

Durrington High School

Literacy Intervention and English teacher

JOB DESCRIPTION

What is the purpose of the role?

- ◆ To ensure outstanding outcomes for all students, particularly those assessed and identified as having specific gaps in literacy related knowledge/skills and training other staff to use effective literacy interventions to address the gaps
- ◆ Be responsible for safeguarding and prioritising the welfare of children
- ◆ Ensure that students are active participants in their learning and achieve outstanding outcomes

What are the role particulars?

- ◆ DMAT M1 – M6 plus DMAT allowance
- ◆ Accountable to the SLT Literacy Leader and the Head of School
- ◆ The Executive Headteacher may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.

Activities – what do you have you have to do?

- ◆ Maintain all professional standards for teachers; uphold and implement all school policies (see teacher standards); making a positive contribution to student well-being, school life, enrichment activities, subject and company teams
- ◆ Lead on the assessment of individual student's needs, planning and delivery of a range of specific literacy intervention strategies both at a 1:1 and group level. Reassess focus student's progress in a timely way evaluating the impact of interventions.
- ◆ Plan and deliver CPD to groups of staff (from Student Support Assistants, to subject leaders) so they too can effectively support the literacy needs of their pupils.
- ◆ Provide high quality feedback in a timely way to a range of stakeholders including the individual students worked with, department teams and parents/carers; all with the aim of securing better rates of progress.
- ◆ Be a proactive member of the literacy intervention team adding to the review of progress and further development planning as appropriate.

- ◆ Maintain an up-to-date working knowledge of evidence-based literacy intervention programs/strategies and deploy this knowledge to best effect in your work at Durrington.
- ◆ Contribute to the teaching of broad, balanced and stimulating curriculum across our full age and ability range, assessing, recording, reporting and applying intervention strategies as appropriate. This will involve regular contact with parents/carers.
- ◆ Be a committed form tutor, building a positive relationship with tutees and parents

Person Specification

Attributes	Essential	Desirable	How identified
Physical and sensory	Ability to work under pressure and manage time effectively Demonstrate robustness and resilience		Evidence will be taken from your application, interview and references
Qualifications	Qualified teacher status A degree (ideally in a linked subject area)	Additional SEN related literacy training/ qualifications. Evidence of further professional development specifically in literacy	Evidence will be taken from your application, interview and references
Experience	Strong outcomes for at least 2 years Primary/secondary trained and/or experienced in the delivery of literacy intervention work. Relevant experience to the specifics of the role as outlined above. Experience of using diagnostic testing so as to identify what the specific needs of individual pupils are in relation to literacy.	Experience in delivering wider subject based literacy interventions across KS3 and 4.	If not an NQT you will have evidence of adding value and student outcomes will be recorded as good or better
Training	Willing to summarise and disseminate best practice to colleagues. Be able to provide parent support sessions and be skilled at working with parents.	Evidence of further professional development/qualifications in an area/areas related to the role.	Evidence will be taken from your application, interview and references
Specialist knowledge	Detailed knowledge of evidenced informed reading strategies, for example <ul style="list-style-type: none"> - phonics instruction, - reading for fluency, - morphology instruction, and - comprehension strategies. Knowledge of the key issues that students can face in terms of literacy when transitioning between KS2/3 and how best these can be overcome. Be able to prepare summary reports and actions as required.	Up to date knowledge in subject area including examination information A working knowledge of existing high-impact literacy intervention strategies.	Evidence will be taken from your application, interview and references
Leadership skills	The ability and willingness to design and deliver specific training to other staff/teams of staff to improve the classroom practice of others. Ability to use data to track progress, evaluate and then implement interventions.	Experience of working as a literacy/English coordinator in a KS2 setting.	
Skills and qualities	Proven willingness and capacity for hard work. To be highly organised and have the ability to balance (in terms of time/input) the different aspects of the role. A personality to merit the respect of students and to encourage their active involvement in the learning process, in and out of lessons. A good communicator being able to build successful relationships with all groups of pupils, staff and parents/carers. Competent in the use of ICT. Highly motivated, clear thinking and principled. Committed to equality of opportunity.	Strong ability to analyse data and evaluate progress using relevant computer software.	Interview Lesson Tasks References

