**Job Description**

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| Introduction | |
| **Post Title** | Interventions Teacher |
| **Post Purpose** | Working with students and staff to ensure the provision of a full learning experience and support for students with additional needs. Under the reasonable direction of the Headteacher to carry out the professional duties of a schoolteacher as set out in the current School Teachers’ Pay and Conditions Document (STPCD). |
| **Why this post is important** | You have a key role in the development of the young people in this school. By implementing and delivering and monitoring a broad range of interventions which meets the needs of individual students, you help those students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of students who can make a valuable contribution to the wider community. By working with subject leads and individual teaching staff you help to develop the quality of teaching and learning for SEND students at a whole school level. |
| **Line Manager** | SENCo in liaison with Assistant Head (Inclusion) and Assistant Head (Achievement Interventions) |
| **Salary Grade** | Classroom Teachers’ Pay Scale |

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| Preparation and Planning | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Using baseline and assessment data to plan interventions and lessons which meet the needs of individual and small groups of students | Lead training across the curriculum other curriculum areas, explaining how to use data to identify particular needs of SEND students. |
| Developing interventions and lessons which meet the specific needs of individual students and contributing to the development of resources, syllabuses and schemes of work in wider curriculum areas. | Work with the head of subject to develop a fully resourced, differentiated scheme of work which can be used by teachers in that subject. Share generic lesson planning strategies which meet the needs of SEND students with colleagues across the curriculum |
| Contributing to the general development of your faculty/department to ensure the continued relevance of policies and practice to the needs of students and the requirements of examining bodies. Helping to ensure that sufficient resources are available to achieve this. Contributing to the Department and School Development Plans. Contribute to the school’s Quality Assurance framework. | Attend INSET provision and develop curriculum provision for the department based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of the Department Development Plan for Learning Support. Take the lead on an aspect of the school’s Quality Assurance framework. |
| What sort of support can you expect? The SENCo can give you guidance on using data. The Assistant Head (Sixth form) can give you advice on developing your skills in using assessment data. The SENCo can give you subject specific guidance on lesson planning, while the Assistant Head (Achievement Interventions) can organise support in more generic planning issues. The SENCo will provide guidance on the Departmental Development Plan process and suggest ways in which you can become involved. The Deputy Head (Learning and Achievement) can give you guidance on the Quality Assurance cycle. | |

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| Assessment | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Assessing students’ work as required by internal procedures and external bodies and giving written and verbal feedback to students which offers clear paths for improvement and provides high expectations and a sense of self worth for those you teach. Develop students’ ability to self and peer assess. | Develop and share strategies for effective assessment of SEND students and share them with subject staff. Contribute to the development of assessment across the school by presenting your ideas to colleagues via whole school INSET. Develop systems which empower students to assess their own work and set themselves meaningful learning targets. |
| Recording the attendance, progress, development and attainment of students and keeping clear accessible records in line with departmental and school practice. Liaising effectively with the subject teachers of the individual or groups of students with whom you are working. | Create a resource which can be used by colleagues in subject areas to improve the quality of their record keeping for SEND students. |
| Reporting on the attendance, progress, development and attainment of students to parents/carers, pastoral staff and other relevant agencies. Providing high quality written and verbal assessments, references and reports relating to individuals and groups of students, including contributing to reviews. | Lead training at a departmental or school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for the Learning Support Department for use by new and non-specialist teaching staff. |
| What sort of support can you expect? The SENCo will give you departmental guidance on reporting procedures. Experienced colleagues within your team will also be able to offer guidance. The Assistant Head (Inclusion) can suggest training which you may wish to undertake in this area. | |

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| Delivery | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Teaching students according to their individual educational needs using a range of engaging teaching and learning styles which empower students as learners and give them the opportunity to reach their academic potential and meet the demands of the curriculum. Working with teaching staff to improve the quality of differentiation across the school. | Develop and share materials which focus on challenging more able students with whom you are working by developing Higher Order Thinking Skills and which support students with Special Educational Needs by ‘scaffolding’ their learning in order to raise achievement. |

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| Ensuring that relevant strands of learning such as IT, Literacy, Numeracy and the distinctive Christian nature of the school are reflected in the experience of students. | Develop a range of resources and strategies specifically aimed at SEND students which embed these initiatives and the school’s ethos |
| Helping your students to meet the expected standards of behaviour by creating a secure and orderly environment in line with the school’s discipline and rewards procedures and encouraging good practice with regard to punctuality, standards of work and completion of homework. | Lead training with staff on effective behaviour management of students with particular special needs. |
| What sort of support can you expect? The Personalised Learning Coordinator and Literacy Progress Coordinator can offer systems of strategies and training opportunities while the Assistant Head (Community) will provide guidance on reflecting the Christian nature of the school in your lessons. | |

