MOSSBOURNE FEDERATION

Job title:	Intervention Teacher	**Salary:**	Main scale + £1600 Mossbourne allowance	**Contract term:**	Permanent

Responsible to:	Phase Leader	**Responsible for:**	N/A

Mossbourne Federation

The Mossbourne Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within the Academy. The Mossbourne Federation has helped change students' lives.

The Mossbourne Federation comprises four academies:

- Mossbourne Community Academy (secondary)
- Mossbourne Victoria Park Academy (secondary)
- Mossbourne Parkside Academy (primary)
- Mossbourne Riverside Academy (primary)

Across the four academies operates a Central Services Directorate which supports all the academies delivering services such as estates, facilities, security, ICT, and telecommunications management, together with corporate communications, human resource and finance functions.

Mossbourne Parkside Academy

Mossbourne Parkside Academy (MPA) provides education for early years and foundation stage, key stage one and key stage two. MPA provides children with a happy, welcoming and caring learning environment, with high expectations of behaviour and manners throughout the Academy. All teachers at MPA recognise that every child is different and encourages them all to strive and reach their full potential. At MPA we approach our work from the prospective that the children only have one chance at primary education and in turn, they deserve the best education.

Intervention Teacher

The successful applicant will be passionate about education. They will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all pupils. They will hold Qualified Teacher Status (QTS) and have a proven track record of successful teaching across Key Stage 1 or 2. They will be committed to moving the Academy forward.

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Key Accountabilities

The post holders key responsibilities are, but not limited to:

- Responsible to their line manager for his/her duties, responsibilities and teaching tasks
- Interacting on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the academy curriculum and maximise children's achievement
- Responsible for the supervision of the work of support staff and any students who may be on teaching practice or work placement
- Undertaking the teaching of the pupils in his/her class and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the academy as agreed with the Principal
- Teaching all pupils in class according to their educational needs and acknowledging that every lesson counts
- Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group
- Making effective use of ICT to enhance learning and teaching
- Undertaking careful planning and delivery of the curriculum
- Ensuring careful and on-going assessment of the pupils learning to inform further planning
- Ensuring that the curriculum is differentiated to mean that tasks and activities are matched to the ability of the children and henceforth allowing them to make progress at the right pace and level
- Completing all assessments and records as determined by academy policy in a timely fashion
- Working with academy leaders to track the progress of individual children and intervene where pupils are not making progress
- Working with academy leaders to complete and teach individual pupil plans where pupils have specific needs. (EHCP)
- Ensuring that equal opportunities are implemented in the classroom and throughout the academy
- Developing and maintaining positive relationship with parents, involving them actively in the classroom and in the learning process
- Participating in planning and staff meetings
- Contributing to the whole academy ethos by taking a leading role in display particularly in own classroom and designated whole academy areas as agreed with the Principal
- Contributing towards the development of the academy and implementation of whole academy policies
- Contributing and co-operating with other staff and professional agencies as appropriate to the needs of the children
- Complying with Health and Safety requirements and initiatives as directed
- Compliance with Data Protection legislation
- The successful applicant may be required to work outside of normal academy hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings
- Undertaking in-service training for further development as a teacher.

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The duties and responsibilities of the post may vary from time to time according to the changing needs of the Academy.

Person Specification				
Essential [E] or Desirable [D]	**Requirements**	**Assessment Criteria**		
		Interview	**Application form**	**Task (lesson)**
Experience				
E	• Must have taught in Key stage 1 or 2	✓	✓	✓
D	• Will have demonstrable experience of teaching in a multicultural inner city environment	✓	✓	✓
E	• Must understand the expectations in the Ofsted Framework regarding effective learning and teaching	✓	✓	✓
E	• Must have a sound knowledge of the National Curriculum Orders for all subjects for Early Years Foundation Stage	✓	✓	✓
E	• A sound knowledge and understanding of the Foundation Stage Curriculum (if applying for a Foundation Stage post)	✓	✓	
D	• An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings	✓	✓	
D	• Familiarity with Key Stage 1 or 2 Standardised Attainment Tests	✓	✓	
D	• Understanding of and commitment to the Academy policies, in particular: – Participation and implementation of the academy Behaviour Policy – Commitment to and implementation of the Academy 's safeguarding children policy – Awareness of Health and Safety implementation in the work place – Implementation of the Academy Equal Opportunities Policy	✓	✓	
E	• Must understand the contribution of EMA work in a primary Academy and what constitutes good practice and support for bilingual learners	✓	✓	

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E	• Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN	✓	✓	
E	• Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN	✓	✓	
E	• A good classroom practitioner willing and able to teach a class in Early Years Foundation Stage	✓	✓	
E	• Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	✓	✓
E	• Must be able to keep records of pupil progress in line with Academy policy	✓	✓	✓
E	• Must be able to use assessments of pupils learning to inform future planning	✓	✓	✓
E	• Ability to plan and work collaboratively with colleagues	✓	✓	✓
Qualifications				
E	• Educated to degree level	✓	✓	
E	• Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	✓	✓	
IT knowledge				
D	• Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		✓	
E	• Ability to swiftly adapt to and utilise new/various systems/software		✓	
D	• Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		✓	✓
Behavioural Competencies				
E	• Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	✓	✓	✓
E	• A teacher with a flexible approach to work who enjoys being a good team member	✓	✓	✓
E	• Must have good oral and written	✓	✓	✓

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	communication skills			
E	• Must be able to manage own work load effectively and respond swiftly to tight dead lines	✓	✓	✓
E	• Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	✓	✓
E	• Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	✓	✓
E	• Willingness, and ability, to contribute to whole Academy INSET	✓	✓	✓
E	• Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others	✓	✓	✓
E	• To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	✓	✓
E	• To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	✓	✓
E	• Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	✓	✓	
Applicable to all staff				
E	• Undertake training as required to so in order to fulfil the requirements of the role	✓	✓	✓
E	• Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	✓	✓	✓
E	• Recognise your role as part of the succession of Mossbourne	✓	✓	✓
E	• Play an active role in terms of Safeguarding all students and adults	✓	✓	✓

Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply

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outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.

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