

## Reading Recovery Teacher

### Job purpose including main duties and responsibilities

In addition to the General Professional duties set out in the School Teachers' Pay and Conditions Document the following duties are attached to the post of Class Teacher.

#### Main objectives of the post:

- To provide individualised reading programmes of teaching to identified pupils to support the progress of reading.
- To track and monitor the attainment and progress of reading for identified pupils, reporting data, targets and next steps to key stakeholders.
- To work with senior leaders, teachers, support staff and parents and carers to maximise pupil progress in reading.

### General Responsibilities

1. To work with school's senior leaders in the use of school tracking and assessment procedures to identify children in need of the support of the Reading Recovery (RR) programme.
2. Use the RR Observation Survey to build a profile of the knowledge and skills of the child to inform the teaching.
3. Provide individualised teaching to a minimum of four children, in the required age range, for 30 minutes 5 times a week in the school setting.
4. Maintain close and regular links with the class teachers of children receiving RR, and the SENDCo, to ensure that progress is maintained and independence promoted in whole-class lessons.
5. Plan for the 'exit' from the programme and support senior leaders in monitoring the progress of children who have been discontinued from the programme.
6. Maintain careful records on each child as a basis for instruction (lesson records, running records, records of reading and writing vocabulary, record of book level, Observation Survey, including summary, predictions of progress, diaries etc.).
7. Communicate with school leaders, teachers and teaching assistants, providing documentation, and explanations, feedback on progress and alignment of planning.
8. Compile and submit data for national, school and trust level monitoring, as required.
9. Follow set procedures for discontinuing, for children causing concern, or for the referral of those who cannot be successfully discontinued from Reading Recovery.
10. Work with colleagues in school to support effective practice in the teaching of early reading and writing in class, including allowing others to observe the RR sessions.
11. Remain updated on research and developments in the teaching of early reading and writing.
12. Share knowledge and expertise with other teachers and teaching assistants to support whole-staff development and learning in the areas of early reading and writing.
13. Receive termly visits from leaders/performance managers, receive guidance and support, and develop expertise in the delivery of the RR programme
14. Make and receive one colleague visit during the training year.
15. Meet all requirements for RR Teacher training, including completion of specified set tasks and reading.

16. Communicate with parents/carers on their role in the programme, ensuring full attendance and their support with daily tasks for the child. At agreed dates, invite all parents to observe a lesson.
17. Manage resources and the designated teaching space needed to teach the session effectively.
18. Provide support for the delivery of additional lighter touch 'layered' interventions provided by learning assistants or trained volunteers.
19. Support the senior leadership of the school in identifying other additional interventions programmes to be provided.
20. In addition to the above, undertake other duties within the general character of the post as requested by the school management
21. To share in the responsibility for the safeguarding, well-being and discipline of all pupils. All staff have corporate responsibility for all children.
22. To enforce the Academy and School Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.
23. To be responsible for the education and welfare of the identified group of children in accordance with the Terms and Conditions of Employment, having due regard to the requirements of the National Curriculum and Academy policies.

## Person Specification

Qualifications & Education	E/D
Qualified Teacher Status	E
Evidence of training and accreditation in Reading Recovery	D
Evidence of continued professional development	E

Experience, Knowledge and Skills	E/D
Experience of teaching literacy at Key Stage 1 for at least 3 years	E
Experience of teaching across the primary phase	D
Experience of teaching Reading Recovery (ECAR)	D
Subject knowledge of teaching literacy, including the National Curriculum requirements for English for Key Stages 1 and 2	E
Experience of: lesson planning, assessing, record keeping and reporting	E
Able to use pupil targets and interventions to promote pupil progress	E
Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Inclusion and Safeguarding	E
The ability to work as a cohesive team member offering support to colleagues and leading by example	E
Knowledge of effective strategies to meet the needs of all pupils within literacy teaching, including those pupils with additional needs, SEND and/or English as an Additional Language, to promote good teaching and learning	E
Excellent communication skills (written, oral and presentation) to communicate effectively with a range of audiences	E
The ability to use technology to contribute to teaching and learning	E
The ability to build and maintain purposeful relationships and work effectively within a team	E
The ability to manage behavior using a range of positive strategies	E

Personal Attributes	E/D
Resilient, flexible and open to change	E
An ability to think strategically and creatively and stay calm under pressure	E
A commitment to safeguarding and promoting the wellbeing of children	E
A commitment to equality and inclusion	E
Professional, honest and loyal	E
A commitment to professional development and training to improve professional practice	E

Special Requirements	E/D
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E
Suitability to work with children	E

#### KEY

E/D Essential or Desirable