



# Maidenhill School



**APPLICANT PACK**

**READING  
INTERVENTION  
TUTOR**

**APRIL  
2025**

Dear Applicant,

We are a welcoming and inclusive 11-16 school that has, due to its popularity, grown rapidly in size and oversubscribed from September 2024 with c.770 students on roll. Our mission is 'Creating and Achieving a Brighter Future' and we live by our mantra 'Be Kind, Aspire, Persevere, Achieve' by providing the very best education for our young people.

We want our students to be equally supported and challenged during the five years they spend with us and for them to enjoy their time with us as we nurture them to become confident, happy and successful young adults. We are deeply ambitious for every individual and upon leaving us, we are determined they will be able to access the very best opportunities in further and higher education.

As a school we want to become ever more outward-looking, broadening our links and partnerships to further develop Maidenhill School as a learning hub for the wider community. The governors and I are clear that we want Maidenhill School to be the 'school of choice' for parents and young people.

**Most Recent Staff Survey – (completed anonymously by ALL staff):**

- 100% staff (teaching and non-teaching) state that they enjoy working at Maidenhill
- 100% staff (teaching and non-teaching) state they would recommend Maidenhill as a place of work

Due to the implementation of our new reading strategy, the English department is needing to recruit to support its aims. We are seeking to appoint a caring and committed person to join the team. We are a school where we pride ourselves in knowing our students really well. By working closely together as a team we can ensure individual student achievement is at the heart of everything we do. This is an opportunity for someone who wants to broaden their skills as you can, and will be, fully involved in all aspects of our school's life whilst supporting students with their reading, so that they can access the curriculum and open doors for their future. You will be joining at an exciting time and will help shape the delivery of our reading strategy from September 2025.



**The successful applicant will**

- \* Be an effective communicator and a team player
- \* Have a love of reading
- \* Have strong organisational skills
- \* Be committed to the development of young people to ensure their future is as bright as possible
- \* Join a cohesive and friendly support team that contributes the school's overall ethos

This is an exciting position and would suit someone who is currently in a similar role or wanting to work with young people to enhance their literacy skills, resulting in greater options in their future. The reading strategy is for launch in September 2025 and you will play a key part in its delivery.

If, having read the job description, person specification and information about our school you would like to speak to someone further about the post and/or come for a guided tour, please get in touch via my PA Nathaëlle Bessière on [nbessiere@maidenhill.gloucs.sch.uk](mailto:nbessiere@maidenhill.gloucs.sch.uk) . If you are interested in applying for this position, please complete the application form and submit it with a covering letter to [vacancies@maidenhill.gloucs.sch.uk](mailto:vacancies@maidenhill.gloucs.sch.uk) by **Tuesday 6th May at 9am**. The letter should be no more than two sides of A4 and no less than size 12 font. If enough applications are received, it's likely we may close for applications earlier than the stated date.

We look forward to reading your application and meeting you at interview.

Yours sincerely,



Andy Hunter

Head Teacher



**Position:** Reading Intervention Tutor

**Contract:** Permanent

**Hours:** 30 hours per week, 39 weeks pa (includes INSET days)

**Salary:** Grade 6 starting at £19,724

**Start date:** As soon as possible, in accordance with appropriate notice periods

**Deadline for applications:** Tuesday 6th May 2025 at 9am

**Interview date:** wb 12th May 2025



## English at Maidenhill School

This is an exciting opportunity for someone to join a strong and committed department and make a real difference to the future of young people at Maidenhill. We are seeking a member of staff to be an active member of this cohesive and committed team.

The English department consists of six specialist teachers, a librarian and a reading intervention tutor. This post will increase the number of tutors to increase the support we can offer to those starting Maidenhill who are joining us with below age related expected. The English team is characterised by enthusiasm and a passion for English teaching. The team works very closely together, and is united in its mission to improve outcomes for students, year on year.

Reading is high profile in our school. NGRT and the Accelerated Reader scheme is used to motivate and track students' reading. There are dedicated reading lessons in all year groups and some tutor time is also used for reading. This is supported by our reading strategy and the use of Lexia to bolster those who join us with reading ages below the expected level. A new reading strategy is in development for roll out in September 2025.

There is a strong culture of continuous professional development at Maidenhill and this is reflected within the English department and staff body as a whole. The successful candidate will be provided with all the necessary training to ensure our 'fresh start' and 'next chapter' sessions are delivered appropriately and consistently to all students involved in the small group and 1:1 sessions.

Our English department is grouped around the library and learning hub in the centre of the school. There are five specialist classrooms and all classrooms are well equipped with a projector, visualiser and whiteboard. By September 2025, we will also have built two new intervention classrooms within the learning hub to further expand our provision of tailored support in English, specifically with a focus on reading for the strategy.

Anna Melendez,

Associate Assistant Head and Subject Leader for English





## Reading Intervention Tutor

**Responsible to:** Lead Reading Intervention Tutor, Subject Leader; Senior Leadership Team

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading post.

