

SUBJECT INTERVENTION PRACTITIONER

JOB DESCRIPTION

Salary: JCBA Teacher Main Scale
(a fixed point will be agreed on appointment which will be dependent on qualifications and experience)

Responsible to: Subject Associate Director

Key responsibilities

- Work with the Subject Associate Director to design, implement and monitor a structured intervention timetable.
- Co-ordinate and deliver interventions to identified learners, including disadvantaged learners and those not making expected progress.
- Deliver small-group and 1:1 interventions for struggling learners.
- Provide targeted classroom-based support for identified learners during lessons.

Role and responsibilities

Generic requirements

- Ensure the principles expressed in the mission statement of The JCB Academy and those of JCB, the sponsor, are evident in every aspect of the discharge of the duties of the post.
- Model the highest professional standards to staff and learners in all aspects of the role, maintaining a visible presence around The JCB Academy and leading by example.
- Be committed to working in a cohesive, supportive and forward-thinking team of colleagues which shares an ambitious vision to secure flagship status for The JCB Academy.
- Contribute to the formulation and implementation of The JCB Academy Development Plan.
- Be prepared to work 'across the piece' being flexible and interested in other areas.
- Work at all times to the standards as set out in the Staff Code of Conduct.

Specific requirements

1. Interventions

- Work with the Subject Associate Director to design and implement a structured intervention timetable, monitoring and reviewing the impact of interventions on a regular basis and liaising with teaching staff to ensure interventions are integrated with classroom learning and aligned to curriculum goals.
- Use progress data and teacher feedback to identify learners at risk of underachievement.
- Co-ordinate and deliver bespoke interventions that are regularly reviewed and refined for effectiveness.
- Deliver interventions to targeted learners in Y9 and Y10.
- Track and evaluate learner progress resulting from interventions, providing timely feedback to staff and adapting plans where necessary.
- *English and mathematics only:* Plan and organise 5+ and 7+ crossover days and intervention sessions in collaboration with the Subject Associate Directors.
- Maintain accurate and complete electronic records of learners' progress and update all necessary tracking systems.
- Ensure appropriate learning resources and materials are accessible to support interventions.

2. Classroom Support

- Support disadvantaged learners (EHCP, PP, LAC, SEND) to make progress in the subject.
- Provide classroom support for those learners with specific learning needs and EHCPs, working with the Assistant SENDCO to promote and support the inclusion of learners with SEND.
- Work collaboratively with teaching and pastoral staff to support them to implement individual, group and some whole class learning activities.

3. Duties

- Undertake duties in accordance with the duty rota.

4. Cover Supervision

- Supervise cover lessons for absent teaching staff as and when required as directed by the relevant Associate Director and/or Cover Co-ordinator.

5. Exam Invigilation

- Undertake exam invigilation as directed by the Data & Examinations Officer.

6. Whole School

- Manage learner behaviour in the learning environment by establishing and enforcing rules and procedures in accordance with the rules and behaviour management systems of The JCB Academy.

- Participate in extra-curricular activities such as after-school extension activities, social activities, sporting activities, clubs, learner organisations and residential.
- Participate in subject and school meetings, parent/carer meetings and to communicate necessary information regularly to learners, colleagues and parents regarding learner progress and learner needs.
- Carry out additional tasks at the request of the Subject Associate Director and/or Principal.

Key accountability measures

- Learners receiving interventions and support, especially those who are disadvantaged (EHCP, PP, LAC, SEND), make positive progress in the subject.
- Sustained improvements are seen in the attainment of Y9 and Y10 intervention groups.

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PERSON SPECIFICATION

	Essential	Desirable
Qualifications	Suitable degree.	- Degree in a relevant subject area. - Teaching qualification. - Evidence of further professional development in learning support (e.g. specialist qualification in dyslexia).
Experience	- Developing the learning of others. - Supporting young people in achieving good results. - Contribution to developing young people's social skills.	- Supporting young people in achieving good/outstanding results. - Experience of planning and delivery support materials.
Core Professional Competencies	- Ability to set high expectations and foster a culture of continuous improvement. - Ability to plan work to enable young people to make learning gains. - Ability to build positive relationships with all stakeholders. - Potential to grow into an outstanding practitioner. - Prepared to take risks and learn from mistakes.	Evidence of consistently meeting the Teachers' Standards.

	Essential	Desirable
Generic Competencies	• Learning focused. • Enthusiastic. • Effective communicator. • Effective interpersonal skills. • Empathetic and a good listener.	• Creativity in problem solving. • Adaptability.
Professional Development	• Evidence of continued professional development.	