



THE WELLS ACADEMY

Integrity Resilience Ambition

Welcome from the Principal

I feel incredibly privileged to be the Principal of The Wells Academy.

Education has the power to transform lives and it is our mission at Wells to provide our students with an education that allows them to live a life of meaning and purpose. By the end of Year 11, we want each of our students to be equipped with the knowledge, character and qualifications required to make a positive and lasting contribution to their family, community and the world.

At Wells, we strive for excellence and believe all children are entitled to an exceptional quality of education that is built upon a culture of high expectations, an ambitious and inclusive knowledge-rich curriculum and teachers that are inspirational subject experts. We are confident that this approach will empower our students to reach their full potential.

What makes Wells truly brilliant is our talented and dedicated staff and we are always keen to find people that are aligned to our mission. We extend an open invitation to colleagues wishing to visit us during the day to witness our academy 'in action' and are more than happy to meet with and talk to prospective candidates.

Thank you for taking an interest in our academy. We look forward to hearing from you.



George Coles
Principal, The Wells Academy



Who we are

Why do we exist?

We exist to provide our students with an education that allows them to live a life of meaning and purpose. By the end of Year 11, we want each of our students to be equipped with the knowledge, character and qualifications required to make a positive and lasting contribution to their family, community and the world.

What do we do?

We teach students a knowledge rich curriculum and support them to gain the very best qualifications.

How will we succeed?

1. Uphold a culture of high expectations
2. Develop an ambitious and inclusive knowledge-rich curriculum
3. Raise standards of expert, evidence-informed teaching

How do we behave?



Integrity

We are honest and do the right thing, even when no one is watching. We are always kind and courteous in our words and actions. We are courageous and stand up for what is right.



Resilience

We work hard and are self-disciplined. We persevere when things get difficult. We embrace challenges as an opportunity to grow.



Ambition

We hold high expectations of ourselves. We resist making excuses. We form positive habits to achieve greatness.



THE WELLS ACADEMY

SEN Intervention Tutor

The Wells Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: GAT-6 (£26,421 - £29,269 FTE)

Hours: 37, per week

Contract type: Full time, permanent

Reporting to: SENCO

Main purpose

To support the academic progress of students with SEND through the planning delivery and evaluation of academic interventions and in class support.

Duties and responsibilities

- Assist with the development and implementation of education, behaviour, mentoring and other plans
- Undertake comprehensive assessment of students, alongside the SENCO, faculty and pastoral care staff, determine those needing specific help and monitor and report on progress as required
- Use appropriate baseline assessments to plan and deliver targeted interventions in class, small group and 1:1 sessions, to narrow knowledge gaps and improve levels of numeracy and literacy
- Plan and deliver effective numeracy and literacy intervention to SEND students identified as requiring support to better access the curriculum
- Plan and deliver alternative pathway sessions to improve student attainment in this area, including but not limited to courses such as life skills and entry level qualifications
- Lead reading and phonics intervention to individual or small groups of students
- Use data to effectively evaluate the impact on interventions and adjust these accordingly
- Be able to identify gaps in SEND students understanding of core subjects and plan academic intervention sessions to meet this need
- Regularly assess and review progress data to inform planning of next steps and interventions for the identified cohort of students being supported
- Use academic progress data to identify the progress gaps for SEND students across the Academy and work with Faculty Leaders to develop resources to close these gaps
- Work with the SENCO to ensure that outcomes for students with SEN are outstanding
- Be deployed by the SENCO provide 1:1 support to meet the needs of any students with a EHCP or HLN funding
- Produce and regularly review Individual Pupil Passports in inform staff of specific needs and strategies to inform planning and support Quality First Teaching across the academy

- Work with the SENCO to ensure a graduated response and the Assess, plan, do, review, cycle is followed for individual students with SEND
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies
- Work with Faculty Leaders to develop their curriculums to ensure that students with identified additional needs are supported to access the curriculum and achieve high quality outcomes
- Manage the behaviour of students to ensure a constructive environment and the maintenance of resources, by using a range of strategies to deal with classroom behaviour as a whole and also with individual behavioural needs, in line with the academy's behaviour policy
- Act as a role model, promote and reinforce self-esteem and establish productive working relationships with students
- Lead and deliver on specific interventions to support and enhance the academic progress made by students with SEND
- Maintain regular contact, where appropriate, with families of target group students to keep them informed of the student's progress and attendance. Secure positive family support and involvement in the student's education
- Ensure that relevant staff are kept informed about student progress
- Assist in the identification of all signs of disengagement and contribute to specific interventions to encourage and enable full participation in learning
- Carry out pre-school, break, lunchtime and after school duties as assigned to you
- Undertake any other duties within the scope of the role

Additional responsibilities:

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the academy

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that may be carried out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

| Criteria | Qualities |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications and training | <ul style="list-style-type: none"> • Educated to GCSE grade C standard in English and mathematics |
| Experience | <ul style="list-style-type: none"> • Proven track record across a range of educational settings, demonstrating a wealth of experience and knowledge in securing sustainable improvements |
| Skills and knowledge | <ul style="list-style-type: none"> • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt to meet students' needs • Ability to build effective working relationships with students • Knowledge of guidance and requirements around safeguarding children |

| | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Good IT skills• Effective communication and interpersonal skills |
| Personal qualities | <ul style="list-style-type: none">• Uphold and promote the ethos and values of the academy• Ability to work under pressure and prioritise effectively• Maintain confidentiality at all times• Commitment to safeguarding and equality |