Glyn School

Inclusion Tutor

Job Description			
Job Title	Inclusion Tutor	**Job Reference**	GLY021
Location	Glyn School	**Travel Required**	No

Core purpose

The Inclusion Tutor will play a key role in supporting identified students to access learning successfully, with a particular focus on reading fluency, literacy development and inclusion. Working as part of the SEND Team, the postholder will deliver targeted intervention programmes, monitor student progress and contribute to ensuring that all learners are equipped to engage confidently with the curriculum.

The role will contribute directly to improving outcomes for students who face barriers to learning by providing evidence-informed interventions and personalised support programmes.

Key Responsibilities

Reading and Literacy Intervention

- Deliver targeted reading fluency interventions to identified students using recognised evidence-informed approaches.
- Deliver targeted handwriting interventions to students whose handwriting presents a barrier to learning, recording progress and impact over time.
- Assess students' literacy needs and support the SEND Team in identifying appropriate interventions.
- Establish and maintain intervention timetables, ensuring high levels of attendance and engagement.
- Monitor pupil progress throughout intervention cycles and adjust support as required.
- Conduct baseline and follow-up assessments.
- Support pupils in applying literacy strategies across the wider curriculum.
- Contribute to the school's wider disciplinary literacy strategy.

Inclusion Support

- Work closely with the SENCO, Personal Development & SEND Lead and teaching staff to support students with SEND to identify and remove barriers to learning for students with literacy, language or communication needs.
- Contribute to pupil profiles, support plans and intervention records.
- Develop positive working relationships with students to strengthen confidence, resilience and engagement in learning.
- Liaise with parents and carers regarding intervention programmes and pupil progress when appropriate.
- Support transition arrangements for vulnerable learners and those requiring additional academic support.

Monitor and Evaluation

- Maintain accurate records of intervention delivery, attendance and impact.
- Analyse assessment information and contribute to reports for the SEND Team and Senior Leadership Team.
- Support quality assurance processes linked to intervention provision.
- Monitor and evaluate the effectiveness of intervention programmes and recommend improvements where appropriate.

Collaboration and Whole-School Literacy and Inclusion

- Work collaboratively with curriculum leaders and teaching staff to embed literacy and comprehension strategies across the school.
- Support the implementation of strategies that improve access to learning for students with literacy needs, handwriting difficulties and those learning English as an Additional Language (EAL).

- Contribute to staff training and awareness-raising activities where appropriate.
- Attend SEND Team meetings and relevant pastoral meetings.

Professional Development and Support

- HFL Reading Fluency training and ongoing professional development.
- Regular coaching and supervision from the Personal Development & SEND Lead and SENCO.
- Termly moderation and impact review meetings with the SEND Team.
- Opportunities to contribute to whole-school literacy development.
- Participation in staff training linked to disciplinary literacy, reading and comprehension strategies.
- Access to appropriate SEND, literacy and inclusion-focused professional learning opportunities.

Accountable to

- SENCO

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Person Specification		
Position: Inclusion Tutor		
	Essential	**Desirable**
Experience of working with children or young people in an educational setting.	**x**	
Excellent communication and interpersonal skills.	**x**	
Ability to build positive relationships with students, families and staff.	**x**	
Strong organisational skills and attention to detail.	**x**	
Commitment to inclusion and improving outcomes for vulnerable learners.	**x**	
Ability to use assessment information to inform intervention and support.	**x**	
Experience of delivering literacy, reading or academic intervention programmes.		**x**
Knowledge of SEND and barriers to learning.		**x**
Familiarity with reading assessment tools, including NGRT.		**x**
Experience of working within a secondary school setting.		**x**
Understanding of evidence-informed literacy practice.		**x**
Personal attributes		
Values aligned with the school's mission statement and GLF Schools core values	**x**	
Positive, enthusiastic outlook, embracing risk and innovation	**x**	
Self-motivated and well organised	**x**	

Encourages ideas, initiative and innovation in others	**x**	
Highly motivated showing resilience, stamina and reliability under pressure	**x**	
Inspires respects and confidence	**x**	
Reflective and keen to develop yourself and others	**x**	
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For a subject and curriculum overview, please visit our website HERE