Job Description - Gaming Tutor

Reports to:	Campus Manager
Hours:	37.5 hours per week, 52 weeks
Location:	Nottingham
Type:	Permanent
Salary:	£35,447.96 – £43,717.78 (Qualified) £30,928.60 Unqualified)

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Landmarks is an independent specialist day college for young people with learning disabilities and difficulties. The college offers a wide range of programmes that are tailored to each individual's needs.

Landmarks operates from several sites across; Nottinghamshire, Derbyshire and South Yorkshire, with our main site located in Eckington, S21 4EF.

Landmarks has several satellite provisions in Rotherham, Nottingham city Centre and a "real-life" hospitality and catering facilitate in Rainworth, Mansfield. These environments enable us to provide a range of personal and vocational training opportunities including:

- Art
- Animal Care and Horticulture
- Cookery
- Digital Media
- Duke of Edinburgh
- Employability skills
- Functional Skills
- Game Based Studies
- Hospitality and Catering
- Life in Modern Britain
- Music
- Performing Arts
- Personal and Social Development
- Sports

Our staff are required to work on a range of different sites, including; college campuses, employer's premises or communities local to your learners home - therefore willingness to travel is essential. There may be a requirement to transport learners in your own car, insurance implications are reimbursed. Mileage and expenses are provided for travel during the working day.

Job Purpose:

We are seeking a passionate, adaptable and creative Teacher or Lecturer in Gaming to deliver engaging, accessible and industry relevant learning for learners with additional needs, working from Entry Level 2 to Level 3.

The role will involve teaching gaming, digital media and Esports as meaningful contexts through which learners develop their communication, life and employability skills. The successful candidate will plan and deliver high quality, differentiated learning that supports individual progress, ensures RARPA targets are met and, where appropriate, leads to accredited qualifications.

From September 2026, the postholder will also be expected to deliver City & Guilds Employability qualifications, with mentoring and support available where required. As the curriculum continues to develop, the successful candidate will need to be flexible and open to delivering other related subjects where this supports learner need and college priorities.

The postholder will also act as a Personal Tutor for a group of learners, supporting their wider progress, personal development and preparation for adulthood. Where pastoral groups exceed eight learners, this work will be supported by a Personal Tutor Support Assistant, who will assist with pastoral duties, communication and follow up actions.

The successful candidate will have a strong understanding of inclusive education, differentiated learning and the effective use of gaming, Esports and digital media to support learners with SEND to build confidence, independence and employability.

Main Responsibilities:

Your responsibilities will include, but are not restricted to:

Teaching, learning and assessment:

- Plan and deliver engaging, inclusive and differentiated lessons in gaming-related subjects, including game design, E-sports.
- Willingness to deliver additional subjects depending on curriculum need, mentoring and development will be provided.
- Use gaming, digital media and Esports as meaningful contexts to develop learners' communication, teamwork, problem-solving, resilience, confidence, independence and employability skills.
- Deliver high quality teaching for learners with additional needs, including autistic learners, learners with learning difficulties and learners with complex or profound needs.
- Promote English, mathematics and digital skills across learning sessions through relevant and meaningful activities.
- Use assessment effectively to identify learners' starting points, monitor progress, address gaps in learning and inform future planning.
- Participate in the college's observation, learning walk and quality improvement processes, using feedback to strengthen teaching practice.
- Undertake teaching across all curriculum areas as required to support learners and the effective operation of the college.

RARPA, accreditation and learner progress

- Set, monitor and evaluate individual RARPA targets, ensuring learners' personal, social, educational and employability progress is recognised and recorded.
- Ensure learners make progress towards individual RARPA targets and, where appropriate, accredited qualifications, including City & Guilds Employability and relevant digital or creative media qualifications.
- Prepare learners effectively for assessment and accreditation, ensuring qualification requirements are understood, planned for and evidenced accurately.
- Attend moderation, standardisation and qualification meetings to support consistent assessment practice and the sharing of good practice.
- Provide accurate, timely and detailed information about learners' progress, performance, support needs and outcomes.

Learner journey and personal tutoring

- Manage key aspects of the learner journey, including initial assessment, induction, baseline assessment, target setting and ongoing review of progress.
- Set appropriate long term and medium term goals for learners, ensuring these are ambitious, personalised and linked to learners' wider outcomes.
- Produce termly progress reviews that clearly evidence achievement, progression and next steps.
- Act as Personal Tutor for an identified group of learners, supporting their personal development, attendance, engagement, progress and preparation for adulthood.
- Maintain and update learner records, personal files and college systems in line with college expectations.
- Liaise effectively with parents, carers and external professionals, building positive relationships and responding professionally to learner issues or concerns.

Curriculum and learner experience

- Create project based learning opportunities, such as game development tasks, digital storytelling projects, animation briefs, Esports tournaments and enterprise activities, that build independence and prepare learners for adulthood.
- Support learners to apply digital media and gaming skills in real world contexts, including work experience, enterprise projects, internal commissions, college events and wider community opportunities where appropriate.
- Work collaboratively to ensure teaching and support strategies are aligned with learners' individual needs, EHCP outcomes and progression goals.
- Make effective use of specialist support from SaLT, OT, health and wellbeing colleagues and other support services to strengthen learner progress and participation.
- Foster a positive, safe and inclusive learning environment where all learners feel valued, supported and motivated to achieve.

