



Woodford Halse

C.E. Primary Academy

Ready, Resilient, Respectful and Reflective

JOB DESCRIPTION

INTERVENTION TEACHER – Main Pay Scale

QUALIFICATIONS:

- Teaching Qualification Degree
- Minimum of five years successful classroom teaching experience
- Proficient technology skills
- Strong leadership and collaboration skills
- Strong instructional skills inclusive of oral and written communication

KEY RESPONSIBILITIES:

- To provide strategies for teaching and supporting children in core curriculum skills needed to learn.

SPECIFIC DUTIES:

- Coordinate and facilitate the school's intervention programmes
- Collaborate with teachers individually to identify the needs of students, to set learning goals and targets
- Review pupil achievement and assist in identifying appropriate further support.
- Teach targeted interventions to individuals and small groups of children daily.
- Meet with the classroom teachers to plan support that correlates with the individual pupil's needs or as requested by the classroom teacher.
- Attend professional development to enhance knowledge of pedagogy and content.
- Communicate with parents of children undertaking interventions to inform them and enable their support of children's home learning.
- Assist in the collation of data related to the impact of the interventions delivered.
- To perform other duties appropriate to a teacher on the MPS including playground and cover, when needed.

GENERAL:

The job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document. This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with you. This post requires satisfactory clearance of an enhanced DBS check with barred list check & Disqualification by Association clearance.

Method of assessment: Application form (AF), Interview (I), Lesson observation (LO)

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Education and Qualifications	<p>Qualified Teacher Status (AF)</p> <p>Evidence of improving teaching through appropriate professional development including responding to advice and feedback from colleagues as well as self-reflection (AF)</p>	<p>Other relevant higher professional qualification (AF)</p>
Experience and Knowledge	<p>To have shown themselves to be a good / outstanding teacher, with proven good / outstanding pupil progress. (I , LO and observation)</p> <p>Have a secure knowledge of the relevant subject(s) and curriculum areas required. (I & LO)</p> <p>Understand and evidence promoting high standards of literacy, articulation and the correct use of standard English, whatever your specialist subject (LO)</p> <p>Demonstrate a clear understanding of systematic synthetic phonics and appropriate teaching strategies for maths (I & LO)</p> <p>Demonstrate a critical and in depth understanding of developments in the subject/ curriculum areas. (I)</p> <p>Experience of making a positive contribution to the wider life and ethos of a school. (AF)</p> <p>Understand the statutory frameworks which set out your professional duties and responsibilities including reference to health and safety and safeguarding. (AF & I)</p> <p>Demonstrate extensive knowledge and understanding of:</p> <ul style="list-style-type: none"> • how pupils develop and learn • what can inhibit learning • pupils' capabilities and prior knowledge <p>and how you have incorporated this into your planning and teaching (AF & I)</p> <p>Evidence of building and maintaining good relationships with pupils rooted in mutual respect and adhering to proper boundaries. (I & LO)</p> <p>Communicate effectively and professionally with colleagues and parents, the latter with regard to pupils' achievements and well-being as well as with colleagues. (AF)</p> <p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback and take responsibility for their learning. (AF)</p> <p>Knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements and making use of formative and summative assessment to secure pupils' progress. (AF, I & R)</p> <p>Experience of using relevant data to monitor progress, set challenging targets, and plan subsequent lessons. (AF & I)</p> <p>Experience of using differentiation effectively and appropriately, using approaches which can be taught effectively (AF & I)</p>	<p>To have good curriculum knowledge across the key stages relevant to this school (AF)</p>

	<p>Evidence how homework and other out of class activities can extend the knowledge and understanding pupils have acquired (AF)</p> <p>Experience of contributing to workplace policies and practice and their implementation (I)</p> <p>Knowledge of how to manage behaviour effectively, fairly and consistently using a range of strategies both in the classroom and beyond. (I & LO)</p> <p>Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting pupils' needs. (AF & I)</p>	
Ability and Skills	<p>Be able to inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions to achieve the high expectations set for them by understanding their needs and using and evaluating distinctive teaching approaches to engage and support them (AF & I).</p> <p>Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils. (AF)</p>	