



JOB DESCRIPTION

Job Description: Teacher of adapted curriculum and interventions

Reporting To: Deputy Headteacher

Job Purpose: To plan and deliver a programme of intervention and bespoke curriculum for identified pupils with low levels of literacy and numeracy, which enables them to develop according to age, ability and aptitude. Interventions will focus on phonics, reading comprehension and fluency, spelling and numeracy. Also, to create an inclusive, aspirational and high quality learning environment where pupils feel a strong sense of belonging and are able to thrive.

Sharing and supporting our responsibility for the well-being, development and behaviour of all pupils.

Key Responsibilities

General:

1. Plan, in partnership with subject and primary specialists, a bespoke curriculum for a small number of identified pupils, who require some additional literacy/numeracy support to access the KS3 curriculum.
2. Work closely with and consult the subject teachers of pupils accessing the tailored curriculum and interventions, ensuring continuity and progression for pupils.
3. Plan and teach effective intervention lessons to a high standard, following designated intervention programmes that will include phonics (currently Wandle), carrying out necessary assessments, providing information/comments for records, monitoring pupils in accordance with agreed school strategies, promoting a love of learning and pupils' intellectual curiosity.
4. Take an active role in the transition process from primary school, liaising with colleagues at SHS and in primary schools to identify and get to know targeted pupils and families early, to inform curriculum planning.
5. Make accurate and productive use of assessment to monitor progress, giving pupils regular meaningful feedback, setting targets and adapting subsequent lessons accordingly.
6. Adapt teaching and curriculum plans to respond to the strengths and needs of pupils, demonstrating an awareness of the physical, social and academic development of pupils.
7. Provide a safe, calm and welcoming environment for all pupils and staff, focused on creating a strong sense of belonging whilst maintaining high expectations for behaviour in accordance with school policies.
8. Engage effectively with parents and other members of the community, building strong relationships that support pupils to thrive.
9. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, parents, governors and the wider community.
10. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
11. Demand ambitious standards for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
12. Contribute to the corporate tasks of development, record keeping, monitoring and evaluation of lessons and maintenance of materials.
13. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
14. Monitor and evaluate progress towards achievement of the school's aims and objectives.

Specific:

The specific duties of the Teacher will be reviewed on a regular basis and will change as the aims and objectives of the School change, and as and when the Head of School deems it appropriate.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Executive Principal appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *South Hunsley School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.