

## Job Description

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**Job Title:** Interventions Teacher

**Responsible to:** The Head Teacher and the Governing Body of the school

**Relationships:** Liaison with the teaching and non-teaching staff of the school, Governors, Parents, Children, Advisers and other Professionals

**Grade/Range:** Main Pay Scale 3 - 5 Full Time £37,857 – 41,892 (pro-rata £15,143 – 16,757)

**Working Pattern:** 2 days per week, fixed term

**Location:** 15 Baltic Street West, EC1Y 0AE

**Disclosure Level:** Enhanced

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### Main Purpose

- Take responsibility for teaching targeted groups of pupils following an intervention programme
- To carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England
- Teach a class/ intervention group of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- Lead on interventions, working with cohorts, groups and where appropriate, individual pupils
- Maintain the positive ethos and core values of the school, both inside and outside the classroom
- Promote the City Academies Foundations of Excellence
- Promote the school's vision values and ethos
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors
- Be willing to share and disseminate good practice
- Forge strong relationships with parents and within the local community

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### As an intervention teacher You will:

- Implement agreed school policies and guidelines
- Support initiatives decided by the Head Teacher and staff and those outlined in the School Development Plan
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks
- Contribute to creating the school provision map
- Lead on and deliver a range of interventions, setting curricular targets and providing precision teaching
- Be pro-active to ensure accelerated learning occurs in pupils identified
- Help to monitor and evaluate the impact of interventions
- Write reports and case studies to capture the impact of interventions for particular groups of pupils such as: LAC, SEND, PP and Boys

- Demonstrate an excellent understanding of Assessment for Learning strategies
- Demonstrate an excellent understanding of Assessment of Learning, drawing upon NC assessment statements and commercial tests, e.g. NFER assessments to help build a picture of attainment
- Analyse pupils work and use analysis to inform next steps and future progress
- Deliver highly effective stretch and challenge interventions for gifted and talented pupils
- Be able to set clear targets, based on prior attainment, for pupils' learning
- Provide a stimulating group learning/ classroom environment, where resources can be accessed appropriately by all pupils
- Keep appropriate and efficient records, integrating formative and summative assessment into planning
- Work with school leaders to track the progress of individual children and intervene where pupils are not making progress
- Report to parents on the development, progress and attainment of pupils
- Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy
- Participate in meetings which relate to the school's management, curriculum, administration or organisation
- Communicate and co-operate with specialists from outside agencies
- Make effective use of ICT to enhance learning and teaching
- Lead, organise and direct support staff
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers
- Ensure all pupils under your care achieve accelerated learning, are engaged and are ready for the next stage of their development
- Promote the fundamental core belief that all children can be taught and that all children can achieve, regardless of background, ability or previous learning. As a flexible team member, perform other reasonable duties to be determined in discussion with the Phase Leader and Head Teacher

# City of London Academies Trust



## Person Specification

### Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

### Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

## Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

	Essential	Desirable
<b>Qualifications</b>		
Educated to degree level	✓	
Further professional qualifications		✓
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	✓	
<b>Experience</b>		
Will have had extensive experience of teaching in a multicultural inner-city environment	✓	
<b>Professional Knowledge and Understanding</b>		
Must have an excellent knowledge of the National Curriculum Orders for all the subjects for both Key Stages	✓	
A sound knowledge and understanding of the Foundation Stage Curriculum		✓
An understanding of and training in RWI	✓	
Experience of teaching Maths Mastery and the ability to coach and develop others in embedding the approach and pedagogy	✓	
A strong understanding of curriculum and pedagogical issues relating to learning and teaching,	✓	
Excellent knowledge of NC Standardised Attainment Tests/ Tasks	✓	
Understanding of and commitment to the school policies, and in particular: Participation and implementation of the School's Safeguarding Policy	✓	
Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN	✓	
Experience of writing and delivering effective Individual Education Plans for pupils with SEN	✓	

<b>Interventions</b>		
Experience of planning the school provision map of interventions	✓	
Experience of delivery high quality interventions for groups of targeted pupils or 121 provision	✓	
Setting clear curricular targets	✓	
Using assessment for learning to inform precision teaching	✓	
Analysing work and using the analysis to plan next steps and improvements	✓	
Highly successful experience of monitoring and evaluating the impact of interventions and writing reports and case studies to demonstrate the impact for specific groups of pupils, e.g. boys, SEND, PP and SEND.	✓	
<b>Professional Skills and Abilities</b>		
A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching	✓	
Must be able to plan lessons for all the pupils in a class/ group, setting clear learning intentions and differentiated tasks	✓	
Must be able to keep records of pupil progress in line with school policy	✓	
Must be able to use assessments of pupils learning to inform future planning	✓	
Ability to plan and work collaboratively with colleagues	✓	
<b>Personal Qualities</b>		
A teacher with a flexible approach to work who enjoys being a good team member	✓	
Must have good communication skills both orally and in writing	✓	
Must be able to manage own work load effectively	✓	
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	