



Role:	English Intervention Practitioner (HLTA)
Grade:	D
Working hours:	33 Hours per Week 39 working weeks per year (term time plus INSET days)
Working days:	Monday to Friday, 08:30-15:30. One day per week until 4pm to accommodate afterschool activities to be agreed with Faculty Leader – English)
Reports to:	Faculty Leader – English

This role profile does not define in detail all the duties and responsibilities of the post. Your attention is drawn to the Crofton School Staff Handbook, which gives details of current school routines.

Job Purpose:

To work closely with teaching staff within the English Faculty, raising student attainment, with a focus on disadvantaged students. The role will concentrate on identifying students who are performing below age-related expectations in English/Literacy and working with them either on a one-to-one basis or in small groups, providing these students with learning strategies that enables them to access and make progress across the curriculum.

Roles and Responsibilities:

Literacy Intervention:

- Work with the department lead for intervention to identify individual and groups of students with below age-related expectations in English who are underperforming through monitoring and analysis of progress towards targets.
- In conjunction with teaching staff develop and deliver strategic support programs to address underperformance of individual and groups of students with Literacy.
- Develop and deliver high-quality intervention programmes of Literacy support that enable learners to develop the skills, knowledge and confidence in all aspects of Literacy.
- Work with the department lead to monitor the impact of the English Intervention Programme, adapt as necessary to ensure these programs secure better outcomes for underperforming students.
- Develop Literacy resources within the department and across the curriculum following consultation with English Faculty Leader
- Keep up to date with national developments in Literacy and teaching practice and methodology.

Support for the English Faculty

- To provide support for the faculty in order to raise standards of achievement for all students, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, encouraging students to become independent learners, providing support for their welfare, and to support the inclusion of students in all aspects of school life
- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson / termly plans and in response to student need.
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes during the absence of teachers, as required
- Support the teaching of Literacy by delivering intervention programmes to groups of students. To assist students to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives.
- To have knowledge of learning strategies that enable students with specific learning needs to access and make exceptional progress in their learning.
- Provide verbal feedback on lesson content, and student responses to learning activities and student behaviour, to teachers and students.
- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
- With teachers, evaluate students' progress through a range of assessment activities, and where appropriate, modify methods to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Assist in maintaining and analysing records of students' progress.
- To develop students' study skills by providing students with strategies that enables them to become independent learners.
- To accompany children on educational visits and outings as supervised by the Teacher.

Supporting the School

- Assist in maintaining good discipline of students throughout the school, using behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others
- Promote and support the inclusion of all students, establishing supportive relationships and encouraging acceptance and inclusion of all students.
- Promote and reinforce children's self-esteem and independence, employing strategies to develop self-help skills that encourage students to take responsibility for their own behaviour and learning
- To encourage students to interact and work co-operatively with others and engage all students in activities.
- To encourage social integration and individual development of all students.

Record Maintenance:

- Keep clear, comprehensible notes of any meetings or verbal conversations with parents, students and teachers to ensure a clear track record of conversations, issues raised and any action taken.
- Retain files securely and accurately and regularly report on types of issues encountered in order to inform planning
- Record outcomes of interventions with students and monitor students in order to assess their support needs.
- Upload all safeguarding information onto CPOMs

- To keep records and notes in accordance with Data Protection Act 1998 and the ethical framework

Health and Safety:

- Be fully aware of health and safety regulations.
- Be familiar with fire and other similar evacuation procedures and to act in accordance with them in any emergency situation.
- Take responsible care for the health and safety of yourself and others who may be affected by your actions or omissions at work.
- Cooperate with any requirements to adhere to Statutory or other safety regulations.

General:

- To remain aware and work within all relevant school working practices, policies and procedures.
- To attend staff meetings and school-based INSET as required. The post holder is responsible for his/her own self-development on a continuous basis.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may noted during the course of duty.
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- To maintain confidentiality of information acquired in the course of undertaking duties for the department.
- To undertake other duties appropriate to the grading of the post as required.

Review:

This role profile will be reviewed annually during the IPP process and may be amended after consultation.

Date Reviewed: September 2026

Reviewed by: Faculty Leader – English

Additional notes: