

Job Description

Job Title	Reading Intervention Leader
Department	The Forest High School
Reporting to:	Assistant Head Teacher
Main Purpose of the role	
To raise the reading age of all students in the school, particularly those with reading ages that are 1 or more years below their chronological age.	
Key Tasks / responsibilities:	
<ul style="list-style-type: none"> • Develop and implement the Reciprocal Reading scheme across the school. • Implement the Accelerated Reader scheme alongside the Reciprocal Reading scheme. • Collect and interpret data from a range of sources to inform the implementation of the RR scheme. • Develop and implement specialist 1-1 intervention for students whose reading age is below 8.5ys. • Lead, develop and enhance the teaching/facilitation of the RR programme by tutors and other staff. • Liaise with subject teachers, the SENCO and the Assistant SENCO regarding students with specific reading issues, creating, monitoring and evaluating intervention plans where appropriate. • Provide a termly evaluation of the impact of the RR (Reading Recovery) programme to the SLT, SENCO and DCEO of SGS Academy Trust. • Support staff in selecting the appropriate techniques/approaches to help students with specific reading issues. Provide training where necessary. • Lead the creation of a structured, aspirational transition from KS2 to KS3, providing training in Reciprocal Reading to Primary Colleagues, where appropriate. • Ensure that the teaching of Y7 responds to their reading needs on entry. • Work with the Assistant Head Teacher responsible for Literacy and Reading to design and deliver tailored training to staff when required. • Join the Head Teacher on Monday Briefing to present key reading updates to staff. <p><u>Monitoring & Development:</u></p> <ul style="list-style-type: none"> • Keep up to date with developments in the teaching of reading and the research surrounding it. • Monitor and respond to curriculum developments where necessary and appropriate. • To seek/monitor developments and improvements where necessary. • Ensure maintenance of accurate and up-to-date information concerning Literacy on the management information system. • Assist in the use of analysis and evaluation of relevant data. • Produce regular reports for teaching staff to inform personalised planning. • Produce reports within the quality assurance cycle. 	

Teaching:

- Teach small group and 1-1 intervention sessions on a fortnightly timetable.
- Plan structured, cohesive, aspirational interventions that support the teaching across the school.
- Set high expectations for behaviour and achievement by establishing a purposeful working atmosphere in all learning interventions.
- Promote good attendance and record in line with school policy.
- Work in collaboration with any Learning Mentors attached to any student.
- Provide reading support

Parents/Carers/family members:

- Liaise with parents of students whose reading ages are a year or more below their chronological ages.
- Provide support to parents, including resources, in order to help them to support their child to improve their reading age.
- Engage and train a team of volunteer parents/carers to support the Reading Recovery Programme.
- Engage with the extended family to identify reading support opportunities for all students.
- Offer adults in our EAL community the opportunity to improve their reading.

Communication:

- Ensure that all staff within the school are familiar with the RR programme as a whole, as well as its specific components.
- Ensure effective communication, as appropriate, with the parents of students.
- Liaise with partner schools, higher education institutions and the CEIAG lead within the school as appropriate.

Role Dimensions

- Varying learner numbers dependent upon requirements
- Developing and implementation of Reciprocal Reading and Accelerated Reading schemes across the School
- Implementation of specialist 1:1 intervention for learners

Key Interfaces

- Learning Mentors
- The Forest High School Senior Leadership
- Deputy Chief Executive Officer
- School SENCO Staff
- Students, Parents and Carers
- School Curriculum and Support Staff

Supporting Trust Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.

This means:

<ul style="list-style-type: none"> • Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the Trust as one that is committed to the highest standards of delivery and service. • Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. • Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety, 					
Measurable Performance Standards for this role					
<ul style="list-style-type: none"> • To raise the reading age of all learners at the School, particularly those with reading ages 1 or more years below their chronological age • Intervention and implementation of reading schemes to learners with reading ages of 1 or more years below their chronological age 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
John Whitehead – May 2021					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Reading Intervention Leader

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Qualified Teacher Status	✓		Application form
Degree level or equivalent Professional Qualification	✓		Application form
Higher degree or equivalent Professional Qualification		✓	Application form
Experience and knowledge			
Experience of successfully raising achievement and improving student outcomes		✓	Application form / interview
Experience developing the teaching and learning of others, demonstrating, promoting and encouraging excellent classroom practice	✓		Application form / interview
Successfully leading a team to plan, deliver and evaluate change and improvement		✓	Application form / interview
Sound knowledge and understanding of all aspects of Safeguarding	✓		Application form / interview
Skills and abilities			
Commitment to Continued Professional Development		✓	Application form / interview

Criteria	Essential	Desirable	Assessed by
Ability to promote parental engagement, developing positive relationships to support student progress		✓	Application form / interview
Understanding of the value of research and how to implement it effectively in context	✓		Application form / interview
Ability to effectively analyse student data to monitor and improve performance	✓		Application form / interview
Ability to identify and remove barriers to learning		✓	Application form / interview
Passionate about reading	✓		Interview
Can find opportunity in every challenge, and passionate about improving the life chances of all young people	✓		Interview
High levels of integrity	✓		Interview
Essential Trust Attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview