.
- In addition to this job description, all teaching staff must carry out their professional duties as outlined in the Teachers Professional Standards.



# EXPLANATORY NOTES

## Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school (HCC) application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

**Early applications are encouraged, and we reserve the right to close the vacancy early if we receive sufficient applications for the role or if a suitable candidate is found.**

## Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful, you will receive a telephone call or email inviting you to attend an interview. It is therefore important that you give us your email address.

## Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory. 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 2) Provide proof of eligibility to work in the UK.





- 4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form

## Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

## Salary

Support Staff, whether full or part time, will automatically be a member of the EHCC Pension Scheme unless they elect to opt out.

## Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The School is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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# TEACHING APPLICATION FORM



<b>Application for the post of</b>					
<b>Advertised at school</b>					
<b>Applicant's details</b>					
Last name				First name	
Any other last names				Title	
Address					
				Postcode	
Day time contact no.				Evening / Mobile no	
Email address					
<b>Education and qualifications</b>					
(If part-time study, state and give details throughout). N.B. details of courses studied and not completed successfully must also be given.					
<b>Secondary / further education</b>					
Name of school / college	Dates		Subject and Qualification	Grade and date awarded	
	From	To			
<b>Higher Education and Courses leading to other relevant qualifications</b>					
Such as those leading to qualified status or graduate status and to membership of professional institutions.					
Higher Education: Establishments attended	Dates		Qualification obtained and date of award	Subjects	
	From	To		Main	Subsidiary

## Present appointment

School/College/ Establishment			
Local Authority (if applicable)		Number on role	
Post Held (specify any additional allowances)			
(If part-time, please give details)		Date appointed	
Subjects, age groups taught and other responsibilities			
Notice required and / or date available if appointed			
Current gross salary	£		

## Previous experience

If part-time appointment please state. You **should not** provide a curriculum vitae as a substitution.

**A continuous employment history is required from when you left full time education.**

**Teaching (most recent employment first)**[illegible]

**Other paid employment (including Service in H.M. Forces, industry). State responsibilities and reasons for leaving. Please indicate details of gaps in employment here**

**Statement in support of application.**

Please provide evidence of how your experience, skills and abilities are relevant to your suitability for the post advertised and how you meet the requirements of the post and the person specification

Applicants should confine this to approximately two sides of A4. An additional letter is not required.

**Statement in support of application cont.**

**Statement to illustrate how your experience meets the **threshold criteria** of the school -  
(**relevant only if the post for which you are applying sits on the Upper Pay Range**).**

Please provide evidence of how your experience, skills and abilities demonstrate that you are 'highly competent' and have a 'sustained' impact on teaching and learning across the school. In addition, you must also illustrate how your experience meets the school's threshold criteria, which are as follows:

Applicants should confine this to one side of A4. An additional letter is not required.

**Confidential References (Please ensure referees know this reference is being requested)**

Names, addresses and status of two referees (one of whom, if employed, must be your present manager e.g. your Headteacher). References will be sought on short listed candidates and previous employers may be contacted to verify particular experience or qualifications before interview. Current or previous employers will be asked about disciplinary offences relating to children including penalties that are “time expired” and any child protection concerns.

**Present employer**

Name

Address

Tel No (*inc. STD code*)

Fax No

Email address

Occupation

**Other**

Name

Address

Tel No (*inc. STD code*)

Fax No

Email address

Occupation

**Further information**

National insurance no

Teacher Reference Number

Qualified Teacher Status?

YES

NO

Date

Statutory induction year completed? (if qualified after 7 May 1999)

YES

NO

Date

Would you require sponsorship (previously a work permit) to take up this post?

YES

NO

Date

Where did you see the advertisement for this post?

**Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975**

This post is covered by the **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975** because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are “**spent**”. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

<https://www.gov.uk/government/collections/dbs-filtering-guidance>



## Further information

- If your application is successful, prior to taking up your post, you will be required to undergo a **Formal Disclosure** process through the **Disclosure and Barring Service**. This will require you to complete a separate DBS application form and to provide a range of more than one piece of documentary evidence of your identity unless other restrictions are in place through the Children's Barred List, DBS or Teacher Regulation Agency.
- Although a criminal record involving offences against children is likely to debar you from appointment of this type of post, the existence of other criminal convictions will not necessarily be a bar to employment.
- **Any criminal record information arising out of the disclosure process will be discussed with you before any final decision is made about your employment.**
- It is a criminal offence to apply for or accept a position (paid or unpaid) working with children if you are excluded from such work by virtue of a court order or exclusion by the DBS.
- A copy of the Criminal History (DBS) and Non-Police Personnel Vetting Checks Policy is available on request.
- Criminal record certificates will only be issued directly to the applicant. The Local Authority/your employer will request that you show them your certificate and will record the Disclosure number and issue date and retain this on your personnel record and on its computerised personnel record system in accordance with the General Data Protection Regulation 2016 and Data Protection Act 2018 .(the Data Protection Legislation) The school and Local Authority abide by the DBS Code of Practice and Keeping Children Safe in Education which state that a copy of the DBS Disclosure Certificate may only be retained with the permission of the applicant and shall not be retained for longer than 6 months, in order to comply with the requirements of the Data Protection Legislation.

Please state whether, to the best of your knowledge, you are related to a County Councillor, senior member of Hampshire Children's Services Department, or a governor or senior employee of a school maintained by this Authority.

YES

NO

If YES, please state the nature of relationship and the name of the County Councillor, senior member of Hampshire Children's Services Department, governor or senior employee of the school.

Nature of relationship

## Declaration

I hereby confirm that the information I have given above is true.

I understand that, should any of the particulars I provide in this application be found to be false within my knowledge, or should there be any wilful omission of material fact, this may be reported to the Police as well as leading to my application being rejected or the contract being null and void if I have already been appointed.

**Signature of  
Candidate**

**DATE**

## Privacy notice

The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

We will keep your personal information for 1 year following the interview date if you are not successful, and for the duration of your employment plus 7 years if you are successfully appointed.

You have some legal rights in respect of the personal information we collect from you. Please see the Schools website for further details on their privacy notice and data protection policy.

You can contact the Schools Data Protection Officer if you have a concern about the way they collect or use your data.