

Key Stage 2 – 3 Intervention & SEND Leader

Recruitment Pack





THE FUTURES TRUST - BUILDING BRIGHTER FUTURES

Our story is one of moral purpose. We are a learning community where everyone works collaboratively to plan, spread expertise and tackle challenges together — always focused on putting the needs of our students first. Together we build brighter futures.

Our Mission

We aim to make a difference by raising the horizons and ambitions of everyone who learns, works, and lives within our diverse communities.

Our Values

The Trust is committed to building brighter futures. This commitment is underpinned by three core values:

- Students first
- It's about learning
- No barriers

Join Us

This is an exciting time to become part of The Futures Trust. Every role here is more than a job — it's real, impactful work that makes a meaningful difference in the lives of our students and their communities. We offer trust wide career paths and invest in outstanding opportunities for our staff to learn, grow, and truly change lives.



4

Primary Schools



6

Secondary Schools



9000+

Students



1300+

Staff



Thank you for considering a career with us.

We are delighted to provide you with this recruitment pack, designed to offer all the information you need to embark on a rewarding journey with us.



Matt Nicolle

Head Teacher



Redmoor Academy has a long standing reputation as an excellent school that provides a high quality education for all students, high expectations both in and out of the classroom and superb pastoral care. Our overarching aim of “Excellence, opportunities and success for all,” captures our aspirational and inclusive ethos

We set high aspirations within a culture of academic excellence, teaching the majority of subjects in mixed attainment groups and are passionate in our desire for every student to be successful. Our ethos is underpinned by a strong and supportive pastoral culture which promotes pupil well-being, as we believe in the education of the whole child in order to equip them to be good citizens in society.

We see Redmoor as being at the heart of the local community. Involving parents, local businesses and organisations in our school is central to our success.

The impact we have on our students is;

- *recognized* in our most recent Ofsted inspection in September 2021 where we were judged securely “good” in all areas
- *demonstrated* by 8 years of positive Progress 8 and fantastic GCSE outcomes for students
- *evidenced* in the social development of our students as they become valuable members of the community
- *affirmed* by the significant over subscription for places in Year 7 we experience every year.

Our CPD programme invests in the continued CPD of all colleagues, focusing on whole school priorities and the sustained development of pedagogy based on research, best practice and excellent links with other schools. We offer individualised pathways which support staff at all stages of their career including coaching, in-house training (with SSAT) and National Professional Qualifications.

Every decision we make is about the young people we serve, their learning experience and their personal development. We are looking to expand our team of talented professionals who excel in their field to help us on the next phase of our exciting journey.

We look forward to hearing from you.



Job Details

JOB TITLE	Key Stage 2-3 Intervention & SEND Lead
OPPORTUNITY	<p>We are seeking to appoint an outstanding Primary School Practitioner to work within our secondary setting, playing a key role in supporting our SENDCo in driving forward inclusive practice across the school. Working collaboratively with colleagues, you will contribute to raising standards of literacy and numeracy across Key Stage 3, particularly for students with SEND and those facing barriers to learning.</p> <p>You will play a key role in supporting high-quality CPD for teachers, improving the consistency and effectiveness of literacy and numeracy teaching across KS3. In addition, you will undertake outreach work with feeder primary schools, supporting improved outcomes for Year 5 and Year 6 pupils prior to transition to Redmoor Academy.</p> <p>We offer an environment where an ambitious and innovative practitioner will thrive and develop. You will support our drive to create exceptional educational experiences and demonstrate a strong aptitude for working with students to overcome barriers to learning</p>
REPORTING TO	TBC
LOCATION	Based at Redmoor Academy, there may be a requirement to travel to other schools within the Trust for collaboration opportunities.
SALARY	TMS / UPS +TLR 2b
BENEFITS ENHANCING WORKING LIVES	<p>Competitive rates of pay</p> <ul style="list-style-type: none">- Career pathways across the Trust- Professional development opportunities- Teacher / Local Authority Pension Scheme- Online retail discount- Employee Assistance Programme- Family Friendly policies to support family & carer commitments- Flexible Working Arrangements <p>www.thefuturetrust.org.uk/why-work-for-the-futures-trust</p>



▼ Job Description

Job Purpose:

To raise standards of literacy and numeracy across Key Stage 3 through high-quality teaching, targeted intervention, and staff development.

The role will bridge primary and secondary practice by:

- Supporting students with gaps in learning, particularly those with SEND
- Delivering professional development to staff
- Working with feeder primary schools to strengthen transition and improve outcomes for Year 5 and Year 6 pupils

The postholder will also support the SENDCo in embedding inclusive, adaptive teaching across the school.

