

Classroom Cover Teacher & Intervention Teacher

Part Time | 23 hours per week Tuesday, Wednesday, Thursday | Permanent

Salary: LY2 – LY6.5 £36,558-£48,553 FTE | Actual salary: £22,422 - £29,779 for 23 hours

Job Details

This is an exciting opportunity to join our team in the role of **Classroom Cover Teacher & Intervention Teacher**. You will work alongside senior leaders, classroom teachers, inclusion practitioners, the therapy team and other support staff to ensure pupils receive high-quality teaching and targeted intervention support.

Our provision includes small class sizes of up to 10 pupils, sensory-friendly learning spaces, large classrooms, extensive outdoor areas, high staff-to-pupil ratios and a personalised curriculum approach.

Our school motto, "Start Small, Grow Tall", symbolises a child's growth and development through their individual learning journey at Light Years School. We believe passionately that with the right support at the right time, pupils will thrive in school and be ready for the next stage of their education.

Values

We are looking for an exceptional teacher who shares our values:

Understanding: We show understanding and care to truly comprehend a child's journey up to the point of joining our school.

Acceptance: We encourage children to accept themselves and others for who they are and feel good about themselves.

Celebrate: We celebrate pupils' individuality and their superpowers!

Resilience: We inspire pupils to try new experiences, overcome barriers and grow in confidence.

Courage: We promote a culture where pupils feel safe enough to see failure as part of learning and be brave enough to take on the next challenge.

Kindness: We treat our school community with kindness and respect.

Main Purpose

The Classroom Cover & Intervention Teacher will:

- Fulfil the professional responsibilities of a teacher in line with the Teachers' Standards.
- Deliver high-quality teaching and learning across the school when covering classes.
- Provide targeted intervention support for individual pupils and small groups when classroom cover is not required.
- Support pupils with SEND, particularly those with autism and associated needs, to overcome barriers to learning.
- Work collaboratively with teachers, the SENCO and wider staff team to support pupil progress.
- Promote and safeguard the welfare of all pupils.

Key Responsibilities

Teaching and Classroom Cover

- Teach well-structured multi-sensory, adaptive lessons across the primary national curriculum, following the school's plans, curriculum and schemes of work across all year groups.
- Provide high-quality classroom cover for planned periods and in the absence of teaching staff.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.
- Adapt teaching to respond to the strengths and needs of pupils.
- Build positive relationships with pupils and support their emotional wellbeing.
- Provide clear feedback to class teachers following cover sessions.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Foster a love of learning beyond the curriculum through our Personal Development provision.

Intervention Support

- Deliver targeted interventions for individual pupils and small groups as directed by teachers, the SENCO and senior leaders.
- Support pupils in developing literacy, numeracy, communication, social understanding, emotional regulation and learning skills.
- Adapt intervention activities to meet individual learning needs and EHCP outcomes.
- Monitor engagement, participation and progress during intervention sessions.
- Maintain accurate records and provide feedback to relevant staff.
- Support the implementation of strategies recommended by teaching staff and therapists.
- Promote pupil confidence, independence and readiness to learn.
- Contribute to a consistent and joined-up approach to supporting pupils across the school.

Whole-School Organisation, Strategy and Development

- Contribute positively to the wider life and ethos of the school.
- Support curriculum delivery across multiple classes and year groups.
- Work collaboratively with colleagues to secure coordinated outcomes for pupils.
- Contribute to school improvement priorities where appropriate.
- Model best practice in adaptive and inclusive teaching strategies.

Pastoral Support

- Support pupils' personal development and emotional wellbeing.
- Build positive, trusting relationships with pupils.
- Support educational visits, enrichment activities and personal development opportunities.
- Contribute information towards annual reviews, EHCP reviews and pupil support plans where required.
- Undertake breaktime and lunchtime duties.

Professional Development

- Participate fully in the school appraisal process.
- Undertake continuing professional development relevant to SEND, autism and intervention delivery.
- Complete all mandatory safeguarding and compliance training.
- Attend staff meetings, training days and school events as required.

