



Secondary Intervention Teacher/ Literacy Lead (primary teacher) Candidate Pack



Ivybridge
Community College



WESTCOUNTRY
SCHOOLS TRUST



May 2023

Rachel Hutchinson
Principal

Dear Candidate

Secondary Intervention Teacher / Literacy Lead (primary teacher) - Fixed Term and Full-Time

Thank you for your enquiry and your interest in the position of Secondary Intervention Teacher / Literacy Lead at Ivybridge Community College.

We are seeking to appoint an outstanding teacher who is passionate about raising achievement and securing the best outcomes for all students particularly the most vulnerable and those with SEND. You will be responsible for delivering English and Maths sessions which will also include catch-up programmes, utilising tools such as Fresh Start RWI/Primary RWI. Lead the Fresh Start programme to groups of students primarily in Years 7, 8 and 9.

This is a fantastic opportunity to work in a flourishing Literacy Team and across supportive departments, and as a College, we are committed to providing an excellent education for ages 11-18. Inherent in everything we do is a culture of opportunity, endeavour, excellence and achievement. Students are encouraged to develop a love of learning, to think for themselves and to maximise their full potential.

The successful candidate will gain a wealth of experience from working across the College, whilst receiving support and guidance from the Leadership Team.

All colleagues are highly valued. Strong partnership working allows opportunities for continual professional development and growth at all levels.

I look forward to receiving your completed application.

Yours sincerely

Rachel Hutchinson
Principal



Welcome from the Westcountry Schools Trust

Welcome to Westcountry Schools Trust (WeST), and thank you for your interest in this exciting post at Ivybridge Community College. This post presents a fantastic opportunity to teach and lead literacy interventions as a Primary colleague in a dynamic and high performing secondary school, where no two days are the same! Beyond the boundaries of Ivybridge Community College, you may have the opportunity to work and contribute to the development of a cross-phase family of twenty-four schools.

We are passionate about our children benefiting from the blend of education in which we believe, and know that we can only achieve this by creating the right climate for our staff to excel and feel professionally rewarded. As such, you will work amongst a wide team of leaders who are mutually supportive and value high-quality professional development.

We are seeking a dynamic and innovative teacher who is passionate about raising achievement and securing the best outcomes for all students, who will support individual endeavour through high expectations, personal growth and desires to succeed. The successful post holder will ensure that exceptional achievement and excellence are embedded in all aspects of College life and will play a pivotal role in shaping the future development of the College, particularly with literacy and operational interventions.

If you share our passion for children succeeding, regardless of their starting point, and believe you have the skills to lead and inspire others then we very much look forward to you joining our team.

Rob Haring
Chief Executive Officer

History of Ivybridge Community College

Ivybridge Community College is a high performing and oversubscribed secondary school of 2544 students on roll, including 482 in the Sixth Form. The College opened in 1958 as a small Secondary Modern School of 400 students and has benefited over the years from an extensive programme of new buildings. In the Autumn Term of 2010, the College was amongst the first wave of early converters to Academy status and moved to the multi-academy trust.

The College is in a rural location on the southern edge of Dartmoor National Park, in an area of outstanding natural beauty and draws its students from thirteen partner primary schools, in addition to a further forty schools from outside our catchment, covering an area of more than 120 square miles. Approximately 50% of the children come from Ivybridge, which largely consists of owner-occupier housing developments built over the past thirty years and the remainder come from smaller villages and communities in an area that stretches from the coast to the moor.

Our success is reflected in our track record of endorsements from outside agencies. These have taken place over a number of years, such as the Charter Mark for Excellence, Arts Mark Gold, SportsMark Gold, Investors in People, Investors in Careers, Silver Travelwise Award, Healthy Schools Award, ICT Mark Award, as well as special recognition by the Ofsted Inspectorate as one of the Best Schools in Britain and recognised as High Performing by the DfE. In addition we were designated a DfE High Performing School with Gifted and Talented status.

In 1997 the College was awarded its first specialism status as a Sports College. This was further followed by specialisms in Mathematics with Science, Modern Foreign Languages, Training School and as a Leading Edge School.

