



## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Intervention Ambassador
<b>CONTRACTED HOURS</b>	Part time 0.6 FTE
<b>LOCATION</b>	Wells Hall Primary School
<b>GRADE / SCALE POINT – SALARY</b>	MPR 1-4
<b>REPORTING TO</b>	Headteacher

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- a) Modelling the core values of the school and wider Trust at all times;
- b) Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- c) Continuously raising pupils' aspirations and self-esteem;
- d) Contributing to the wider range of opportunities offered by and for the school community;
- e) Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- f) Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

#### JOB PURPOSE

We are looking to appoint an Intervention Ambassador who will inspire, support, advocate for and champion the importance of reading and maths in the lives of children at our school. The Intervention Ambassador will work to improve literacy and numeracy skills and increase interest in reading among pupils. The intervention Ambassador will work alongside our class teachers and Senior Leadership Team to accelerate the progress our children make in reading and maths through increased fluency, comprehension, arithmetic and Times tables. The Intervention Ambassador will also raise awareness among families as to the importance of reading and early maths skills – for education, culture and social participation.

In addition, the successful candidate will actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

Our Intervention Ambassador will:

- ✓ be a qualified teacher.
- ✓ be a passionate and knowledgeable reader who is dedicated to fostering reading for pleasure and across the curriculum.
- ✓ inspire, empower and mobilise powerful, mathematical experiences for children.
- ✓ be an eloquent and engaging communicator, with a known ability to relate to children and families. - Work with and make connections between the various organisations involved in reading, literacy and literature.
- ✓ Develop a range of strategies to engage and inspire
- ✓ have an understanding of and be committed to ensuring children have opportunities to read and discuss a wide and diverse range of literature.

## **KEY TASKS & RESPONSIBILITIES**

### **General Teaching responsibilities**

1. General Teaching Responsibilities
2. Engage in implementing the priorities of the Academy Development Plan.
3. Comply with and uphold the policies of the school;
4. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral need and academic needs and provide support, in conjunction with the school's SENDCo, Class Teachers and Learning Support Assistants (LSAs) as required.
5. Proactively uphold the school's behaviour policy in accordance with the school's systems; high standards of behaviour should be expected at all times;
6. Work alongside the school's teaching team and actively behave as a team member to support colleagues;
7. Make effective use of PPA time to raise standards;
8. Play an active role in the full life of the school

### **Key Tasks:**

1. Work closely with our Senior Leadership Team and class teachers to analyse data, diagnose reading/maths difficulties and support with interventions – RWI, PiXL, EasyRead etc.
2. Identify groups of pupils requiring intervention in Reading and Maths
3. Instigate, coordinate and follow up initiatives designed to promote reading to children through events, initiatives, books clubs etc.
4. Develop an action plan for intervention in Keystage 2 - Tracking progress of children and addressing persistent non-reading at home through positive, proactive approaches
5. Scaffold and adapt learning/activities for the needs of SEN pupils.
7. Plan and prepare interventions/sessions in accordance with school policy, ensuring a variety of learning opportunities for the development of key skills;
8. Maintain individual records of pupil's experiences and achievements in the sessions or interventions taught by you and use data to inform future planning;
9. Contribute, as required, to the annual review process including the writing of reports in accordance with school policy;
10. Work collaboratively with colleagues, parents/carers, educational psychologists, therapists, social services and other outside agencies who may be involved with pupils for whom you have a responsibility;
11. Have a thorough awareness of and regard for the confidential nature of many aspects of school information relating to individual pupils;
12. Co-operate with colleagues to ensure the achievement of the aims of the school;
13. To take on a champions role which enables further development of staff professional abilities and improves outcomes for learners;
14. Promote positive pupil behaviour in line with school policies;
15. Take part as required in meetings in relation to the curriculum and organisation of the school;
16. Participate in arrangements for professional development as outlined in the school development plan or identified through the appraisal process and take responsibility for own development;
17. Ensure the activities in which pupils are engaged are conducted in a disciplined, safe and healthy environment and in line with school policy;
18. Undertake full safeguarding checks and training. Report safeguarding concerns to the Principal and liaise with Social Care colleagues as required

## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

- a) Take active responsibility for personal continuous professional development;
- b) Take ownership of individual performance management, keeping a continuing professional development portfolio;
- c) Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
- d) Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
- e) Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.



## Person Specification

	Essential	Desirable
<b>Education and Training</b>	<p>Recognised QTS</p> <p>Evidence of commitment to own professional development</p>	
<b>Knowledge and experience</b>	<p>Sound knowledge and understanding of teaching and learning and approaches for pupils with special educational needs.</p> <p>A commitment to quality of learning for all pupils.</p> <p>Motivate, inspire and have high expectations of all pupils and the ability to respond to their individual needs.</p> <p>Ability to work effectively as part of a multidisciplinary team, liaising effectively with other professionals to meet the needs of individual pupils.</p> <p>An ability to work with assistant staff, enabling them to actively contribute to the learning process for pupils.</p> <p>A clear view of planning, assessment, monitoring and evaluation, including the development of key skills.</p> <p>An ability to devise and implement individual learning plans to meet the specific needs of each pupil.</p> <p>An ability to integrate detailed planning for individuals with long, medium- and short-term curriculum planning.</p> <p>A sound knowledge and understanding of the use of ICT to support teaching and learning.</p> <p>A commitment to the social inclusion of pupils with SEN.</p>	<p>Experience of teaching in Key stage 2.</p>
<b>Skills and Aptitudes</b>	<p>Ability to communicate effectively with pupils, staff, parents and others involved in the life of the school</p> <p>A commitment to high achievement and a pupil centred approach. Good organisational ability.</p> <p>A good sense of humour.</p> <p>An ability to remain calm under pressure and work to deadlines.</p> <p>A commitment to continuous professional development.</p> <p>Adaptability to changing circumstances and new ideas.</p> <p>Effective time management.</p> <p>Ability to critically evaluate own performance.</p> <p>Awareness of, and commitment to, equalities issues</p>	