Working with Parents

- Build positive and professional relationships with parents and carers.
- Communicate effectively and professionally where appropriate.
- Follow school procedures for communication and information sharing.
- Raise concerns promptly with the Headteacher, SENCO or DSL as appropriate.

Working with Colleagues and Other Professionals

- Collaborate effectively with teachers, support staff, therapists and external agencies.
- Contribute to a multidisciplinary approach to supporting pupils.
- Develop and maintain positive professional relationships across the school.

Personal and Professional Conduct

- Uphold the values, ethos and reputation of Light Years School.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos; policies and practises of the school; and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.
- Respect confidentiality and data protection requirements.

Health and Safety

- Promote the safety and wellbeing of pupils at all times.
- Maintain safe, organised and welcoming learning environments.
- Follow all school risk assessments and safety procedures.
- Report hazards, accidents and concerns promptly.
- Complete all mandatory health and safety training.

Safeguarding

- Contribute to the school's safeguarding culture by maintaining awareness of current safeguarding guidance and concerns.
- Work in line with statutory safeguarding guidance, including Keeping Children Safe in Education and Prevent.
- Work closely with the Designated Safeguarding Lead to promote the welfare of pupils.
- Understand that safeguarding is everyone's responsibility and maintain an attitude of "it could happen here".

This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all duties and may be amended in response to the needs of the school.

Person Specification

Essential

Qualifications

- Qualified Teacher Status (QTS).

Experience

- Experience working with primary-aged pupils.

- Experience teaching or covering classes across a range of primary age groups.
- Experience supporting pupils with SEND.
- Experience delivering small-group or individual interventions.
- Experience delivering phonics, literacy or numeracy interventions.
- Experience working effectively as part of a team.
- Experience of using Hampshire Schemes of Learning.

Knowledge and Skills

- Knowledge of effective teaching and learning strategies.
- Ability to adapt learning to meet individual needs.
- Commitment to inclusive, multi-sensory and adaptive learning.
- Understanding of assessment and progress tracking.
- Knowledge of evidence-based intervention programmes.
- Strong behaviour management skills.
- High expectations for pupil achievement and behaviour.
- Ability to build positive relationships with pupils, parents and colleagues.
- Excellent communication and interpersonal skills.
- Organised and able to prioritise effectively.

Personal Qualities and Values

- Commitment to safeguarding and promoting pupil welfare.
- Commitment to confidentiality, equality and safeguarding.
- Commitment to supporting vulnerable pupils to achieve their potential.
- A strong belief in kindness, nurture and relational practice.
- Passionate about helping children succeed.
- Positive and solution-focused outlook.
- Flexible and adaptable approach.
- Able to remain calm under pressure.

Desirable

- Additional training in SEND, autism or intervention programmes.
- Experience within a specialist or alternative provision setting.
- Phonics intervention experience (e.g. Read Write Inc).

Working at Light Years School

At Light Years School, we are proud of our nurturing, therapeutic and child-centred approach. Every member of staff is valued and plays a vital role in helping our pupils succeed.

We offer:

- Small class sizes and excellent staffing ratios
- A supportive, collaborative team
- Opportunities for training and professional development
- A culture that prioritises wellbeing for both pupils and staff

Benefits include:

- Life assurance scheme
- Workplace pension scheme
- Sick pay scheme
- Staff wellbeing package and employee assist programme
- Specialist training and CPD
- Private medical insurance
- Bright Exchange - High Street Discounts

Visits to the school are warmly welcomed and encouraged. Apply today and help our children to Start Small and Grow Tall.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable applicant is found.

Safeguarding and Equal Opportunities

Light Years School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

We are committed to safeguarding and promoting the welfare of our children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. This post is subject to an Enhanced Disclosure and Barring Service (DBS) check, including a Children's Barred List check. It is an offence for a person who is barred from engaging in regulated activity with children to apply for this position.