

## Job Description

### Academic Intervention Coordinator – Numeracy

**Band/ Scale: Band 3, SCP 6 - 9**

**Hours of Work: 35 hours per week, Term Time Only**

#### Job purpose

To support pupils in achieving their full potential by helping them overcome barriers to learning and engagement. You will work primarily with Pupil Premium pupils and other students from disadvantaged backgrounds, providing targeted interventions and guidance to address a wide range of challenges, including attendance, punctuality, bullying, behaviour, safeguarding concerns, self-esteem, and personal wellbeing.

Through the delivery of tailored support services, you will enhance existing student support provision, promote positive learning outcomes, increase participation and engagement, and foster social inclusion, enabling pupils to thrive both academically and personally.

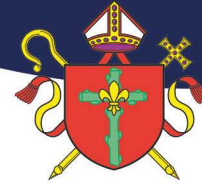
#### Specific responsibilities

##### *Curriculum Support*

- Plan and create resources for use in sessions across key stage 3 and key stage 4.
- Build own timetable, creating registers on Arbor; and respond flexibly to new requests.
- Develop and organise relevant activities to create a stimulating, safe and secure environment to engage children and young people to support learning.
- Liaise with relevant staff and external professionals to ensure understanding, support and commitment to the approaches and strategies being used by the Learning Support Assistant.

##### *Teaching and Learning Support*

- Deliver planned academic intervention activities to support pupils' understanding of numeracy.
- Build positive working relationships with pupils to encourage engagement and participation in learning activities, including online support where appropriate.
- Support the implementation of agreed pupil support plans by helping to monitor progress, encourage achievement and identify when additional support may be required.
- Record and report on pupil progress and achievements to teaching staff and other relevant colleagues.
- Under the guidance of Line Manager develop appropriate strategies, options and alternatives to overcoming barriers to learning.
- Liaise with families and carers to share information about the pupil's needs and progress as and when appropriate.
- Work within the Academy's policies, liaising with colleagues and external agencies to support pupils displaying difficult or challenging behaviour drawing from a range of appropriate techniques, skills and strategies.



- Run activities designed to support the academic progress of pupils before and after school and during lunch breaks.
- Support students through examination periods by scribing and reading to those that require it.

### *Assessment and Feedback*

- Monitoring and evaluating the effectiveness of the support provided through tracking attendance and progress.
- Contribute to and participate in assessment to identify individual barriers to learning.
- Collate data on pupil progression, produce reports, share information and maintain records to facilitate monitoring and evaluation.

### **Skills and abilities**

- The post holder must be educated to GCSE level and have obtained 5 GCSE'S and ideally GCSE'S in English and Maths (Grade A\* to C) must have been awarded and the post holder must be able to demonstrate strong skills in these areas. The post holder will ideally be educated to degree level.
- The post holder will have the ability to communicate, influence, persuade, motivate and engage with a wide range of children/young people, their families and carers in order to achieve maximum engagement by all to support the pupil in achieving their full potential. The post holder will demonstrate good general interpersonal and communication skills.
- The Post holder will have a strong knowledge and understanding of child protection, health, safety and security, confidentiality and data protection, copyright etc.
- The Post holder must have the ability to use ICT for administration and pupil learning.
- The post holder will show a commitment to learn new skills and expand on current skill set and demonstrate a willingness to pass on knowledge and techniques to others.
- The post holder will be able to deal with conflicting demands and work flexibly.

### **General**

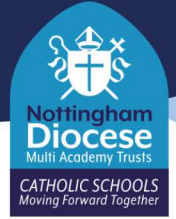
You will:

- Be a positive influence on the climate and culture of the Academy and show a positive example at all times.
- Support the Catholic ethos of the Academy.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to line manager.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.



# OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST



*The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.*

*The Trust 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.*

*Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.*

## Person Specification

Requirements	Essential	Desirable	Demonstrated By
<b>Qualifications &amp; Training</b>	Applicants must have GCSEs (or equivalent qualifications) at Grade 6 (formerly Grade B) or above in Maths and Grade 4 (formerly Grade C) or above in English.	Ideally educated to Degree level	Application Form
<b>Experience</b>	Previous experience of working with primary school aged pupils 11yrs – 18yrs		Application Form Interview
<b>Skills</b>	ICT literate – must be able to use Microsoft Office		Application Form
<b>Knowledge</b>	An excellent understanding of how children learn. Excellent English knowledge and understanding how to support children in all areas of learning Understanding of factors likely to impact on students' behaviour and well being	Safeguarding Policy and Procedure	Interview Task
<b>Management</b>	Able to manage own workload Able to prioritise Able to show initiative		Interview Task
<b>Aptitude and Personal qualities</b>	Excellent communication skills – empathy with children with the ability to relate well to staff and parents Ability to work effectively as part of a team, committed to making a difference Reliable, enthusiastic, highly motivated Calm and professional manner Helpful and resilient High standards		Application Interview Task