



## JOB DESCRIPTION

<b>Post title:</b>	<b>Specialist Intervention and Progress Teacher - English</b>
<b>Academy:</b>	<b>Academy 360</b>
<b>Reporting to:</b>	<b>Subject Leader of English</b>
<b>Salary:</b>	<b>MPS/UPS</b>
<b>Hours of work:</b>	<b>Full time</b>
<b>Contract:</b>	<b>Permanent</b>

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### Job Purpose

To deliver high-quality, targeted English and literacy interventions to groups of identified Y7-11 pupils, with the explicit aim of closing gaps in foundational knowledge, accelerating progress, and improving GCSE outcomes. The postholder will work strategically alongside the English department and wider school staff to support pupils who are underachieving or at risk of not meeting expected standards.

### Main duties and responsibilities

#### Teaching and Learning

- Plan and deliver high-impact intervention in English and literacy (1:1, small group, in-class)
- Plan an intervention programme aligned, where relevant, with GCSE English Language and Literature specifications.
- Diagnose gaps in pupils' foundational literacy skills, including reading fluency, comprehension, vocabulary, spelling, grammar, and sentence construction.
- Where necessary undertake timetabled commitments.
- Provide explicit instruction in core knowledge and skills, including:
  - Writing accuracy, structure, and extended responses
  - Subject-specific vocabulary and academic language
- Adapt teaching approaches to meet the needs of pupils with SEND, low prior attainment, or disrupted learning histories.
- Model effective learning behaviours and promote confidence, engagement, and resilience in learners.
- Support key pupils in lesson to ensure they are making progress.

#### Assessment and Impact

- Use diagnostic, formative and summative assessment to identify learning gaps, plan responsive interventions, and track pupil progress over time.
- Maintain accurate records of intervention attendance, progress, and outcomes, including GCSE outcomes where appropriate.

- Evaluate the impact of intervention programmes and adjust provision where necessary to maximise impact.
- Regularly assess progress and adjust teaching to maximise impact and close gaps in a timely manner.

### **Collaboration and Communication**

- Work closely with Head of English, English teachers, Reading Lead, Heads of Year, SEND staff to ensure intervention is well-targeted and coherent with classroom teaching; to support but not replace classroom delivery
- Share strategies, resources, and progress information with subject teachers to support strong classroom-intervention links.
- Communicate effectively with pupils and, where appropriate, parents/carers to support progress and motivation.

### **Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent interventions
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Personal and professional conduct**

- Contribute to departmental planning, moderation, and professional dialogue where appropriate.
- Engage fully in professional development related to literacy, intervention, and evidence-informed practice
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provision.
- Show tolerance of and respect for the rights of others.
- Do not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Other duties**

- Carry out any other duties in accordance with the expectations of a Teacher at the reasonable request of the Headteacher.
- Ensure that the area of work complies with legislation relating to health and safety, and observe and implement specific responsibilities in relation to these matters as detailed within the Trust's policy.
- Provide support in an emergency or evacuation situation, in a calm professional manner. Actively provide information to any emergency service when requested to do so.
- Be aware and familiar with policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action in accordance with policies and Keeping Children Safe in Education where required.