

THE FOREST SCHOOL

SEND Intervention Teacher

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Job Title: SEND Intervention & Literacy Teacher

Responsible to: The Headteacher
Director of Inclusion

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description will be reviewed annually and may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

OVERALL RESPONSIBILITIES

To assist the Headteacher & Director of Inclusion in leading and managing the school in being an outstanding learning environment for all our pupils, including those learners with special educational needs. A specific focus will also be on developing literacy within the school and additional classroom based SEND interventions.

KEY ACCOUNTABILITIES

LEARNING

1. To work closely with the DINCO to develop and promote literacy-based activities for identified pupils, including those who have specific difficulties including Dyslexia.
2. To assist the DINCO in the processes of assessment for literacy and to use the results to inform individualised interventions across the school.
3. To access training in order to have a thorough and up-to-date knowledge and understanding of how to effectively promote literacy in schools.
4. To write Pupil Support Sheets or individualised plans as necessary
5. To develop and deliver exam practice sessions for pupils, working with TAs.
6. To deliver specialised Dyslexia intervention sessions from Years 7-11.
7. To work with the DINCO on the deployment of resources to promote improved literacy skills.

LEADING

1. To assess and mark all Year 7 pupils and any new entrants for reading and spelling and input data on the school system.
2. To work with teaching staff and the Inclusion team to assess and mark any referrals for reading and spelling and input data on the school system.
3. To use tests and assessments to evaluate which pupils need extra literacy support and feedback to teaching staff, the Inclusion team and parents/carers.
4. To construct the timetable for withdrawal for literacy support.
5. To plan and deliver small group (up to 6) literacy support sessions for Years 7 -11.
6. To assess all pupils in the Autumn Term for reading and spelling and input data on the school system.

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7. To use tests and assessments to evaluate which pupils may be eligible for exam access arrangements and evaluate/test further if needed alongside the school's Exam Access Arrangements Officer.
8. To work alongside the Exam Access Arrangements Officer to construct/update exam access arrangements list for Years 10/11 and update these files as required.
9. To work with the DINCO on supporting colleagues in the positive development of pupils' literacy skills to encourage high standards of learning.
10. To work with the DINCO on training identified staff in enabling all pupils to fully access their learning.

PROGRESS

1. To monitor the progress of all pupils accessing literacy support.
2. To work closely with all colleagues to ensure that outcomes improve for pupils with identified literacy problems.
3. To read any Educational Psychologist, dyslexia specialist or other specialist reports and implement any support required.

COMMUNITY

1. To work with the DINCO on developing enrichment opportunities that promote literacy for all pupils.
2. To promote the joy and value of reading with all stakeholders.
3. To regularly update parents as to their child's progress or to highlight any learning/literacy based concerns identified.
4. To attend Parents Evenings and Open Evenings, as required.
5. To run the Literacy Café afterschool once a week and from 3-4 pm and an Early Morning Spelling Club once a week from 8-8.30am.