



JOB DESCRIPTION

Job Title:	Specialist Intervention Teacher - English and Maths Externally Funded through Armed Forces Education Trust
Salary:	Spot Salary of £31,650. Funded through external provision and not aligned to standard teaching pay scale but paid on Teachers terms and conditions
Base	Helston Community College
Responsible to:	Assistant Headteacher
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	Internal – Headteacher, Senior Leaders, Extended Leadership Team, Teachers, Support Staff & Students External – School LMC Members, TPAT Central Team, LEA Advisers, Suppliers, Parents / Carers, External Support Agencies, Community Partners & Visitors

Main Purpose of the Job:

- Deliver high-quality, differentiated Maths and English lessons at Key Stage 3 [and possibly Key Stage 4] to small groups or individual learners.
- Provide tailored academic and pastoral support to Armed Forces children, helping them adjust to changes in school or home life.
- Support students at risk of becoming NEET to remain engaged in education and achieve their potential.
- Foster a positive, stable, and supportive learning environment that promotes well-being, resilience, and self-confidence.
- Build strong relationships with Armed Forces families, pastoral teams, and external support agencies to ensure joined up care and communication.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher standards*;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the current *School Teachers Pay and Conditions Document*. Teacher should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process relevant to their role in the school.

Teaching

- Deliver and support the development of Maths and English at Key Stage 3 [and possibly Key Stage 4], using differentiated approaches tailored to individual needs.
- Use trauma-informed and inclusive teaching strategies to support students facing emotional or social challenges.
- Provide targeted academic support to improve progress among Armed Forces children and those at risk of NEET.
- Design and implement Individual Learning Plans based on baseline assessments and prior attainment.
- Prepare and develop teaching materials, programmes, and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress, and outcomes of pupils taught.
- Adapt teaching strategies to address emotional, social, and behavioural barriers linked to Armed Forces life or NEET risk factors.
- Promote high standards of literacy, including the correct use of spoken English.
- Use a range of assessment and monitoring strategies to set challenging learning objectives.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Use relevant data to monitor progress, set targets and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Participate in arrangements for examinations and assessment within the remit of the *School Teachers' Pay and Conditions Document*.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage groups effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Work collaboratively with others to develop effective professional relationships;
- Liaise effectively with external agencies, including military welfare services, to ensure holistic support for students;

- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems & processes as appropriate;
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all School and Trust policies and procedures;
- To undertake mandatory training as required by the School / Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

PERSON SPECIFICATION – Specialist Intervention Teacher

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	Degree or higher-level qualification in Maths and English, or relevant experience in delivering in these subjects Evidence of continuing professional development	Teaching qualification [e.g. QTS, PGCE] or experience as a tutor/intervention teacher.	Application Certificates
Skills and Experience	Ability to create a stimulating and safe learning environment Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress Ability to use a wide variety of strategies to support all learners Ability to successfully deploy a wide range of effective behaviour management strategies Strong oral and written communication skills; ability to work in partnership with staff and families	Experience working with children from Armed Forces families or students at risk of NEET Understanding of the pastoral needs of service children, including the impact of deployment or frequent moves Knowledge of trauma-informed or social-emotional learning approaches.	Application Interview Assessment
Specialist Knowledge and Skills	Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners. Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught. Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people Demonstrates an awareness, understanding and commitment to equal opportunities		Application Interview Assessment
Behaviours and Values	Build strong professional relationships with pupils and families		Application Interview

	<p>Cheerful, flexible and team-oriented</p> <p>Two fully supportive references from appropriate sources</p> <p>Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks</p> <p>Be an effective team player that works collaboratively & effectively with others</p> <p>Workforce resilience</p> <p>High level of emotional intelligence</p> <p>Trust and integrity</p>		Assessment
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