Team working and professional responsibilities

- Provide effective classroom management and direction to Learning Support staff, ensuring support is used well to promote learner independence and progress.
- Support Managers in the development and implementation of a broad, ambitious and holistic curriculum that meets learners' needs and aspirations.
- Keep professional knowledge up to date through continuing professional development, including developments in SEND practice, inclusive teaching, gaming, Esports, digital media and assistive technology.
- Attend internal meetings, briefings, training, supervision and appraisal activities as required.
- Carry out the duties of the post in line with Landmarks' policies and procedures, including equality and diversity, health and safety, safeguarding, child protection and the protection of vulnerable adults.
- Undertake any other reasonable duties as directed by the line manager, in line with the needs of the curriculum and the college.

This list of duties should not be regarded as exclusive or exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities.

Person Specification

The selection process will involve assessments being made on the extent to which applicants meet the criteria listed in the table below:

	Essential	Desirable
Qualifications	Relevant degree in Game Design, Digital Media, Computer Science, or a related subject (or significant industry experience). Teaching qualification (or willingness to obtain one, e.g., PGCE, CertEd, or equivalent).	
Experience	Experience working with learners with additional needs (SEND, Autism, learning difficulties, or communication challenges). Experience delivering gaming, Esports, or digital storytelling in an adapted learning environment. Experience using game development tools, digital media, or Esports platforms in a way that supports skill development beyond the subject area.	Experience delivering accredited gaming, Esports, or digital media qualifications. Experience supporting learners in progressing towards supported internships, employment, or independent living. Experience in delivering enterprise projects or social impact initiatives using gaming as a tool for development.
Skills	Ability to differentiate content effectively, ensuring learners at different levels can engage and progress. Excellent communication and organisational skills, with a learner-centred approach to teaching.	

Knowledge	Understanding of RARPA and how to integrate individualised targets into teaching and assessment. Strong understanding of accessible game design, assistive technology, and inclusive teaching strategies.	Knowledge of accessible coding platforms (e.g., Scratch, Code.org, Blockly) or industry-standard tools (e.g., Unity, Unreal Engine, Photoshop, Blender). Familiarity with RARPA evidence requirements and non-accredited learning pathways.
Personal Attributes	Flexibility is essential to enable Landmarks to meet the needs of our learners To be an inspiring Tutor Enthusiastic with ability to motivate learners Willingness and ability to challenge The ability to maintain confidentiality regarding sensitive issues strong interpersonal skills and the confidence to represent the college positively in a public forum	

When completing the application form, please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the criteria. If there are large numbers of applicants for the post, then all the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process.

In return we will offer:

- **24/7 Employee Assistance Programme (Westfield Health):**
- Confidential emotional, financial and practical support whenever you need it.
- **Education Support Helpline:**Free, specialist wellbeing support for all teaching and education staff.
- **Access to Trained Mental Health First Aiders:** On-site support from staff trained to listen, signpost and offer immediate reassurance.
- **Comprehensive Westfield Health Package (level 2):** Includes a health cash plan, virtual GP appointments, counselling options, discounted shopping and services, and a wide range of wellbeing resources.
- **Annual Flu Vaccination Voucher:** Supporting your health and reducing winter illness.
- **Access to Additional Discount Schemes:** Including the Blue Light Card and other optional staff savings programmes.
- **Health & Wellbeing Services:** Occupational Health support where necessary.
- **Generous Annual Leave Entitlement:** Up to 35 days, dependant on length of service.
- **Long Service Recognition:** Celebrating and rewarding your commitment to the organisation.
- **Enhanced Family-Friendly Policies:** Increased occupational maternity and paternity pay (subject to eligibility).
- **Occupational Sick Pay:** Enhanced sick pay that increases with length of service.
- **Professional Development & Career Progression:** A wide range of CPD, training courses and structured development pathways (role-dependent).
- **Life Cover:** Financial protection providing peace of mind for you and your loved ones.
- **Standard Life Pension Scheme:** Supporting your long-term financial wellbeing.
- **Free On-Site Parking.**

Landmarks is committed to safeguarding and promoting the welfare of our learners and to ensure our learners are protected from abuse. Landmarks is therefore exempt from the Rehabilitation of Offenders Act 1974.
All offers of employment will be subject to enhanced DBS checks, which it deems satisfactory (you will be viable for the cost of a DBS if you leave within your probationary period).

Where a post is eligible, a check against the barred lists will be undertaken. There are different types of regulated activities that employees will need to undertake as part of their role to qualify to be checked on the adult and child barred list.

It is an offence to apply for a role that involves regulated activity to children, if the applicant is barred from engaging in regulated activity relevant to children.

To find out what makes Landmarks a remarkable place to work, visit our website www.landmarks.ac.uk, and follow Landmarks Specialist College on Facebook for more information.

If you have any further queries or would like to arrange a discussion regarding the terms and conditions of employment at Landmarks please contact a member of HR – 01246 433788 or HR@landmarks.ac.uk.