Key Responsibilities

1. Teaching and Intervention

- Plan and deliver high-quality teaching and targeted intervention programmes to support literacy and numeracy development across KS3
- Deliver and coordinate curriculum-based Literacy and Numeracy interventions
- Identify and support students with gaps in learning, particularly those with SEND or additional barriers
- Use KS2 and internal assessment data strategically to identify need and inform targeted support in Year 7 and Year 8
- Develop, deliver, and evaluate a coherent programme of targeted intervention in Year 7 and Year 8
- Adapt teaching approaches using evidence-informed strategies to meet a wide range of needs



2. Raising Standards Across KS3

- Support the development and implementation of whole-school strategies for literacy and numeracy
- Work collaboratively with departments to embed consistent approaches to reading, writing, and numeracy across the curriculum
- Model effective classroom practice and support colleagues to adapt teaching for lower prior attainers and students with SEND

3. CPD and Staff Development

- Plan, deliver, and evaluate high-quality CPD to improve teacher confidence, consistency, and effectiveness in literacy and numeracy teaching
- Develop CPD to ensure staff have a secure understanding of the Year 5–6 curriculum and SATs expectations
- Work with the Teaching and Learning team to provide high-quality CPD focused on Wave 1 and Wave 2 teaching strategies for KS3 learners
- Coach and mentor colleagues, including trainee teachers and Early Career Teachers (ECTs), to improve the quality of teaching and learning
- Contribute to and lead elements of faculty meetings, trust meetings, and whole-school CPD
- Share best practice and contribute to a culture of continuous professional learning

4. Primary Outreach and Transition (Partner Primaries)

- Develop strong partnerships with feeder primary schools
- Work collaboratively with primary colleagues to ensure curriculum continuity between KS2 and KS3, particularly in literacy and numeracy
- Support the development of transition curriculum and shared learning approaches
- Deliver outreach support to Year 5 and Year 6 pupils to improve readiness for secondary school
- Support the teaching of Key Stage 2 literacy where appropriate
- Contribute to improving outcomes for targeted students in Year 5 and Year 6 prior to transition
- Support transition programmes that reduce anxiety and promote engagement, particularly for vulnerable learners and those with SEND

5. Inclusion and SEND Support

- Work closely with the SENDCo to support the implementation of inclusive practice across the school
- Support the SENDCo in leading, developing, and reviewing provision for students with SEND, including both SEND Support and those with more complex needs
- Work alongside the SENDCo to lead rigorous Assess–Plan–Do–Review cycles for Year 7 and Year 8 ‘SEND Support’ students, ensuring Individual Learning Plans deliver measurable impact
- Contribute to identifying, understanding, and removing barriers to learning
- Support the development and embedding of adaptive teaching strategies across the school



- Contribute to SEND provision, including intervention planning, delivery, and impact evaluation
- Work alongside the SENDCo to foster strong, proactive partnerships with families, empowering parents to support literacy and numeracy development at home

6. Student Support and Engagement

- Build positive relationships with students and families to support engagement, confidence, and attendance
- Support students to develop independence, resilience, and a positive attitude to learning
- Promote high expectations and a culture of success for all learners

7. Monitoring and Evaluation

- Track, monitor, and evaluate the impact of interventions and strategies on student outcomes
- Use data to inform practice, refine provision, and drive continuous improvement
- Contribute to the whole-school evaluation of literacy, numeracy, and inclusion strategies

General Responsibilities

- Uphold the school's values and commitment to inclusion, aspiration, and belonging
- Act as a professional role model and promote the aims of the school and Trust
- Safeguard and promote the welfare of all students
- Work collaboratively with staff, parents, and external agencies
- Maintain ongoing professional development to ensure knowledge and skills remain current

Safeguarding

Redmoor Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undertake an enhanced DBS check.

Additional Duties

The postholder may be required to undertake other duties appropriate to the role as directed by the Headteacher.



Person Specification

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	MEASURED BY
EDUCATION AND QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status • First degree or equivalent 		Application form Certificates
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Highly competent in all areas of the Teachers' Standards • Excellent communication skills; able to communicate effectively both verbally and in writing with a range of audiences • Highly organised; can prioritise and work well under pressure, meeting deadlines and exercising attention to detail • Able to relate effectively to students, staff and parents • Able to follow the school's safeguarding procedures and recognise when to report any concerns • Able to work collaboratively and effectively as part of a team • Creative, inspiring and innovative both in the classroom and as a colleague; able to explore, develop and successfully implement new ways of working 		Application form Interview
EXPERIENCE	<ul style="list-style-type: none"> • Significant experience teaching in Year 6 in a primary school • Experience leading colleagues with impact in a primary school • Experience of teaching within a diverse environment • Recent relevant in service training in current educational practice 		Application form Interview Assessment

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	MEASURED BY
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • High level subject knowledge. • Detailed knowledge of the Y5-6 Maths curriculum and SATs assessments. • Knowledge of how to promote and implement the principles of inclusion. • Understanding of promoting high levels of attainment of all pupils, including those with special educational needs. • Knowledge of initiatives at a national level and their impact on school development • Clear understanding of safeguarding and evidence of recent training 		Interview Assessment
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • A professional role model who is committed to their own continuous professional development and to developing others • Committed to and able to promote the aims of the school and the values of the Trust: Students First, It's about Learning, No Barriers • Values diversity and the unique contribution that every individual makes to the learning community • Demonstrates professionalism, loyalty and integrity • Able to work flexibly, and to attend meetings and INSET days as required 		Interview



How to apply

Closing date:

15th April 2026

Interviews:

Week commencing 20th April 2026

If you wish to find out more about this role and a career within The Futures Trust please contact the Recruitment Team:

tel: 02477 102134.

To apply for this post, please complete the online application form found at:

www.thefuturestrust.org.uk/work-with-us/current-vacancies

On application please read the following policies found at:

www.thefuturestrust.org.uk/work-with-us/recruitment-pack

- Redmoor Academy Safeguarding & Child Protection Policy
- Safer Recruitment Policy
- Suitability Policy
- GDPR Privacy Notice for Applicants



The Futures Trust are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment.

The successful candidates for all positions will be subject to an enhanced DBS check and Social Media check.