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| Development | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Taking responsibility for your professional development by engaging actively in the Performance Management Review process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit students and meet your own professional development needs. | Set yourself challenging targets with ambitious outcomes which impact on the students you teach and on the students taught by other members of staff. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit. |
| Assisting in the process of curriculum development to ensure continued relevance of provision to meet student needs, syllabus requirements and the school’s Christian mission. Taking an active role in the shaping, implementation and review of the Department Development Plan and those of other subjects. | Assist the SENCO in the process of departmental monitoring to gauge student views. Offer to take responsibility for the implementation, review and refining of one aspect of the Department Development Plan. Take responsibility for coaching in the learning support team. Lead on an aspect of the school’s Quality Assurance framework. |
| Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives. | Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt. |
| What sort of support can you expect? Your line manager should be aware, through informal conversations, of your strengths and areas for development and should seek to support you and suggest training courses and opportunities. You will have a more formal professional conversation as part of the Performance Management process at which you will work with your line manager to set specific targets. The Assistant Head (Staff Development) will be able to advise you of opportunities to contribute to whole school development. | |

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| Communication | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Managing information on attendance and assessment in order to provide accurate up to date information on students for SIMS, registers, pastoral and curriculum (Learning Support, G and T etc.) requests for information. | Contribute to the evaluation and development of communication systems within the school. |
| Communicating effectively with parents/carers through Parents’/Carers’ Evenings, revision evenings and on an individual basis where appropriate. | Provide copies of individual student action plans for parents/carers at Parents’/Carers’ Evenings |
| Contributing to the development of effective subject links with appropriate external agencies | Take responsibility for linking your department with a particular external agency. |
| What sort of support can you expect? Your line manager will give you guidance on effective communication and support you if communication with parents/carers or external agencies becomes difficult. | |

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| Ethos | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Playing a full part in the life of the school community, to support its distinctive Christian mission and ethos and to encourage staff and students to follow this example. To support the school in meeting its legal requirements for worship. | Take a lead in creating exciting worship opportunities and sharing them with colleagues. |
| To uphold the nine school values and to reflect these values in your lessons and offer learning experiences which help students to develop them in your class. | Develop a bank of model lesson plans which demonstrate how the schools values can be integrated into your subject area |
| To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate | Take responsibility for one aspect of Health and Safety: for example the risk assessment and attendance paperwork for a trip/visit. |
| What sort of support can you expect? The Assistant Head (Community) can give you guidance on ethos both in terms of the school’s Christian mission and the on the nine school values. Your Head of Faculty/Department or Second in Faculty/Department will be able to suggest ways that you can integrate the school’s values into your teaching. The School Business Manager will give you guidance or suggest training in the area of Health and Safety. | |

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| Improving Standards | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Evaluating your teaching and the delivery of interventions to ensure that you meet the agreed standards of preparation, delivery and assessment. Modifying and improving your practice where appropriate. Work with LSAs to develop their classroom practice. | Peer coach a colleague in another subject, focussing on developing standards. Work with your Head of Faculty/Department or Second in Faculty/Department to develop clear departmental criteria for preparation, delivery and assessment. |

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| Contributing to the process of monitoring and evaluating the quality of provision for SEND students in line with agreed standards and performance criteria, including methods of teaching and schemes of work. | Develop model lesson plans, resources and schemes of work to exemplify good practice in supporting SEND students. |
| Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. | Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school. |
| What sort of support can you expect? The SENCo should observe you teaching at least once a year. They should also be able to suggest colleagues from with the LSA team or more widely in subject areas to assist in developing. The Deputy Head (Learning and Achievement) and the Assistant Head (Inclusion) will be able to suggest ways that you can become involved in participating in improving standards at a whole school level, including the Quality Assurance framework. | |

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| Negotiated Additional Responsibilities | |
| Your responsibilities include… | **Where practice is excellent you might…** |
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| What sort of support can you expect? | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

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| Signatures | |
| The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition  This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. | |
| Signed……………………………………….  (Teacher)  Dated ………………………………………… | Signed……………………………………….  (Headteacher)  Dated ………………………………………… |