

Job Description

Intervention Teacher

Job purpose:	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of pupils as a teacher/ Personal Tutor</p> <p>Facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student attainment and supporting pupils' social, emotional and mental health needs</p> <p>Lead RWI across EYFS and KS1</p> <p>Work alongside the Inclusion Lead in running specific interventions for children.</p>
Reporting to:	The Headteacher or Head of School / Senior Leadership Team / Middle Leader
Liaising with:	Trust, Headteacher or Head of School, SLT, teachers and support staff, LA representatives, external agencies and parent/carers
Responsible for – Staff	Higher Level Teaching Assistants/Teaching Assistants/ classroom assistants/ link support workers/SEND classroom assistants
Salary:	main scale 4 (£36,865)
Working Hours	195 days as specified in the STPCD Full Time
Disclosure level:	Enhanced

Teaching

- Set high standards and expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils.
- Demonstrate good subject and curriculum knowledge
- To teach to the highest standard.
- To promote a level of learning and children's intellectual curiosity.
- Teach pupils according to their educational and social emotional needs, including the setting and marking of work including homework.
- Assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Ensure a high quality learning experience for pupils which meets internal and external quality standards.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Within agreed intervention frameworks and within agreed learning objectives teach children needing 1:1 reading interventions.
- Plan and deliver daily whole group RWI sessions and 1:1 sessions.
- Provide detailed verbal and written feedback on session content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Feedback on a weekly basis to inclusion lead on progression of children within interventions.
- Be familiar with lesson plans, SEND Support plan targets of particular children and learning objectives.

Strategic / Operational Planning

- Assist in the development of appropriate resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- Plan and teach well-structured lessons that reflect the abilities and needs of the pupils.
- Maintain up-to-date knowledge of national and local initiatives that may affect the schools policy and practice.
- Contribute to the development, implementation and evaluation of the schools policies, practices and procedures, so as to support the schools values.
- Make a positive contribution to the wider school life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes.
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEN support.
- Lead on assessing children at key points throughout interventions and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the understanding of teachers and teaching assistants and undertake, induction, training, and coaching for them when specific support is needed in reading and moving children's learning on.
- Support and guide other less experienced teachers and teaching assistants in reading within the classroom when required and lead training for others.

Curriculum Provision

- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils and the school's mission and strategic objectives.
- Coordinate provision that meets the pupils needs, and monitor its effectiveness.
- Ensure records are maintained and kept up to date
- Promote the pupils inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Be aware of the provision in the local offer.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Staffing

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- Support the inclusion lead in delivering staff INSET.
- Lead and manage teaching assistants working with pupils with SEND.
- Review staff performance on an ongoing basis.

- Work as a member of a designated team and to contribute positively to effective working relations.

Quality Assurance

- Help to implement school quality assurance procedures and to adhere to those.
- Review methods of teaching and schemes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school and department.

Management

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of pupils.
- Track pupil progress and use information to inform teaching and learning.
- Assist Subject Leaders to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the pupils.

Communication and Liaison

- Communicate effectively with the parents of pupils as appropriate.
- Where appropriate, communicate and cooperate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Pastoral and Safeguarding

- Promote the general progress and well-being of individual pupils Liaise with the Key Stage Leaders to ensure the implementation of the school's pastoral system.
- Contribute to the preparation of action and support plans and other reports and references.
- Alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Apply the school's behaviour management systems so that effective learning can take place.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and pupils to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- Be proactive and positive and find solutions to problems.

Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Teacher)

Signed
(Headteacher)

Dated

Dated

Person Specification / Selection Criteria

Intervention Teacher

Selection Criteria	Essential	Source A = Application I = Interview R = References T = Task/Observation
Qualifications		
Qualified Teacher status with a good honours subject degree	✓	A
Evidence of continued personal and professional development	✓	A
Experience		
Recent experience of working with pupils across the primary age range	✓	A R
Recent experience in raising pupils' attainment	✓	A R I
Knowledge and Skills		
A passion for learning and an outstanding teacher	✓	A R I T
Sound knowledge of primary curriculum	✓	A R I
Knowledge of all necessary NC assessment, recording and reporting	✓	A
Understand about social, emotional and mental health needs of pupils and ways to support them	✓	A I T
Secure commitment to a clear vision for the school	✓	A R I
Ability to meet children's needs in terms of curriculum, spiritual, personal and social development	✓	A R T
Understanding and awareness of current educational developments and the implications of relevant educational legislation	✓	A
Work as part of a team	✓	A R I
Motivate and inspire pupils and parents	✓	A R I
Communicate effectively, orally and in writing for a range of audiences and purposes	✓	A R I
Manage good communications systems	✓	A R I
Excellent ICT skills	✓	A R I
Excellent Subject Knowledge in the subject specialism	✓	A I T
Sound knowledge of the SEND code of practice	✓	A I
Understanding of what makes 'quality first' teaching, and of effective intervention strategies.	✓	A I T
Ability to plan and evaluate interventions	✓	A I
Data analysis skills and the ability to use data to inform provision planning	✓	A I
Good record keeping skills	✓	A I
School and Trust Responsibility		
Commitment to comply with the school's policies	✓	A R
Commitment to continue personal development in relevant area	✓	A
Commitment to participate in the staff review and development process	✓	A R
Commitment to raising standards for all staff and pupils	✓	A I

Commitment to equal opportunities and inclusion	✓	A I
Commitment to participation in the full life of the school	✓	A
Personal Qualities		
Resilience and able to adapt to change quickly	✓	R I
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.	✓	R A I
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.	✓	A I
Ability to work under pressure and prioritize effectively	✓	I R
Commitment to maintaining confidentiality at all times.	✓	I R
Commitment to safeguarding and equality.	✓	I R

Deal sensitively with people and resolve conflicts	✓	R I
Ability to get the best out of people	✓	R I
High levels of motivation and commitment	✓	A R I
Ability to work under pressure and meet deadlines	✓	A R I
Achieve challenging professional goals	✓	A
Application		
Accurate completion of school application form	✓	A
Supporting statement which addresses person specification, evidence in supporting statement and application	✓	A
Technically accurate in terms of spelling, punctuation and grammar	✓	A
Legally entitled to work in the UK	✓	A