

JOB DESCRIPTION

Intervention Tutor – Thinking Reading Programme

REPORTS TO:	Thinking Reading Co-Ordinator
PAYSCALE:	Band 3, SP10 £27,694
LOCATION	Epping St. John's Church of England School
TERMS	37 hours per week (8.00am to 4.00pm, Monday to Thursday and 8.00am to 3.30pm on Friday) 39 weeks per year
CONTRACT:	Permanent, Full time – April 2026 Start

PURPOSE OF THE JOB

- To deliver the Thinking Reading Programme, a structured and evidence-based literacy intervention for students significantly behind in reading. In addition, the postholder will support teaching and learning across the school as an Intervention Tutor, contributing to the academic and personal development of students.

Liaison with:

- The post-holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching across the Trust schools.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

Oversight of

- Deliver one-to-one reading intervention sessions using the Thinking Reading methodology.
- Assess students' reading levels and monitor progress using programme tools.
- Maintain accurate records of sessions, progress and attendance.
- Liaise with teaching staff, SENCo and Literacy Lead to ensure coordinated support.
- Attend training and supervision to ensure high-quality delivery.

Supporting Students

- Support classroom teacher in delivering high-quality lessons across a range of subjects.
- Work with individuals or small groups of students to reinforce learning objectives.
- Support students with special educational needs or those requiring additional help.
- Promote positive behaviour and help manage classroom routines.
- Supervise students during non-classroom times, such as break or lunch duties.
- Track and assess student progress using structured tools.

Supporting the School

- Support classroom teachers in delivering high-quality lessons across a range of subjects.
- Assist with the preparation of learning materials and classroom resources.
- Assist with administrative tasks such as photocopying, filing and record-keeping
- Attend relevant in-service training.
- Fully implement all school procedures and policies.
- Attend, as required, meetings about individual students and/or matters affecting the general running of the school.
- Participate in staff training days and external courses.
- Complete first aid training and be a qualified first aider in the school.
- Any other tasks as directed by Headteacher or the Head of SEND Faculty which fall within the purview of the post.
- Assist at break /lunchtimes and the start/end of day supervision, breakfast club and Prep sessions, offering/supervising positive activities, which will encourage and support inclusive practice.
- Contribute to the overall ethos and values of the school.

Student Views

- Understand and respect students' views so they can be supported effectively.

Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post-holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification Intervention Tutor – Thinking Reading Programme			
		Essential	Desirable
Qualifications and documentation	NVQ Level 3 in learning support or other equivalent qualification / experience. Good general standard of education - GCSE and A Level. Enhanced DBS and validated references. Eligibility to work in the UK.	X X	X X
Experience	Successful recent experience working with children in a school environment. Successful experience working with children who have a physical disability.	X	X
Knowledge	Basic knowledge of first aid. Understanding of safeguarding requirements. Knowledge of relevant codes of practice and school policies.	X	X X
Skills / Competencies	Good numeracy/literacy/ICT skills. Good communication skills. Good reading and writing skills. Ability to relate well to children and understand their needs. Ability to demonstrate effective implementation of the school's behaviour management policy. Ability to record and assess student progress/performance. Ability to work constructively as part of a team, and contribute to planning, group thinking etc. Use own initiative and work independently. Effective time management. Build rapport with adults and children. Awareness of and commitment to equalities issues. Committed to personal and professional development.	X X X X X X X X X X X X X X	
Personal Qualities	Sensitivity to the needs of others. Flexible and adaptive approach to work. Reliable and trustworthy. Committed to safeguarding children. Values and behaviours suitable for working with children and young people. Committed to equal opportunities. Emotionally intelligent and self-aware. Calm under pressure and flexible in approach. A belief in the ability of children and young people to achieve and to overcome obstacles to their learning.	X X X X X X X X X	