We are extremely proud that the College sustained its Outstanding status for more than twenty years across all areas. This has supported the College in receiving a number of accolades including in January 2005 being named in Ofsted's Honours List of the most outstanding schools in England. In 2011, the English Department gained an Outstanding Ofsted subject report and in 2020 the College was awarded a Good by Ofsted under the new and more rigorous Inspection Framework.

In 2016 we achieved the World Class School Quality Mark, which is awarded to schools who go above and beyond Ofsted's highest standards. This has enabled us to benchmark ourselves against other

high performing schools. The continued success of the College has led to the invitation to regain the status of World Class Schools Quality Mark for the third time (September 2021).

Consequently, we actively appoint staff with a strong sense of moral purpose and desire to help all students. We firmly believe that education can make a difference to the life chances of all young people.

Our strengths in Staff Development and Initial Teacher Training led us to becoming in September 2011, one of the first 100 Teaching Schools in the country, highlighting the value we place on the importance of Continuous Professional Learning. In addition, our regular Teaching and Learning Forum meetings ensure that our staff remain knowledgeable with regard to current educational thinking, whilst opportunities are provided by national and international educational consultants, including most recently, Doug Lemov.

We are proud of the vast range of extra-curricular activities, as well as our annual Enrichment Week. In addition, the College offers a wide range of opportunities for both primary and secondary children, including theatre and creative arts workshops, as well as a comprehensive selection of sporting activities and our unique Sports Academy programmes.

Literacy at Ivybridge

Reading is a Key Performance Indicator—we are all about reading: from reading as part of staff development and ensuring we embed evidence-informed practice to reading with students during tutor time. Our pupils have access to a varied number of reading opportunities during tutor time as part of our literary canon.

Enrichment is woven through everything we do. Our well-resourced library promotes reading and engagement with regular author visits; competitions linked to literacy and by rewarding students for reading and celebrating the universality of literature.

Additionally, we believe that Disciplinary Literacy needs embedding in the classroom (across all classrooms) to teach the specific subject, but also to increase students' access to high quality texts and cultural capital. We focus upon pre-teaching vocabulary explicitly using Frayer Models and consolidating their meanings and we also ensure that subjects are carefully considering the Disciplinary Reading chosen at curriculum level. Next academic year, we will embed 'Accountable Talk' and academic writing.

Finally, we must ensure that all pupils are achieving in line with their age-expected progress for reading—or above. This is an area you will focus heavily on through the delivery and tracking of appropriate targeted intervention opportunities linked to data gathered in the Autumn Term. We have already set up multiple reading interventions but with your appointment, we can create capacity and opportunities for students sitting just above their age-expected outcomes whilst also building upon what has already been implemented.

This is the perfect role for a secondment opportunity.

WeST is a close-knit family of schools with a common mission of giving children the best start to life ... with a vibrant staff community who care passionately about each other and what they do.

"Staff want to come and work in WeST schools, they want to work because of the investment and work at WeST schools because of the ethos and principles that underpin the way we work."

JOB DESCRIPTION

Post:

Secondary Intervention Teacher / Literacy Lead
(primary teacher)

Accountable to:

Assistant Principal for Literacy

Salary: MPS / UPS



Introduction

This Job Description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties/specific tasks may be varied from time to time, which do not change the general character of the job or the level of responsibility entailed. This will allow flexibility for the College to respond to changing priorities and also support and enhance individual professional development.

Terms and conditions for staff employed on teaching contracts are detailed in the current School Teachers' Pay and Conditions document.

Purpose

Work with small groups of students who join the College working below age-related expectations:

- To raise standards of student attainment and achievement within the whole curriculum and to monitor and support student progress.
- To ensure the provision of an appropriately broad, balanced, relevant and adapted curriculum for students.
- To be accountable for student progress and development.
- To assist in the transition of students with below age expected progress in English and Mathematics, from Year 6 to 7.

