

# THE FOREST SCHOOL

## Intervention Teacher of English Job Description

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<b>Job Title:</b>	PPG Intervention Teacher for English
<b>Responsible to:</b>	The Headteacher Assistant Headteacher with responsibility for PPG provision Director of Inclusion

The duties outlined here are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the Teachers' Standards.

The English Intervention Teacher will be required to provide special direction to students who are underachieving in English in order to address gaps in literacy skills, knowledge and key skills needed to meet assessment criteria relevant to their stage and age. This will primarily involve coaching and tailored activities to expedite the progress of individuals based on an excellent knowledge of their needs.

Typically, the role of Intervention Tutor will include the following duties:

### LEADING

1. To co-ordinate high impact intervention programmes for identified and targeted students and ensure provision matches need
2. To lead 1:1 or small group sessions for students who have been identified as at-risk of significant underachievement in English
3. To contribute to the processes of identification, assessment, recording and reporting for the PPG pupils in their charge.
4. To track the impact of interventions and use this information to tailor future provision securing mastery in key skills and knowledge tailored to the individual
5. To review progress and impact on an agreed regular basis and report this to the PPG lead with an ongoing overview of future actions needed to close the disadvantage gap for identified students

### LEARNING

1. To use a variety of teaching methods and approaches to inspire students, tailoring input to individual needs and learning styles with a focus on key literacy skills, developing reading fluency and comprehension and closing the vocabulary gap characteristic of this key group
2. To keep an accurate register of students attending sessions
3. To have a thorough and up-to-date knowledge and understanding of the English programmes of study, level descriptors and key skills needed in order to improve progress against these, relevant to stage and age.
4. To attend departmental meetings and show a commitment to CPD by developing knowledge and understanding of both the KS3 and KS4 curriculum and by keeping abreast of pedagogical changes.
5. To work with parents and classroom teachers / intervention teachers to attend to the social, personal and academic needs of students who have been identified as at-risk of significant underachievement

### PROGRESS

1. To track the progress of students, keeping robust data which supports the accurate assessment of individual literacy needs against key skills and provides diagnostic and personalised feedback
2. To create and design tracking sheets which enable the impact of interventions to be monitored and progress to be shared with students
3. To prepare and present informative, helpful and accurate feedback to teachers, students, parents where appropriate and the PPG lead and / or Director of Inclusion.

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4. To agree, monitor and evaluate pupil progress targets to make a measurable contribution to subject team and whole-school targets.
5. To mark and assess students' work and provide each student with bespoke feedback that enables each one to make demonstrable progress.
6. To expedite progress by continually monitoring and reviewing the progress of students.

### COMMUNITY

1. To build strong and trusting relationships with the students rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. To maintain high expectations of all students in both behaviour and academic achievement
3. To be a role model to pupils through personal presentation and professional conduct
4. To take responsibility for safeguarding and promoting the welfare of all pupils
5. To undertake any reasonable task as directed by the Headteacher / & PPG lead

The teacher must also be skilled at personalised learning and can adapt their interventions appropriately. Sticking to a strict and rigid plan and series of lessons will not work.

**Signed..... Date.....**