

JOB DESCRIPTION

Postholder:

Job Title: Intervention Co-ordinator in Science

Responsible to: Head of Science (HOF)

Responsible for: Accelerating the progress of underachieving students in Science across all key stages

Working time: 195 days per year. Full time

Professional development: 2 full days during the academic year and then 15 hours CPD after or out of school hours

Disclosure Level: Enhanced

PPAs: 10% of a full timetable

Salary/Grade: TLR2a

Purpose:

- To lead and monitor targeted intervention to accelerate the progress of identified underachieving students in all Key Stages.
- To assist the Deputy Heads of Faculty in the development of strategies and configuration of lessons to meet the individual needs of underperforming students.
- To work with class teachers to monitor intervention groups, and organise small group and 1:1 intervention sessions where appropriate.
- Communicate with parents and carers of underperforming students regarding intervention.

Responsibilities:

1. TEACHING:

1.1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect.
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

1.2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes.
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.

- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- encourage students to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum area and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and students' intellectual curiosity.
- set homework and plan other out of class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within relevant subject areas.

1.5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- have a secure understanding of how a range of factors can inhibit students' abilities to learn and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 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 students' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- communicate effectively with parents with regard to students' achievements and wellbeing.

2. QUALITY ASSURANCE

- Reporting back to Head of Faculty each half-term on progress of underachieving students each half-term.
- Carry out an equitable share of lesson observations across the faculty.
- Complete an equitable share of faculty learning walks each half-term.

3. ASSESSMENT

- Have access to all science student data and use it to inform planning for intervention.
- Use that data when planning lessons or intervention sessions.
- Undertaking periodic reviews of practice in each Key Stage through work scrutiny.
- Networking with other schools and experts and undertaking research to bring best practice into the school.
- Contribute to faculty self-evaluation.
- Undertaking periodic reviews of practice in each Department or Key Stage through work scrutiny.
- Supporting the Head of Faculty in the induction of new teachers.
- Meet deadlines for data entry.
- Follow the faculty marking policy.

4. PERFORMANCE MANAGEMENT

- Play an active role in the faculty performance management programme, acting as PM team leader for up to four faculty colleagues.

5. GENERAL

- Actively promoting Discipline with Dignity and support colleagues as necessary with discipline problems.

- Participate in appropriate meetings with colleagues and parents relative to the above duties.
- Undertake the duties of a form tutor in accordance with the general description of a form tutor.
- Undertake a suitable share in duties before school, at break time and after school.

NOTES

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the postholder must have regard to the Teachers' Pay and Conditions Document 2017.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out in the foregoing.

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