Curriculum and Subject Knowledge

- As a primary specialist, provide support and guidance to staff across the curriculum in how to adapt the curriculum and challenge students working below age-related expectations in Key Stage 2 and Key Stage 3. Demonstrate excellent subject knowledge of the needs of students with additional learning needs.
- Ensure that planning and assessment match the learning goals of the curriculum.
- Contribute to the whole College curriculum and monitoring processes.
- Collaborate with colleagues to plan curriculum delivery.

Responsibilities

- Lead the team delivering the RWI Fresh Start scheme to assess students, plan for and track progress. Identify staff training needs continually and meet with staff to support them with the delivery of RWI Fresh Start Phonics.
- Provide support with specific skills (Fresh Start and Bespoke packages to support fluency, inference and other gaps in reading).
- The ability explore other packages critically which leads to the potential implementation of cutting-edge supportive interventions in Mathematics and English.
- Teach groups, individuals and provide pre-class, in-class and post-class support for learners with additional educational needs.



- Collaborate with teachers to plan, share ideas and support with modifying resources for adaptations within the mainstream curriculum according to learner needs.
- Plan and deliver specific short term educational programmes which address and remediate the additional educational needs of the learners.
- Provide support with specific skills (e.g. spelling, fine motor, interactive).
- Create learning situations where skills, content and tasks are relevant, realistic and authentic.
- Use and evaluate distinctive teaching approaches to engage and support students and to maximise learning for all.
- Use ICT to enhance learning to support collaboration, content creation and communication such as Flash Academy (EAL Learners).
- Use inclusive strategies so that all learners can access the curriculum and make progress.
- Support learners to set their own goals and objectives.
- Promote resilience and independent learning.

Achievement and Progress

- Scrutinise NGRT data and oversee / quality assure the mechanisms of these tests implemented by the Examination Team whilst liaising with the Director of Transition and the Assistant Principal for Literacy.
- Organise and carry out YARC assessments – especially at the start of Year 7, using the data to inform targeted interventions or in class support, share relevant information with teaching staff and the Reading Team.
- Use NGRT data, YARC assessments and STAR reader or Fresh Start Exit Passages as evidence to support the efficacy of a time-bound intervention.
- Use NGRT data, YARC assessments and STAR reader or Fresh Start Exit Passages to determine additional support which is tailored for learners above age-related expectations.
- Review and use data from assessments to identify learners who may require additional support and clarify where this support should be focussed.
- Identify learner strengths/weaknesses through observation, teacher feedback and formal assessment.
- Produce and regularly review individual learning plans (ILPs), sharing agreed information with

mainstream teachers.

- Ensure that recommendations and interventions are effectively shared with teaching staff.
- Monitor and review progress of specified learners and provide feedback for parents/carers and key professionals.

Whole College

- Actively support the development of literacy across the curriculum.
- Make a positive contribution to the ethos of the College and to the College Development Plan.
- Support the development of whole College and cross-curricular initiatives.
- Promote partnerships with parents.
- Support the Transition Team in meeting the needs of students who join the College identified as under age-related expectations, SEND and/or vulnerable.

Safeguarding Students

- To ensure that all students are protected from potential harm.
- To inform the Designated Safeguarding Lead of any issues of child protection.

Additional

Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

In particular, teachers at UP3 will:

- Provide a role model for professional practice in the College.
- Make a distinctive contribution compared with other teachers.
- Contribute effectively to the wider team.

This job description should be seen as enabling rather than restrictive and is intended to provide a general guide to the duties and responsibilities of the post and aims to set this in context of the framework within which the post holder will operate. The job description and person specification are subject to regular review in light of the needs of Ivybridge Community College.

How to Apply

All applications for employment should be made by completing the application form which can be downloaded from Ivybridge Community College's website at www.ivybridge.devon.sch.uk

In your application you are invited to write a supporting statement of no more than three sides of A4 (font Century Gothic 10.5) which outline how your knowledge, skills and experience meet the job description criteria.

Completed applications to be submitted to HR@ivybridge.devon.sch.uk

Applications for this vacancy must be received by **Monday 12th June 2023, 9am.**

Interviews will provisionally take place on **Tuesday 20th June 2023.**

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