



Affinity
Learning Partnership

Affinity Learning Partnership Job Description and Person Specification

Post Title:	Outreach Intervention Teacher (FTC until July 2025)
Grade:	MPS - UPS Inc. TP where relevant
Accountable to:	Deputy Head of Pastoral and Inclusion
Post holder name:	
Post holder signature:	

ROLE OVERVIEW:

Work as an outreach teacher to bridge the gap between School and home, supporting attendance and transition back into school. To take responsibility for the routine planning, preparing and delivering 1:1 lessons for vulnerable individuals/groups. To have oversight for the monitoring of these pupils including assessing, recording and reporting on pupils' achievement, progress and development.

MAIN RESPONSIBILITIES

- To provide and coordinate a comprehensive outreach academic offer for targeted students, which provides targeted academic support
- Deliver the national curriculum e.g. English and Mathematics or relevant agreed courses to pupils within an agreed system of supervision; adjusting activities according to pupil responses/needs.
- To make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and cultural backgrounds.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Organise and supervise appropriate learning environments and resources, including ensuring the appropriate deployment and use of specialist resources.
- Monitor and evaluate pupil responses to learning activities through a range of predetermined assessment and monitoring strategies against given learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress, attendance and other matters, ensuring the availability of appropriate evidence.
- Be willing to undertake DSL training.
- To consistently and effectively use information about prior attainment to set challenging expectations for students and monitor progress to give clear and constructive feedback which includes next steps.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Adapting teaching pedagogy to teach students as assigned, according to their differing needs and set, mark and provide feedback on homework and assessed work as outlined in the academy/faculty policies
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents/carers
- Administer and assess/mark tests and invigilate exams/tests.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations; monitoring student organisers, uniform, punctuality and equipment.
- Support pupils constantly whilst recognising and responding to their individual needs.
- To develop 1:1 mentoring relationships with students needing particular support, where necessary aimed at achieving goals defined in an action plan/EHCP.
- To act as a link between academy and home, liaising with parents, carers and outside agencies (for example OOST or TMP providers) with regard to issues and student progress.

- To support colleagues by dealing with student problems that arise, including emotional support and supervision of student(s) and communicating any action to the relevant staff and or parents/carers.
- Promote independence where appropriate and employ strategies to recognise and reward achievement of self-reliance.
- Where appropriate, under the guidance of the SENCO and DSL, ensure all vulnerable children's needs are met; contributing to PEP meetings, LAC reviews and relevant safeguarding meetings and working with them
- To use a range of strategies and techniques to de-escalate negative behaviour
- To implement individual behaviour support plans for targeted students and ensure all stakeholders are informed
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- To undertake other reasonable responsibilities delegated to the post-holder by the Principal or senior staff.

SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies.
- Work with the Designated Safeguarding Lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

CORPORATE RESPONSIBILITIES

- Show support for and uphold our ethos, value, all policies and procedures.
- Promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- Act with professionalism, integrity at all times, promoting the Trust values.
- Comply with any reasonable request from a manager or Principal to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.
- Comply with data protection legislation and follow the principles of GDPR.
- Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust Equal Opportunities Policy.
- Promote a work environment that protects people's health and safety and that promotes welfare, which is in accordance with the Trust Health and Safety Policy and legislation.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the post holder and representative where necessary.

PERSON SPECIFICATIONS: INTERVENTION TEACHER

Education & Qualifications	Essential	Desirable
A teaching qualification.	✓	
A degree or equivalent.	✓	
Experience		
Teaching experience across KS3, KS4	✓	
Involvement in curriculum development within a school.		✓
Working successfully in partnership with parents and the wider community.		✓
Knowledge & Skills		
Current education issues and developments.	✓	
National Curriculum, national strategies and assessment.	✓	
Implications of equal opportunities and inclusion issues.	✓	
Strategies for improving the quality of teaching and learning.	✓	
Strategies for school improvement and raising standards of achievement.	✓	
Understanding of appropriate strategies for managing pupils' behaviour.	✓	
To have an understanding of and commitment with the Academy and Trust values.	✓	
An excellent, creative teacher who motivates children.	✓	
Able to relate well to children and share their interests and enthusiasms.	✓	
Effective administrative and organisational skills with accurate record keeping.	✓	
Ability to communicate orally and in writing to a wide range of audiences.	✓	
Working knowledge of ICT for teaching and administrative purposes.	✓	
Ability to cope with the pressures of a demanding teaching position.	✓	
Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils.	✓	
Commitment to the development and maintenance of positive partnerships between the school, parents, governors and the community.	✓	
Personal Attributes		
Customer focussed.	✓	
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓	
Open, honest and an active listener.	✓	
Takes responsibility and accountability.	✓	

Committed to the needs of the pupils, parents and other stakeholders and challenge barriers to providing an effective service.	✓	
Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations.	✓	
Is committed to the provision and improvement of quality of service provision.	✓	
Is adaptable to change/embraces and welcomes change.	✓	
Communicates effectively.	✓	
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	✓	
Acts with pace and urgency being energetic, enthusiastic and decisive.	✓	
Has the ability to learn from experiences and challenges.	✓	
Commitment		
Committed to Affinity Learning Partnership values and aims, acting as role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust	✓	
Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities.	✓	
Committed to own continual professional development	✓	
Other		
Ability to travel to other Trust sites	✓	
Is fluent in the use of the English language	✓	