



THE CHARLES DICKENS SCHOOL

Name:

Job Description: **English Intervention Tutor**
(part-time – temporary - based upon need)

Grade: KR6 (negotiable for the right candidate)

Employed for: **Suggested hours:** 28 hours per week, term time only + 2 SDD or can be negotiated for flexible working

Hours: 8.35am - 3:10pm Monday to Friday, with 60 minutes unpaid break (20 mins at break and 40 mins at lunch) or can be negotiated for flexible working

Professional Relationships:

Responsible to: The Director of English and DHT responsible for Interventions

Responsible for:

Purpose: To plan, deliver and teach English intervention lessons to small classes of students who have been identified as underachieving. To follow the Scheme of Work and assessment programme as provided by the Director of English to ensure that all students make progress.

To supervise and cover whole classes of English during the short-term absence of teachers.

To complement teachers' delivery of the English curriculum and contribute to the development of other support. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.

To provide support for students, the teacher and the Academy in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of Academy life.

Person Specification

Essential Skills

- Relevant Degree or Equivalent qualification in English
- Qualified and experienced working in Schools: in particular the teaching of English GCSE
- Ability to work with and motivate students
- Ability to teach and deliver small group intervention programmes
- Good subject knowledge of the English GCSE syllabus
- Ability to assess student attainment in English GCSE
- Be able to apply your knowledge and understanding of the subject up to GCSE standard, and across the whole age and ability range, in supporting teaching, learning and progress of students
- Ability to work collaboratively
- Excellent ICT skills. Word, E-mail, Internet
- High level of professionalism and can maintain confidentiality
- Very good interpersonal skills
- Work under pressure
- Meet Deadlines
- Organised
- Take initiative

Desirable

- QTS Status
- Experience of working in a Academy

Job Description

| Accountabilities | Indicative tasks/actions |
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| Teaching and Learning - interventions <ol style="list-style-type: none">1. To lead, plan and deliver small group and 1:1 intervention support programmes to students identified as underachieving2. Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students.3. To assess student progress to provide detailed feedback to students, staff, Director of English and SLT | <p>Lead, plan and deliver intervention programmes as directed by the Director of English and the SLT.</p> <p>To assess student work against the English GCSE syllabus/criteria</p> <p>Reporting pupil progress as required</p> <p>To ensure that all students make progress and the attainment gaps are narrowed</p> |
| Teaching and Learning – Literacy | |

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| <p>To support the Director of English with whole school literacy programme as required</p> | <p>Support literacy in all 1:1 and small group intervention work</p> <p>Support literacy in other subjects as required</p> <p>Support the English Department with any task required to promote/improve literacy across the School</p> |
| <p>Teaching and Learning – Reading</p> <p>To support the Director of English with whole school reading programme as required</p> | <p>Support school policies and improvement strategies in reading</p> <p>Lead, plan and deliver reading intervention programmes as directed by the Director of English and the SLT.</p> <p>To assess student reading against set criteria</p> <p>Reporting pupil progress in reading as required</p> <p>To ensure that all students make progress and the attainment gaps are narrowed</p> <p>Support the English Department with any task required to reading across the School</p> |
| <p>Teaching and Learning - whole class</p> <ol style="list-style-type: none"> 1. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes covering PPA or absences 2. Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students. 3. Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities. 4. Be familiar with lesson plans, IEP targets and learning objectives. | <p>Teach for specified periods whole classes. Mark and assess student's work, giving feedback in line with Academy policy, including written and verbal feedback.</p> <p>Provide documentary feedback for teachers as agreed with the line manager</p> <p>Work with individuals and groups of students, supervising their learning and intervening to promote engagement and progress.</p> |
| <p>Teaching and Learning – English Dept Planning</p> <ol style="list-style-type: none"> 1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in | <p>Collaboratively work with teachers in the English Department;</p> <p>Support teachers to produce high quality teaching and learning resources.</p> |

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| <p>lesson planning, evaluating and adjusting lessons/plans.</p> <ol style="list-style-type: none"> 2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to student need. 3. Contribute to the planning of opportunities for students to learn in out-of-Academy contexts in line with Academy policies and procedures. | <p>Create differentiated tasks and resources for targeted students</p> |
| <p>Promoting Inclusion and BFL</p> <ol style="list-style-type: none"> 1. Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom. 2. Use behaviour management strategies, in line with the Academy's policy and procedures, to contribute to a purposeful learning environment and encourage 3. students to interact and work co-operatively with others. 4. Promote and reinforce student's self- esteem and independence and employ strategies to recognise and reward achievement and self-reliance. 5. Assist the class teacher in encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language | <p>Organise and safely manage the appropriate learning environment and resources, including any specialist provision for SEND students.</p> <p>Effectively implement the Academy's behaviour management strategies, including giving rewards and sanctions.</p> <p>Support students to work independently and ensure they remain on task.</p> <p>Contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times</p> |
| <p>Monitoring and Assessment</p> <ol style="list-style-type: none"> 1. With teachers evaluate students' progress through a range of assessment activities. 2. Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement. 3. To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children. | <p>Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.</p> <p>Assist in maintaining and analysing records of students' progress.</p> <p>Co-operate in the Academy's internal lesson observation/monitoring policy</p> <p>Prepare reports of students' progress, including contributing to IEPs or similar assessments for end of year reports to parents and for parent/agency interviews or reviews.</p> |

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| <p>Behavioural and Pastoral</p> <ol style="list-style-type: none"> 1. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant Academy policies and procedures and making sure the individual/s involved understand it is unacceptable. 2. Understand and implement Academy child protection procedures and comply with legal responsibilities. 3. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to Academy and community links. | <p>Lead by example and give rewards and sanctions as appropriate, inform and keep documentary evidence for senior staff/teachers when there are incidents of inappropriate behaviour.</p> <p>Assist in maintaining good discipline of students throughout the Academy.</p> <p>Provide 1:1 support and assistance if needed to support teachers.</p> <p>Ensure own DBS is up to date and compliant. Read and sign the Academy's Safeguarding policy.</p> <p>Supervise students at times other than during lessons according to the Academy's duty arrangements.</p> |
| <p>Other responsibilities;</p> <ol style="list-style-type: none"> 1. Contribute to the overall ethos, work and aims of the Academy by attending relevant meetings and contributing to the development of policies and procedures within the Academy. 2. At all times carry out duties with due regard to the Academy's Health and Safety policy. 3. To work within and encourage the Academy's Equal Opportunity policy and contribute to diversity policies. | <p>Participate in staff meetings and training days/events as requested.</p> <p>Ensure familiarity with the Academy's H&S, EO policies and practices</p> |

Staff Development:

- To assess development and training needs and discuss with line manager
- To set your own targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate team when relevant
- To keep personal records of all staff development activities in which you are/have been involved

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher and Head of School.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Head of School the other.

Signed: Date: