



Position:

Literacy Intervention & Inclusion Para-Educator

Welcome to Waingels

Job Description – Literacy Intervention and Inclusion Para-Educator

Salary Scale:	Grade 5 SCP 12 to 17 (£28,598 to £31,022 full time equivalent)
Actual Salary:	£9,914.40 to £10,754.76
Location:	Waingels School, Waingels Road, Woodley, RG5 4RF
Contract Type:	Permanent, term time only plus 3 additional days
Working Pattern:	Part time, 15 hours per week across two days
Reporting to:	SENCO
Start Date:	September 2026

About Waingels

Our school is an inclusive, caring, and high achieving school community, dedicated to unlocking students full potential. We are a values-led school, ensuring every student and staff member feels recognised, challenged, and supported on their journey.

Job Purpose

- To deliver high-quality, targeted literacy intervention to support pupils in overcoming barriers to learning.
- To work effectively as part of the Inclusion & Intervention team to secure the best possible outcomes for identified students through personalised provision.
- To lead, manage and support provision for students with dyslexia and literacy difficulties across the school.
- To work collaboratively with teachers to ensure that literacy skills developed through intervention are transferred into the classroom.

Main Duties and Core Accountabilities

Role Clarification: Working in Partnership with Teachers

The practitioner works under the direction of teaching staff and the SENCo, contributing to planning, delivery, and evaluation of provision. This collaborative approach ensures that interventions are closely aligned with classroom learning and pupil needs.

Delivery of Literacy Intervention

- Plan and deliver targeted literacy interventions for individuals and small groups of pupils.
- Deliver evidence-informed programmes to support reading, writing, spelling, phonics, and comprehension.
- Adapt teaching approaches to meet individual pupil needs and learning profiles, including those with dyslexia.

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- Provide an engaging and supportive environment that promotes confidence, independence, and resilience in literacy.

Assessment, Monitoring and Review

- Identify pupils requiring literacy support in collaboration with the SENCo.
- Carry out baseline and ongoing assessments to determine needs and measure progress.
- Maintain accurate and up-to-date records of intervention sessions, progress data, and outcomes.
- Contribute to the assess–plan–do–review cycle, ensuring provision remains responsive and effective.
- Prepare clear reports on pupil progress, impact, and next steps for staff and parents.

Measuring and Demonstrating Impact

- Monitor and evaluate the effectiveness of interventions at both individual and group level.
- Analyse data to demonstrate progress in literacy attainment, confidence, and engagement.
- Use evaluation outcomes to refine intervention strategies and improve provision.
- Ensure that interventions lead to sustained improvements in pupils' ability to access the wider curriculum.

Supporting Transfer to Classroom Practice

- Work closely with teachers to ensure that skills developed in intervention are applied in lessons.
- Share effective strategies and provide guidance on adaptations, scaffolding, and inclusive teaching approaches.
- Support teachers in understanding and meeting the needs of pupils with literacy difficulties and dyslexia.
- Contribute to the development of consistent, high-quality literacy practice across the school.

Whole-School Literacy and Inclusion

- Support the development and implementation of whole-school approaches to literacy intervention and inclusion.
- Contribute to staff training and development in literacy and dyslexia awareness.
- Input into pupil profiles and support plans, ensuring strategies are clear and accessible to staff.

Communication and Collaboration

- Liaise effectively with teachers, SENCo, parents/carers, and other professionals.
- Provide feedback on pupil progress, engagement, and emerging needs.
- Contribute to meetings and reviews relating to pupil provision and outcomes.

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Professional Responsibilities

- Maintain up-to-date knowledge of literacy intervention strategies and best practice, including dyslexia support.
- Participate in relevant training, professional development, and school meetings.
- Uphold school policies relating to safeguarding, confidentiality, inclusion, and equality.
- Promote high expectations of behaviour, engagement, and achievement for all pupils.

Other Duties and Responsibilities

- To carry out any other duties as required under the remit of the capabilities of your position
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- To provide support for student's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour
- To attend relevant Inclusion & Intervention and Full Staff meetings and participate in training opportunities and performance development as required
- To comply with school policies and procedures with regard to Health and Safety, equal opportunities, race equality, conduct and dress
- To attend training as and when necessary
- To assist with the general day to day administration of the school where deemed appropriate by the Principal
- To support and supervise students during social times as directed by the SENCO.

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This Job Description is written with the purpose of ascertaining the main duties of the position but is not necessarily exhaustive as the postholder may be required to undertake other duties as directed within the range of duties reasonably expected of a member of support staff.

Additionally, this position commences with a probationary period of 6 months from your start date of employment. During this time, your performance, conduct and suitability for the role will be assessed. We reserve the right to extend this period if performance does not meet the required standards.



Person Specification

The knowledge, skills, experience and aptitudes necessary for this post include:

Education, Qualifications and Training	Essential	Desirable
5 GCSEs including English and Maths at grade C or above	✓	
Level 3 qualification or equivalent in a relevant subject area (Level 2 qualifications cannot be considered)	✓	
Qualifications and experience in supporting literacy needs		✓
Experience	Essential	Desirable
Previous experience of working with SEND pupils		✓
Previous experience of working in a secondary school		✓
Previous experience of working with children & young people	✓	
Experience with Microsoft Office Tools		✓
Experience of taking responsibility, working effectively with others and contributing to a team	✓	
Knowledge, Skills and Abilities	Essential	Desirable
Ability to offer 'cover' when teaching staff have commitments that take them away from the lesson	✓	
Act as a role model, be well presented and hold students to account for your same high standards	✓	
Adaptability and willingness to learn new skills, systems and applications	✓	
Ability to show resourcefulness, motivation and diligence when engaging students in learning or wider curriculum activities	✓	
Ability to communicate clearly and effectively, both orally and in writing, with parents, children, colleagues and other professionals	✓	
Ability to plan, organise and manage workload effectively, work under pressure and meet deadlines	✓	
Respect the need for discretion, sensitivity and confidentiality when handling student information	✓	
A willingness to adopt a flexible and tolerant approach to supporting young people	✓	
Know when to seek help or ask for advice	✓	
Other Requirements	Essential	Desirable
A commitment to safeguarding & promoting the welfare of children and young people, participating in training and adherence to school policies	✓	
A Commitment to the school's ethos, aims and its whole community.	✓	
A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	✓	
Awareness and adherence to relevant health & safety regulations and a commitment to equality of opportunity	✓	
Excellent attendance and punctuality record	✓	

DBS Checked	✓	
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Making Your Application

All of our vacancies are advertised on My New Term and we can only accept applications that are submitted via this platform.

Before submitting an application, we would encourage you to:

- Review this recruitment pack in detail to ensure you are the right person for the job and the job is right for you
- Visit our website to learn more about our school community, ethos and values
- Review our staff welcome brochure that you will find alongside this application pack to learn more about what it's like to work at Waingels

Should you have any questions regarding the role or the recruitment process, please don't hesitate to contact us via:

Contact name: Mollie Williams (HR Administrator)

Email: hbrandrecruitment@waingels.wokingham.sch.uk

Phone: 0118 969 0336

Post: Mollie Williams, Waingels, Waingels Road, Woodley, Berkshire, RG5 4RF

We will review applications as they are submitted, so you are encouraged to apply as soon as possible.

The school is committed to safeguarding, equal opportunities and to promoting the welfare of all staff and students

