



Your Academy....Your Future

Post Title	Teacher of Intervention and Home Tuition
Purpose	<ul style="list-style-type: none"> • To provide high-quality teaching, intervention and personalised learning programmes for students who require additional support to overcome barriers to learning and achieve academic success. • To deliver targeted small-group, one-to-one and home tuition programmes that accelerate progress, close gaps in learning and support successful reintegration into school. • To teach English and Mathematics as core intervention subjects, whilst supporting wider curriculum learning where appropriate. • To engage and motivate reluctant learners, students at risk of disengagement, school refusers, emotionally based school avoiders (EBSA) and students experiencing barriers to regular school attendance. • To work collaboratively with families, school staff and external agencies to improve attendance, engagement, wellbeing and educational outcomes. • To contribute to raising standards of attainment, attendance and inclusion through high-quality intervention and outreach provision.
Responsible to	Principal/SENCO/DSL/Director of Subject
Responsible for	The delivery of intervention programmes, personalised teaching and home tuition provision for students requiring additional academic, emotional or attendance-related support.
Contract Type	Full Time / Permanent
School Type	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
Grade	MPS
Disclosure Level	Enhanced
Expectations	<ul style="list-style-type: none"> • Demonstrate a commitment to inclusion, safeguarding and the success of vulnerable learners. • Maintain high expectations and aspirations for all students regardless of background, attendance history or barriers to learning. • Build positive, trusting and professional relationships with students and families.

	<ul style="list-style-type: none"> • Promote resilience, engagement and a positive attitude towards learning. • Support the school’s vision for inclusive education and personalised pathways. • Contribute positively to the wider life of the school community. • Act as an advocate for students who face barriers to participation and achievement.
Operational & Strategic Planning	<ul style="list-style-type: none"> • To contribute to the development and implementation of intervention, inclusion and attendance improvement strategies. • To support the school’s approach to reducing persistent absence, improving engagement and removing barriers to learning. • To contribute to the design and evaluation of intervention programmes that support accelerated academic progress. • To support the development of alternative pathways for students who require personalised educational provision. • To work collaboratively with leaders to ensure effective support for students who are vulnerable to disengagement or non-attendance. • To contribute to school improvement priorities relating to attendance, attainment and inclusion.
Curriculum Provision	<ul style="list-style-type: none"> • To plan and deliver highly personalised intervention programmes that meet the needs of individual learners. • To provide targeted teaching in English and Mathematics to address identified gaps in learning. • To support wider curriculum access where students require additional intervention across other subjects. • To adapt curriculum content and teaching approaches to meet individual learning profiles and barriers. • To ensure learning activities are engaging, relevant and accessible for students who may have experienced disrupted education. • To support students in developing confidence, resilience, independence and readiness for learning. • To create pathways that support reintegration into mainstream education where appropriate.
Staffing	<ul style="list-style-type: none"> • To work collaboratively with pastoral staff, attendance teams, SEND staff and subject teachers. • To contribute to multidisciplinary approaches that support student engagement and wellbeing. • To participate fully in professional development opportunities relating to intervention, attendance, SEND, safeguarding and alternative provision. • To remain informed about current research and best practice relating to attendance, EBSA and re-engagement strategies. • To engage positively in performance management and appraisal processes. • To contribute positively to effective teamwork within the Inclusion Department and wider school community.
Quality Assurance	<ul style="list-style-type: none"> • To implement and adhere to school quality assurance systems and procedures. • To monitor and evaluate the effectiveness of intervention programmes and home tuition provision.

	<ul style="list-style-type: none"> • To analyse assessment data and attendance information to inform planning and intervention. • To track progress against academic, attendance and engagement targets. • To contribute to the evaluation of intervention impact and value for money. • To maintain high expectations for student achievement and participation.
Management Information	<ul style="list-style-type: none"> • To maintain accurate records of student attendance, engagement, intervention delivery and academic progress. • To establish baseline assessments and monitor progress over time. • To complete reports and documentation relating to intervention outcomes and attendance support. • To contribute to EHCP reviews, attendance panels and professional meetings where required. • To produce clear and informative reports for parents, carers and external agencies. • To maintain confidentiality and comply with data protection requirements.
Pastoral System	<ul style="list-style-type: none"> • To build positive and trusting relationships with students who may have experienced barriers to school engagement. • To support students in overcoming anxiety, low confidence and negative experiences of education. • To promote positive attitudes towards attendance, learning and personal achievement. • To work closely with families to improve engagement with education and support regular attendance. • To liaise with pastoral leaders, safeguarding staff, attendance officers and external agencies. • To support students returning to school following periods of absence, exclusion, illness or alternative provision placements. • To contribute to individual support plans and reintegration programmes. • To promote emotional wellbeing and resilience through relationship-based approaches.
Teaching	<ul style="list-style-type: none"> • To deliver high-quality one-to-one, small-group and home tuition sessions. • To teach English and Mathematics intervention programmes that accelerate progress and close identified gaps in learning. • To assess students regularly and use assessment outcomes to inform future planning. • To use evidence-informed intervention strategies to improve literacy, numeracy and learning behaviours. • To adapt teaching approaches to meet the needs of reluctant learners, school avoiders and students with complex barriers to learning. • To create engaging learning experiences that promote participation and success. • To support students in rebuilding confidence as learners and developing positive learning habits. • To provide constructive feedback that supports progress and motivation. • To maintain high expectations while demonstrating flexibility and sensitivity to individual circumstances.

	<ul style="list-style-type: none"> • To support reintegration into mainstream lessons where appropriate. • To contribute to the achievement of personalised targets, attendance goals and EHCP outcomes where relevant.
Home Tuition responsibility	<ul style="list-style-type: none"> • To provide high-quality educational provision for students who are unable to attend school due to medical, emotional or other authorised circumstances. • To undertake risk assessments and comply with all safeguarding and lone-working procedures. • To maintain regular communication with school staff, parents/carers and external professionals. • To ensure continuity of learning between home tuition and school-based provision. • To monitor engagement, progress and wellbeing and report concerns promptly. • To support transition and reintegration back into school whenever appropriate.
Other Specific Duties	<ul style="list-style-type: none"> • To actively support the school's vision, values and inclusive ethos. • To promote safeguarding and child protection at all times. • To support the implementation of SEND, attendance, behaviour and safeguarding policies. • To participate in meetings, training and professional development activities as required. • To undertake risk assessments and ensure compliance with health and safety procedures. • To maintain the highest standards of professional conduct and confidentiality. • To undertake any duties consistent with the professional responsibilities of a teacher.
Additional Duties	<ul style="list-style-type: none"> • To carry out other reasonable duties as directed by the Principal, SENCO or Senior Leadership Team. • To contribute to whole-school initiatives aimed at improving attendance, engagement and outcomes for vulnerable learners. • To support enrichment opportunities and alternative learning experiences where appropriate.

Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.

Person Specification

CRITERIA	ESSENTIAL = E DESIRABLE =D
Experience	
Experience of teaching English and/or Mathematics across KS3 and KS4.	E
Experience of delivering one-to-one or small-group intervention programmes.	E
Experience of supporting students who are disengaged from learning or at risk of exclusion.	E
Experience of working with students with SEND, SEMH or attendance difficulties.	E
Experience of home tuition, alternative provision or outreach work.	D
Experience of supporting EBSA or school refusal cases.	D
Qualifications & Training	
Qualified Teacher Status (QTS).	E
Degree or relevant qualification in English, Mathematics or Education.	D
SEND, safeguarding or attendance-related training.	D
Training in trauma-informed or restorative practice.	D
Skills, Knowledge & Aptitude	
Strong understanding of effective intervention strategies.	E
Ability to assess gaps in learning and design personalised programmes.	E
Excellent knowledge of literacy and numeracy development.	E
Ability to motivate reluctant and disengaged learners.	E
Understanding of attendance barriers, EBSA and reintegration strategies.	E
Strong communication and partnership-working skills.	E
Effective ICT skills to support teaching, assessment and remote learning.	D
Attributes	
High expectations and aspirations for vulnerable learners.	E
An ability to respond effectively to challenging behaviour.	E
Reflective practitioner committed to continuous improvement.	E
Sense of humour and positive outlook.	D
Other Requirements	
Commitment to safeguarding and promoting the welfare of children and young people.	E
Willingness to contribute to wider school activities and enrichment opportunities.	D
Experience of leading intervention or curriculum development initiatives.	D