

## **JOB DESCRIPTION**

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**POSITION:** Intervention Tutor

**GRADE:** Unqualified Teacher Scale 1-6

**SCHOOL:** Highbury Fields School

**RESPONSIBLE TO:** Head or Deputy Head of Inclusion

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### **PURPOSE OF THE POST**

The school sets challenging targets for all students and then tracks them carefully through all key stages in order to identify underachievement. Students who are identified as working below their potential are then selected to take part in a variety of intervention strategies. These may include a personalised curriculum, mentoring, extra classes and TA support.

The Intervention Tutor role has become a key part of that intervention strategy and is making a real difference to the life chances of our students. Our students have gained enormous benefit from one to one support, small group work outside of the classroom, Assertive Mentoring Programme and also our Reading Club.

This role will focus on providing targeted intervention for students with special educational needs or disabilities, those who enter school with reading ages below their actual age and those who have made slower progress in English and/or Mathematics.

Our previous Intervention Tutors have used this role to prepare themselves for the acquisition of Qualified Teacher Status.

The Intervention Tutor will provide intervention targeted at specific students in order to help them achieve academic success. The Intervention Tutor will be expected to work with students with wide ranging needs and in a range of contexts, including 1 to 1, small group work and both in and outside of the classroom. The holder of this post will work under the direction of the Head or Deputy Head of Inclusion.

### **MAIN RESPONSIBILITIES**

1. To work within the classroom, outside of the classroom and in the Inclusion area, with individual, and groups of, students.
2. To deliver units of work for individual, and groups of, students identified as needing additional support to help them successfully access the curriculum
3. To design units of work and create resources under the direction of classroom teachers and/or SENCO for delivery to students in the intervention cohort
4. To undertake the assessment of the work produced by those students
5. To help in the preparation and delivery of targeted and differentiated work
6. To praise, motivate and reinforce good learning
7. To liaise with parents/carers when necessary
8. To identify any difficulties and draw these to the attention of appropriate staff
9. To spot early signs of bullying and disruptive behaviour and provide support for students who exhibit such behaviours
10. To help the inclusion of all students

11. To take an active role in intervention strategies that operate outside of lesson times  
e.g. Reading and Sums clubs
12. To provide access arrangements for designated students in both internal and external examinations
13. To be part of the school's lunchtime supervision team
14. To invigilate in internal and external examinations
15. To be aware of and comply with policies and procedures relating to child protection, Health & Safety and security and confidentiality, reporting all concerns to an appropriate person
16. To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
17. To contribute to the overall ethos/work/aims of the school
18. To appreciate and support the role of other professionals
19. To attend relevant meetings as required with the Inclusion Team
20. To participate in training and other learning activities and performance development as required
21. To act as a first aider
22. To undertake any other duties commensurate with the post

In accordance with guidance provided within the Behaviour and Anti-Bullying Policy an Intervention Tutor can provide valuable backup in dealing with behaviour problems and potentially disruptive behaviour from students. Intervention Tutors should always work under the direction of the classroom teacher when they are involved in supporting the Behaviour and Anti-Bullying Policy.

### **Supporting the School**

The Intervention Tutors at Highbury Fields School are not only part of the staff but are part of a very successful team, and as such will translate school policies into practice and further the ethos of the school.

### **Appraisal of Performance**

The Head of Inclusion will act as the Intervention Tutor's line manager for appraisals. The school will regularly review the performance of all Intervention Tutors and will commit to necessary training. This appraisal (or personal review) is an opportunity for the Intervention Tutors to discuss their professional needs with their line manager. Appraisals will be carried out annually.

### **PERFORMANCE STANDARDS**

- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

### **ADDITIONAL RESPONSIBILITIES**

To undertake such additional responsibilities as may, from time to time, be considered to be reasonable and required by the Headteacher.

Signed ----- Date -----

## PERSON SPECIFICATION

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### CRITERIA

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You must demonstrate on your application form that you meet the following essential criteria.

REQUIREMENTS		ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>QUALIFICATIONS AND TRAINING</b>	E.1	Good grades in GCSE English & Mathematics or alternative appropriate qualifications	
	D.2		A Level English and/or Mathematics
	E.2	A degree in English, maths, science or humanities subject.	
<b>SKILLS AND ABILITIES</b>	E.3	To work effectively with, and command the confidence of the Head and Deputy Head of Inclusion	
	E.4	To engage constructively with, and relate to, a wide range of young people with different social backgrounds and academic ability, creating a positive learning environment	
	E.5	To identify potential barriers to learning and jointly engage in strategies to overcome these barriers	
	E.6	To see the Intervention Tutor role as a post designed to help students in the intervention cohort achieve their targets	
	E.7	To work effectively in a student centred way to fulfil the duties on the job description	
	E.8	To work in a positive and flexible way	
	E.9	To be able to create appropriate resources and deliver small group teaching in English and/or mathematics	
	E.10	To work under own initiative and be innovative	
	E.11	To organise workload and manage time effectively and	

		efficiently	
	E.12	Good ICT skills	
	D.2		First Aid
<b>KNOWLEDGE</b>	E.13	Willingness to develop knowledge of school/education provision	
	E.14	Willingness to develop knowledge of how to identify existing potential barriers to learning and jointly engage in strategies to overcome these barriers	
	D.3		Understanding of the Pupil Premium initiative
<b>EXPERIENCE</b>	D.4		Recent work in a school or other organisation dealing with young people
	D.5		Recent relevant experience working with young people whose learning may have been impeded due to a range of circumstances
<b>OTHER REQUIREMENTS</b>	E.15	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	
	E.16	Ability and desire to learn new skills and to take part in further training	
	E.17	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	
	E.18	Commitment to upholding the school's aims, procedures and policies	
	E.19	Commitment to continued professional development	
	E.20	Legally entitled to work in the UK	
	E.21	No contra-indicators in personal background or criminal record children/young people/vulnerable clients/ finance	
	E.22	Willingness to complete Pre-Employment Health Declaration if appointed	
	E.23	Willingness to complete a DBS check if appointed	
	D.6		Desire to pursue a career in education