

JOB DESCRIPTION & BACKGROUND INFORMATION

Post: Reading Interventions Practitioner	
The role	To work with students to improve their reading through targeted intervention and in class support and to work with the wider literacy team to support the implementation of the school's reading strategy.
Grade	Scale 5, £31,716 - £33,204 FTE, Actual salary £27,532 - £28,824 8.00am – 4.00pm Fixed term 18 months
Line Manager	Lead Practitioner for Literacy
Headteacher	Sarah Creasey
Reason for vacancy	This vacancy has arisen as the result of establishment requirement.
Equal opportunities	The school operates an equal opportunities policy. We believe in the right of all individuals, regardless of ethnicity, age, disability, sexuality, gender or background to be treated with respect and fairness.
Safeguarding	Parliament Hill School 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. We will ensure that our recruitment and selection practices reflect this. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.
Employment checks required	<ol style="list-style-type: none"> 1. Fully completed application form (curriculum vitae NOT acceptable) 2. Rehabilitation of Offenders Act declaration 3. Right to work in the UK 4. Enhanced DBS 5. Employment history including explanation of any gaps 6. Proof of academic and professional qualifications 7. Statutory Induction Standards (if appropriate) 8. Occupational Health check 9. Receipt of at least two satisfactory references

Information about the recruitment process:	
Start date	1 st September 2024
Closing date for applications	Thursday 11 th July – 4pm
Interview date	Wednesday 17 th July 2024
Interview panel	Marie Underwood (Lead Practitioner for Literacy) Yinka Fox (SENDCo) Wendy Jones (KS3 English Coordinator)

Main responsibilities

- To coordinate the reading test schedule across year groups
- To use data effectively to plan interventions and monitor their impact
- To plan and deliver reading intervention programmes across the school – including phonics and small group interventions
- To support students for whom English is not their first language to access the curriculum through interventions and in-class support
- To provide feedback to students in relation to academic progress and achievement
- To communicate with parents/carers and staff regarding students’ work and progress
- To record and monitor progress and achievement systematically
- To support with parental engagement around developing reading habits at home
- To develop personalised reading plans for targeted students
- To work with teaching staff in the development of appropriate resources to support the learning of targeted students
- To supervise the morning session in the library, supporting students with their study and home learning
- To support with lunchtime supervision and reading support in the library
- To work with the wider literacy team to support in implementing the school’s reading strategy
- To undertake inset and training and participate in appropriate school meetings including participating appropriately in school and department self-review and planning

This is not, however an exhaustive list of duties and the headteacher/line manager may, at any time, allocate other tasks which are of a similar nature or level.

The successful candidate will possess some, or all, of the following

Qualifications and Training	<p>Essential:</p> <ul style="list-style-type: none"> • GCSE English and maths at Grade C or above or A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least Level 2 of the National Qualifications Framework <p>Desirable:</p> <ul style="list-style-type: none"> • Appropriate training in Child Protection • Training in the teaching of phonics
Knowledge	<p>Essential:</p> <ul style="list-style-type: none"> • Understanding of the skills required to be an effective reader <p>Desirable:</p> <ul style="list-style-type: none"> • Good working knowledge and understanding of the school curriculum, the main teaching methods and the testing/examination framework
Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Experience of communicating with a wide range of people from different backgrounds • Experience of working with children <p>Desirable:</p> <ul style="list-style-type: none"> • Experience of working with children in a classroom setting

	<ul style="list-style-type: none"> • Experience of working with students who struggle with reading • Experience of teaching phonics • Experience of working with students for whom English is not their first language
Skills and abilities	<p>Essential:</p> <ul style="list-style-type: none"> • Well-developed written and oral communication skills to liaise with students, parents/carers and colleagues • Ability to form good working relationships and to work as part of a professional team • Ability to work flexibly to meet the changing demands of a school environment • An ability to work under own initiative • Good IT skills for word processing, databases and spreadsheets <p>Desirable:</p> <ul style="list-style-type: none"> • The ability to effectively manage small groups
Commitment	<p>Essential:</p> <ul style="list-style-type: none"> • Commitment to equal opportunities and to assist the school in raising achievement and reaching its targets • To be prepared to attend in-service and external training and to develop and update knowledge and skills as required

At a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and as new needs arise.

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