



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION



Job Title:	Secondary Intervention Teacher – Numeracy
Location:	Across the Trust (based at Ivybridge Community College currently)
Grade/salary:	MPS / UPS
Hours:	1.0FTE
Reports to:	Member of Senior Leadership Team
Responsible for:	Not applicable
Key relationships:	SEND, Mathematics Department, College Directors, Pastoral Leaders, Safeguarding, Heads of Department

Job Purpose

The Secondary Intervention Teacher supports the effective operation of the trust and works to uphold and promote its vision and values.

The postholder will work with small groups of students who join the College working below age-related expectations.

Duties and Responsibilities

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. To raise standards of student attainment and achievement within the whole curriculum and to monitor and support student progress.
3. To ensure the provision of an appropriately broad, balanced, relevant and adapted curriculum for students.
4. To be accountable for student progress and development for the students attending the College's onsite alternative provision.
5. To assist in the support of students with below age expected progress or those that are identified as vulnerable.
6. To assist in the development of personalised programmes for those students who are currently struggling to attend College.
7. As a primary specialist, provide support and guidance to staff across the curriculum in how to adapt the curriculum and challenge students working below age-related expectations in Key Stage 2, Key Stage 3 and Key Stage 4
8. Demonstrate excellent subject knowledge of the needs of students with additional learning needs.
9. Ensure that planning and assessment match the learning goals of the curriculum.
10. Contribute to the whole College curriculum and monitoring processes.

11. Collaborate with colleagues to plan curriculum delivery.
12. Work in collaboration with the Mathematics Department and SEND team to ensure that interventions are organised and delivered.
13. Provide support with specific skills (Bespoke packages to support gaps in knowledge).
14. Analyse data to recognise those that may require specific intervention in relation to academic progress, behaviour patterns and attendance.
15. The ability to explore other packages critically which leads to the potential implementation of cutting-edge supportive interventions to support wellbeing and academic progress.
16. Teach groups, individuals and provide pre-class, in-class and post-class support for learners with additional educational needs.
17. Collaborate with teachers to plan, share ideas and support with modifying resources for adaptations within the mainstream curriculum according to learner needs.
18. Plan and deliver specific short term educational programmes which address and remediate the additional educational needs of the learners.
19. Provide support with specific skills (e.g. numbers, fine motor, interactive).
20. Create learning situations where skills, content and tasks are relevant, realistic and authentic.
21. Use and evaluate distinctive teaching approaches to engage and support students and to maximise learning for all.
22. Use ICT to enhance learning to support collaboration, content creation and communication.
23. Use inclusive strategies so that all learners can access the curriculum and make progress.
24. Support learners to set their own goals and objectives.
25. Promote resilience and independent learning.

Achievement and progress

26. Review and use data from assessments to identify learners who may require additional support and clarify where this support should be focussed.
27. Identify learner strengths/weaknesses through observation, teacher feedback and formal assessment.
28. Produce and regularly review individual learning plans (ILPs), sharing agreed information with mainstream teachers.
29. Ensure that recommendations and interventions are effectively shared with teaching staff.
30. Monitor and review progress of specified learners and provide feedback for parents/carers and key professionals.
31. Support with identifying early identification of need for students.

Whole college

32. Make a positive contribution to the ethos of the College and to the College Development Plan.
33. Support the development of whole College and cross-curricular initiatives.
34. Promote partnerships with parents.
35. Support the Transition Team in meeting the needs of students who join the College identified as under age-related expectations, SEND and/or vulnerable.

All roles include:

36. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
37. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
38. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
39. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
Integrity:			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
QUALIFICATIONS:			
Degree, teaching qualification (QTS)	E	X	
Recent record of appropriate CPD being undertaken	E	X	
Higher Level Degree, further educational qualifications	D	X	
EXPERIENCE:			
Proven experience teaching across the Key Stages at Secondary Level	E	X	X
Experience of teaching Primary Level students, specifically Key Stage 2	D	X	X
Proven experience of the delivery of teaching to promote learning and achievement across Key Stages	E	X	X
Evidence of using data effectively to support improvements to attainment and progress across student groups	E	X	X

Have an understanding of what highly effective evidence-based pedagogy and practice looks like	E	X	X
Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance	E	X	X
Evidence of being a highly effective teacher with strong subject knowledge and classroom practices	E	X	X
Experience of taking positive action to improve the quality of your students' learning	E	X	X
Proven experience in maintaining a thorough and up-to-date knowledge of the teaching of your subjects, taking into account wider curriculum developments	D	X	X
Supporting extra-curricular activities	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
An obvious and infectious passion for learning and in particular, supporting students to meet their individual needs within your subject area	E	X	X
Ability to enthuse and motivate the students to raise standards within the classroom even further	E	X	X
Self-critical, awareness of own strengths and development targets, and professional development requirements	E	X	X
Inspire trust and confidence in your students and colleagues	E	X	X
Ability to build team commitment amongst your students and colleagues	E	X	X
Ability to think both analytically and creatively	E	X	X
Strong organisational skills and the ability to consistently meet deadlines	E	X	X
Ability to work independently and be a team player	E	X	X
Ability to relate effectively to students, colleagues and parents	E	X	X
Confident and competent in the use of ICT to enhance learning, monitor progress and communicate with others	E	X	
Commitment to the College's vision and values – desire to make a difference	E	X	X
Be a role model, promoting both the College's and the Trust's values	E	X	X