

WILLIAM FARR CE SCHOOL		
JOB DESCRIPTION		
JOB TITLE:		Subject Intervention Co-ordinator (English)
POST HOLDER:		
GRADE:		WFPS 5
REPORTS TO:		Head of English (Mrs S Meggett)
Hours Worked per Week:		37
Weeks Worked per Year:		39
Weeks Paid per Year:		44.28
HOLIDAY ENTITLEMENT MUST BE TAKEN DURING SCHOOL CLOSURES		
1.	PURPOSE OF JOB: The role of the Subject Intervention Co-ordinator is to provide targeted support across Key Stages 3, 4 and potentially 5 for identified students and groups of students including those registered for free school meals, underachieving students, catch up students and higher attaining students. The post holder will identify and act on barriers to learning. The intention is to bring about sustainable changes with individual pupils, to accelerate progress, build confidence and be an ambassador for these students within the department.	
2.	MAIN RESPONSIBILITIES, TASKS & DUTIES	
	i	A flexible, needs-driven, yet anticipatory, approach is required. To co-ordinate and monitor work to be completed by students. This will involve the preparation and checking of student work and pooling from a variety of strategies including 1-1 tuition, group work, structured withdrawal, creating materials and adapting resources to ensure rapid progression.
	ii	To liaise closely with the Head of Department/subject teachers to maximize progress for all learners.
	iii	To source, devise suitable resources to target weaknesses and to write adapted schemes of work where necessary.
	iv	To use data to inform and plan for intervention strategies. Monitor student progress against targets.
	v	Be aware of IEPs and support with differentiation.
	vi	Possess a good working knowledge of and operate within departmental systems, policies and Schemes of work.
	vii	Set high expectations, promote and foster self-esteem and independence.
	viii	Deliver targeted lessons (small groups/1:1) to ensure rapid progression.
	ix	To communicate with parents/carers in negotiation with the Head of Department.
	x	To create and manage a system for recording intervention strategies, expected and realised impact.
	xi	To attend department, staff meetings and training as required.
3.	MANAGEMENT OF PEOPLE SUPERVISION OF PEOPLE None	
4.	CREATIVITY AND INNOVATION The individual will need to be highly motivated, with first rate organization and a solutions based thinker to ensure identified students succeed.	
5.	CONTACTS AND RELATIONSHIPS Liaising with key staff (e.g. Head of Department, SENCO). Daily contact with pupils. Contact with the Subject Intervention Co-ordinators for the other core subjects.	

6.	DECISIONS
	<p>a) Discretion – Required to act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.</p>
	<p>b) Consequences – Improvements in the progress of individuals and small groups of identified students.</p>
7.	RESOURCES
	Those resources made available to the Subject Intervention Co-ordinator to enable the efficient execution of their duties; the post holder will be responsible for a personal computer and confidential information and data.
8.	WORK ENVIRONMENT
	<p>a) Work Demands – The post is subject to interruptions, tasks are interchangeable and interruption would not impact on the overall programme of tasks.</p>
	<p>b) Physical Demands – Some periods of computer work. Regular movement between teaching rooms.</p>
	<p>c) Working Conditions – Well lit/ventilated classroom environment. Work is likely to take place in a variety of rooms.</p>
	<p>d) Work Context –</p>
9.	<p>KNOWLEDGE AND SKILLS</p> <p>Qualifications</p> <ul style="list-style-type: none"> • Level 3 qualification in the subject. • The ability to support students in Key Stages 3, 4 and potentially 5. • Experience, knowledge, ability and personal qualities are of greater importance than formal qualifications. <p>Experience</p> <ul style="list-style-type: none"> • A proven track record in working with young people and the ability to see a young person's needs from a range of perspectives. • An understanding of GCSE English courses <p>Knowledge</p> <ul style="list-style-type: none"> • The successful candidate should be prepared to improve their knowledge and expertise, keeping their methods up to date by attending suitable course, conferences and visits to other schools and by obtaining, if necessary, further specialist qualifications. • Competencies in word processing, databases and spreadsheets. <p>Skills</p> <ul style="list-style-type: none"> • Reflective practitioner required who possesses the drive and initiative to constantly strive to improve. • Effective communication skills, both written and oral. • Competence in the skills of networking and facilitating. • Ability to work effectively with and command the confidence of colleagues and students.

10.	GENERAL		
Job Evaluation This job description has been compiled to allow the job to be evaluated using the GLEA Job Evaluation scheme as adopted by the County Council.			
Other Duties The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.			
Equal Opportunities The post holder is required to carry out the duties in accordance with Council Equal Opportunities policies.			
Health and Safety The post holder is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.			
All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.			
	Name:	Signature:	Date:
Job Description written by: [Manager]
Job Description agreed by: [Post holder]