

Job Description

Job Title	Intervention Tutor - Maths
Reports to	Head of Department for Maths
Salary / Grade	Unqualified Pay Range UQ1 – UQ6
Date Last Evaluated	May 2022
Core Purpose	<ul style="list-style-type: none"> • To raise standards of attainment and achievement for selected pupils at Thomas Deacon Academy by providing high quality delivery of intervention and support and guidance to all pupils in their care, through fully utilising their skills, talents, knowledge, and expertise. • To positively contribute to carrying out the duties of an 'Intervention Tutor' by setting a positive example in their own professional behaviour.

Key Responsibilities
<p><u>Main Duties and Responsibilities</u></p> <ul style="list-style-type: none"> • To be involved in the planning, preparation, and delivery of intervention programmes to individuals and small pupil groups, ensuring that identified learning deficits are addressed during the intervention. • To provide in class intervention support during Maths lessons as required, working alongside the class teacher. • Establish rapport and respectful, trusting relationships with pupils, acting as a role model, and setting high expectations • Working to the direction of the Head of Department, preparing relevant and appropriate learning experiences for the targeted pupils. • Discuss reasons for underperformance with pupils and explain strategies to tackle weaknesses. • Deliver agreed intervention material reporting pupil progress as required. • Maintain a log of pupils who undertake intervention and comply with agreed recording and reporting procedures. • Ensure pupils remain focussed upon the expected outcome of the intervention activity and make effective use of the time allocated. • Ensure the intervention activity is precisely focussed upon the needs of pupils and therefore pupils make progress towards targets set and momentum and challenge are maintained. • To attend department meetings in Maths as required. • To report on the progress of individual students, achievement and attendance following academy process and procedure. • To take part in the academy's staff development programme by participating in arrangements for further training and professional development as required.

- To plan and deliver a key stage 3 Maths lunchtime enrichment activity.

Managing Learning

- Develop and deliver learning activities following the 'Principles of Effective Teaching Policy' and 'TDA classroom routines' of the Academy.
- Set high expectations for student behaviour, establishing, and maintaining a good standard of discipline through well-focused session and through positive and productive relationships acting to pre-empt and deal with inappropriate behaviour in the context of the 'Behaviour Policy' of the Academy.
- Follow Academy behaviour policies and seek assistance where necessary, ensure appropriate colleagues are kept informed of any difficulties.
- Ensure intervention activity supports classroom teaching and that close liaison with classroom teachers is maintained.

Feedback, Assessment and Monitoring

- Monitor students work, providing constructive feedback in line with Academy policy.
- Assess how well learning objectives have been achieved and use this assessment to plan future teaching.
- Maintain full records of attendance, homework, and progress.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement and progress both in lessons and other activities. Systematically record pupils progress and achievements, ensuring availability of appropriate evidence.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.

- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
Degree or equivalent in relevant subject or school experience.	D	A
Willingness and ability to obtain and / or enhance qualifications and training for development in the post.	D	A
Knowledge and Understanding		
Knowledge and experience in Key Stages 3 & 4.	D	A/I/T
Ability to relate effectively and confidently to young people with consistency and understanding, recognising there may be emotional demands associated with feelings of concern, frustration, and anger.	E	A/I/T
Evidence of commitment to the principles and policies of equal opportunities.	E	A/I/T
Experience of working in a school environment.	E	A/I/T
Secure knowledge and understanding of how to make effective, personalised provision for all pupils who have special educational needs, including those for whom English is an additional language.	D	A/I/T
Experience and knowledge of issues affecting pupils and young people and how to offer supportive assistance.	E	A/I/T
Skills and Abilities		
Ability to prioritise workload effectively to meet deadlines.	E	A/I/T
Excellent communication and inter-personal skills including tact and diplomacy.	E	A/I/T
Ability to motivate pupils and to recognise and respond to the diverse needs of learners.	E	A/I/T
Ability to design opportunities for learners to develop their literacy, thinking, and learning skills.	E	A/I/T
Manage pupil behaviour effectively using appropriate, least intrusive, and de-escalating strategies.	E	A/I/T
Excellent communication and listening skills.	E	A/I/T
Ability to respect and maintain confidentiality.	E	A/I/T
Working knowledge of standard computer packages [word processing, email, and spreadsheets]	E	A/I/T
Good time management and organisational skills.	E	A/I/T
Ability to work with pupils and have a genuine interest in the issues faced by this age group.	E	A/I/T
Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all abilities across Key Stage 3 and 4.	E	A/I/T

Personal Attributes		
A supportive and co-operative team member	E	A/I/T
Standards driven	E	A/I/T
Commitment to improving practice through reflection, appropriate professional development of oneself and others. Being open to giving and receiving feedback.	D	A/I/T
Ability to design opportunities for learners to develop their numeracy, literacy, and ICT skills.	D	A/I/T
Energy, enthusiasm, determination, and an insistence on high standards.	D	A/I/T
A willingness to learn new skills and approaches and to share the experience with others.	E	A/I/T
Ability to relate to pupils, parents & carers, colleagues, and other partners.	E	A/I/T
Be able to work under pressure, prioritise and manage time effectively	E	A/I/T
A reflective and clear-headed thinker who makes considered judgements	E	A/I/T
Personal Commitment		
Candidates should indicate an acceptance of, and a commitment to the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	A/I/T
Commitment to equal opportunities relating to gender, race, and disability in an educational context.	E	A/I/T
Commitment to the protection and safeguarding of children and young people	E	A/I/T
Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	A/I/T

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References