Wheatley Park School

'Everyone Learning'

11-18 Academy Converter (May 2014)

1009 on roll 160 Sixth Form

Interventions Lead Teacher

September 2017

Salary and Hours

Full time main scale secondary teacher salary but negotiable based on skills and experience.

We are looking for an energetic and committed professional to lead provision on Literacy and/or Maths interventions. We hope to find someone with experience of planning interventions for young people who need extra support in their learning.

We are looking for:

- Someone with a successful track record of working with young people with low prior attainment.
- A strong team player who can network and build good relationships with colleagues, parents and young people.
- An organised person with experience of leading a team.

We offer you:

- The chance to work in a supportive environment and put your ideas into practice.
- Good opportunities for professional learning and development alongside a committed team.

Wheatley Park is situated just outside the City of Oxford, a forward-thinking and supportive school with an increasing track record of success, and much positive feedback. Professional learning is central to our culture and we will commit to helping you to become an outstanding practitioner, whatever your career stage.

We have a mixed rural and urban intake and we are well supported by our community. Our students are happy at school and motivated to succeed. Our staff work well together, providing a collaborative, professional and very supportive ethos. We all work hard, we are compassionate and we respect your life and interests beyond work.

If you would like to know more, or arrange a visit, please contact Mrs Pat Mason (Finance and Personnel Administrator) either by telephone on 01865 877634 or by email to pmason@wheatleypark.org We are a member of the River Learning Trust, a schools-led trust, based in Oxford. For more information: www.riverlearningtrust.org.

Full details and an application form can be found on our website: www.wheatleypark.org - Get involved - Vacancies. Please note we can only accept CVs as supporting documentation when submitted along with a fully completed school application form. Please send completed applications to pmason@wheatleypark.org

Wheatley Park School is committed to safeguarding and promoting the welfare of all children and young people and to preventing extremism. Wheatley Park School expects all staff to share this commitment. The successful candidate will be subject to an enhanced DBS check. Wheatley Park School is an equal opportunities employer.

Closing date: 9am Monday 3rd July 2017
Interview date: Tuesday 11th July 2017

Wheatley Park School, Holton, Oxford, OX33 1QH
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www.wheatleypark.org

WHEATLEY PARK SCHOOL

JOB DESCRIPTION

Post Title:	**Interventions Lead Teacher**
Available from:	September 2017
Hours:	Full time but can be negotiated.
Purpose:	● **To lead on learning interventions throughout Key Stage 3 working with the English department and Inclusion team.** ● **To develop and implement teaching interventions for students making progress below expectations.** ● **To monitor provision for literacy and the progress of all students who are subject to literacy interventions.** ● **Deploy and manage Progress coaches (TA's) working on literacy interventions** ● **To induct and develop TA's knowledge of language and literacy.** ● **To advise and liaise with teachers around students with literacy difficulties**
Responsible to:	Assistant SENCO; Assistant Headteacher (SENCO); Headteacher; Governing Body
Salary Level:	Main scale teacher but negotiable depending on qualifications and experience
	Main Duties and Fields of Accountability
Strategic Planning:	To diagnostically screen all students for literacy needs. To plan and lead interventions for students needing additional support in literacy. To monitor and evaluate the effectiveness of the provision and develop it appropriately. To contribute to the self-evaluation of school, Inclusion team and English department. To devise and maintain an improvement development plan for interventions. To contribute to the raising of student achievement.
High Standards of Teaching and Learning:	To plan appropriately for the learning needs of the students, acting as a role model for others in the team. To support an ethos of high expectations and rigour throughout the faculty. To lead and develop methodology and assessment, advising and coaching others, planning and leading training for small groups. To monitor the quality of literacy interventions. To be responsible for the performance management and training of PCs working on interventions. To advise and create pupil Inclusion profiles for students with literacy difficulties.
Knowledge/Skills :	To teach functional literacy and/or Maths using phonics/ functional numeracy approaches. To maintain up to date knowledge of teaching and learning , of good practice and of research. To have an understanding of the relevant statutory requirements. To develop an understanding of Dyslexia SPLD and share good practice. To review and update comments on Inclusion profiles specifically related to following interventions.

Staffing:	To lead, deploy and manage the team engaged in literacy/ numeracy. To advise the SENCO on staffing for literacy and to ensure efficient deployment of staff. To support staff to work effectively when teaching and supporting students with literacy difficulties. To support and liaise with teachers on progress and strategies for overcoming Literacy difficulties.
Student Outcomes:	To set rigorous targets for students subject to Literacy interventions. To monitor progress of targeted students and carry out reviews as requested by the SENCO.
Resources:	To advise the SENCO on resources needed to develop Literacy interventions. To deploy identified resources effectively.
Safeguarding	Wheatley Park School is committed to safeguarding and promoting the welfare of children and young persons; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.
Additional Duties:	● To play a full part in the life of the school, to support its ethos and development. ● To undertake in-service training for professional development. ● To comply with all school policies and procedures. ● To comply with any reasonable request which is consistent with the post. ● There will be further development opportunities to train as a specialist assessor for examination access arrangements

June 2017

WHEATLEY PARK SCHOOL

Interventions Lead Teacher

SELECTION CRITERIA	ESSENTIAL	DESIRABLE
Qualifications/ Training/ Knowledge	Good basic education: at least at Level 2 (GCSE). GCSE English and Mathematics. Professional development as a Teacher or equivalent.	Thorough knowledge of SEND issues, specifically literacy and/or numeracy interventions for low prior attainers. Knowledge of successful intervention strategies. Qualifications relevant to secondary school curriculum. QTS status and experience. Willingness to complete further training as a Specialist Assessor for examinations (PAPAA)
Experience	Primary or Secondary school teaching experience. Working with young people with SEND and/or Low prior attainers. Teamwork - working with vulnerable and challenging young people.	Leadership of others in an educational setting.
Skills	Understanding of how to teach low prior attaining students with Reading recovery and Phonics teaching. Clear communication with young people and adults to achieve best outcomes and high standards. Personal organisation and administration: able to plan provision, track progress and meet deadlines. Communication skills to link with other colleagues, students and parents. Ability to adapt and be flexible. Good organisational skills.	IT Skills: able to use a range of software. Skill in connecting with students who display challenging behaviour.

Aptitudes	Ability to relate to young people. Patience and perseverance, able to stay calm under pressure. Excellent time management Ambitious to do the job well	Able to adapt to change and development
Other	Resilience and stamina, and a good sense of humour Understanding of Child Protection and Safeguarding issues (full DBS)	

June 2017