### **JOB PURPOSE**

To assist in the raising of standards and achievement in the school overall by doing reading intervention work with small groups of students or individuals

### **MAIN DUTIES AND RESPONSIBILITIES**

- To contribute to the overall ethos/ work and aims of the school
- To plan and deliver reading intervention (fresh start and next chapter) to identified students
- To assess students' progress through the reading strategy
- To promote a good work ethic, through high expectations and a professional approach
- To develop effective working relationships with students, based on mutual respect
- To promote an inclusive classroom where effort and achievement are valued and rewarded
- To liaise with other teachers, support staff, tutors and Heads of Year as appropriate to effectively support students' learning
- To utilise ICT in learning activities and develop students' competence and independence in its use, where appropriate
- To participate in personal and professional development activities to meet the changing demands of the job
- To attend and participate in meetings as required
- To be fully aware of all school policies and procedures and apply them as appropriate to the role, especially with regard to safeguarding, behaviour, confidentiality and data protection
- To take a full and active part in the life of the school
- To undertake any activities / duties that may reasonably be regarded as being commensurate with the grade and general purpose of the post



**QUALIFICATIONS/EXPERIENCE**

- Ability to relate to and manage the behaviour of young people aged 11-16
- A good general standard of education (the equivalent of at least 5 or more A\*-C/9-4 grades at GCSE, including English and maths)
- Ability to teach and improve reading ages of students
- Maintain an up to date, detailed knowledge of the curriculum being taught
- Maintain an up to date knowledge and awareness of school policies and procedures, especially regarding Health and Safety, Teaching and Learning, Assessment for Learning, SEN, Safe-guarding, Behaviour for Learning etc

**SUPERVISORY RESPONSIBILITY**

To be responsible for:

- The supervision, care and safety of students in the groups
- Your professional conduct, including: standards of dress; conduct with colleagues, students and parents; punctuality; meeting of deadlines
- Any damage to school property, equipment and resources during lessons for which you are responsible.

**SUPERVISION RECEIVED**

In order to support you in fulfilling your role:

- Regular meetings with the Lead Reading Intervention Tutor
- SLT support on any issue upon request.
- Access to and support for quality continuing professional development.
- An annual Performance Management Review.

**PRINCIPAL CONTACTS**

Lead Reading Intervention Tutor  
AAHT/Subject Leader for English  
Assistant Head Teacher (T&L)

**HEALTH AND SAFETY**

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Cooperate with the employer on all issues to do with health, safety and welfare including the reporting to the line manager or SLT of any dangerous situations in the work place, or any perceived shortcomings in health and safety arrangements



**CONTINUING PROFESSIONAL DEVELOPMENT**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with the curriculum being taught
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available
- Undergo appropriate training to support the delivery of 'specified work' in order to develop skills for the post
- Use BlueSky to evidence to support the Performance Management process - evaluating and improving own practice.

**GENERAL RESPONSIBILITIES**

1. To be aware of and work in accordance with the school's safeguarding policies and procedures and to raise any concerns relating to such procedures
2. To be aware of and adhere to applicable rules, guidelines, regulations, legislation, policies, procedures and working practices of Maidenhill School
3. To contribute to school improvement work ensuring that student learning is central to all activities
4. To attend staff /department meetings, training and school events as required
5. To maintain confidentiality of information acquired in the course of undertaking duties
6. Communicate regularly with staff and students, making positive and constructive comments about work and student progress
7. To be responsible for your own continuing self-development and engage constructively with the performance management process, including any relevant training to further develop knowledge and skills to enhance own performance and support the school improvement agenda
8. To undertake any duties appropriate to the grading of this post as required, under the direction of the Head Teacher

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Staff Signature: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_





## Reading Intervention Tutor

| Criteria                        | Essential  | Desirable  | Evidence |
|---------------------------------|--|--|----------|
| <b>Qualifications</b>           | At least 5 or more A*-C/9-4 grades at GCSE including English and Maths       |  | AF, R    |
| <b>Knowledge and experience</b> |  | Knowledge and experience of 'phonics teaching' and/or 'guided reading' | AF, R, I |
|                                 |  | Successful experience of working with KS2 and/or KS3 students          | AF, R, I |
|                                 |  |  | AF, L, I |
| <b>Skills and abilities</b>     | Ability to deliver phonics and/or guided reading                             |  | O        |
|                                 | Ability to manage behaviour within small groups                              |  | O, R     |
|                                 | Excellent ICT skills for supporting the delivery of a specific curriculum    |  | L        |
|                                 | Excellent organisation/ resource management                                  | Ability to prioritise  | O, L, R  |
|                                 | Excellent communication / interpersonal skills                               |  | L, O, I  |
|                                 | Ability to inspire and motivate students through a love of reading           |  | L, O, I  |
|                                 | Ability to assess risk and deliver literacy in a safe and secure environment |  | L, O, R  |
|                                 |  | Understanding of safeguarding and promoting welfare issues             | AF, R, I |

**Person specification**



**PERSON SPECIFICATION**

## Teacher of English

| Criteria                  | Essential   | Desirable | Evidence |
|---------------------------|---|-----------|----------|
| <b>Personal qualities</b> | Excellent record of attendance and punctuality      |           | R        |
|                           | Reflective approach when working with young people  |           | L, I     |
|                           | Excellent role model to students, parents and staff |           | R, O, I  |
|                           | Positive and energetic                              |           | R, O, I  |
|                           | Enthusiasm for literacy                             |           | R, O, I  |
|                           | Sense of humour and fun                             |           | R, O, I  |
|                           | Team player   |           | R, O, I  |
|                           | A 'can do' and 'solution focussed' attitude to life |           | R, O, I  |

- AF Application form
- L Letter of application
- O Observation
- R Reference
- I Interview

Person specification



PERSON SPECIFICATION