

## Job Description

**POST:** Reading Intervention Teacher

**RESPONSIBLE TO:** Headteacher and Assistant Headteacher responsible for English

**SALARY:** Negotiable - Fixed term contract until August 2021

**LOCATION:** Windmill Primary School

**WORKING PATTERN:** 0.5 FTE (afternoons)

**DISCLOSURE LEVEL:** Enhanced

**KEY RELATIONSHIPS:** Working closely with class teachers, Cover Supervisors and inclusion team to deliver CPD and Reading interventions to pupils.

### RESPONSIBLE FOR:

Raising the Reading attainment of identified children in Years 1 to 6 by delivering quality small group interventions. Training all staff to deliver high quality reading interventions.

### MAIN PURPOSE:

To collaborate regularly with teachers, Cover Supervisors and Inclusion workers to plan and deliver Reading intervention programmes to close any gaps that may have arisen due to COVID 19 school closures. To train all staff so that high quality interventions for Reading can continue to run post recovery curriculum.

### SPECIFIC RESPONSIBILITIES

- Be a reading champion in school to promote a love of reading for staff and pupils.
- Use research and experience to plan high quality reading interventions
- Set high expectations which inspire motivate and challenge pupils.
- Promote good progress and outcomes
- Collect high quality, up-to-date information about pupil's current capabilities, and adapt teaching accordingly to focus on exactly what pupils need to progress.
- Plan teaching to build on these, demonstrating knowledge and understanding of how pupils learn.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions and to underpin good quality teaching and learning.
- Use formative and summative assessment opportunities to maximise pupils' progress and adopt different approaches to teaching based on need.
- Use relevant data to monitor progress, set targets and plan subsequent intervention lessons.
- Implement whole school strategies to support behaviour for learning.

- Maintain good relationships with pupils, exercise appropriate authority and act decisively as necessary.
- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
- Deliver high quality CPD to all staff in school around planning for and delivering high quality Reading interventions.
- Share good practice with all staff in school to ensure that interventions can continue post Summer 2021.
- Demonstrate impact of reading interventions and CPD on outcomes for children and increased staff confidence and competence to deliver future interventions for Reading.

### **Safeguarding Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Received Read Write Inc training</li> </ul>	
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Minimum of 2 years teaching in Primary Schools.</li> <li>• A good concept of recent curriculum changes</li> <li>• Understanding of the National Curriculum for KS1 and/or KS2</li> <li>• Good awareness of Read Write Inc</li> <li>• Experience of delivering CPD to a wide range of staff</li> <li>• Experience of delivering targeted interventions to groups of pupils</li> <li>• The ability to monitor pupils' responses to learning and provide detailed and regular feedback on pupils' achievement/progress</li> <li>• The ability to update classroom teachers on the progress of children within their class</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• The ability to plan for progression in learning</li> <li>• The ability to use assessment for learning to improve teaching and learning as well as to assess and record pupil progress</li> <li>• The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident</li> <li>• The ability to make use of technology to develop teaching resources as well as to enrich the curriculum</li> <li>• A commitment to make a positive difference to children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working across Key Stage 1 and Key Stage 2.</li> <li>• Knowledge of Accelerated Reader</li> <li>• Knowledge of content domains</li> <li>• Knowledge of Cornerstones Love to Read</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Confident and efficient in managing classes and behaviour</li> <li>• Focused on ensuring all children make progress</li> <li>• Ability to relate to children and adults in an empathetic manner</li> <li>• Demonstrable experience of building effective relationships</li> <li>• Demonstrates resilience, motivation and commitment to driving up standards of work and achieving excellence</li> <li>• Ability to respond swiftly and effectively to the unexpected</li> <li>• Excellent communication skills</li> <li>• Demonstrate a love of reading</li> </ul>	

<b>Other</b>	<ul style="list-style-type: none"><li>• Commitment to safeguarding and promoting the welfare of children and young people</li><li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li><li>• Motivation to work with children and young people</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li></ul>	
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