

# ASTREA ACADEMY DEARNE



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

## **Literacy Intervention Tutor (Fixed term for 1 year)**

Unqualified Teacher Scale Points 1 to 3  
£20,722 to £25,540 per annum

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace [hannah.peace@astreadearne.org](mailto:hannah.peace@astreadearne.org) if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

**Mrs Emma Glover**

**Principal at Astrea Academy Dearne**

# Job Description



**JOB TITLE:**

Literacy Intervention Tutor (Fixed term for 1 year)

**REPORTING TO:**

Vice Principal

**SALARY RANGE:**

Unqualified Teacher Scale Points 1 to 3  
£20,722 to £25,540 per annum

**CONTRACT TYPE:**

Fixed term for 1 year

# Role Description

## Purpose

- Ensure high standards of delivery of the Fresh Start Programme leading to outstanding progress and attainment (Reading Age above 9.5 and bridging the chronological age for all students within Key Stage 3 and 4)
- Delivery of our wider reading interventions programme, including Lexia, Rapid Plus and Lexonik.
- Create and develop a climate to promote and support reading for pleasure across the school
- Support scholars in out of hours learning, by opening the library before school, at break and lunchtime and after school

## Intervention

- Ensure high standards of delivery of the Fresh Start Programme leading to outstanding progress and attainment (Reading Age above 9.5 and bridging the chronological age for all students within Key Stage 3 and 4)
- Delivery of our wider reading interventions programme, including Lexia, Rapid Plus and Lexonik.
- Create and develop a climate to promote and support reading for pleasure across the school
- Support scholars in out of hours learning, by opening the library before school, at break and lunchtime and after school
- Deliver intervention through an organised approach to support the learning of identified students in order to raise their levels of attainment.
- Lead on improving the rates of progression for identified students by liaising with the key stakeholders about their learning
- Meet with the intervention lead in order to identify areas for development and support, plan the learning programme and agree required outcomes
- Establish a relationship and understanding of learning needs before the delivery of the intervention and agree the times of the sessions
- Provide feedback to the SLT link and agree next steps
- Ensure high standards of delivery of the Fresh Start Programme leads to outstanding progress and attainment (Reading Age above 9.5 and bridging the chronological age for all students with Key Stage 3 and 4)
- Develop and embed a consistent approach to delivering the Fresh Start programme
- Assist in maintaining a secure and positive climate to learning and behaviour
- Contribute to the whole school approach to the development of basic skill
- Consistently deliver good/outstanding delivery of the Phonics Programme and student outcomes (increase Reading age)
- Take responsibility for their own professional development and remain up to date with current practice undertaking any relevant training (Ruth Miskin)

## Library

- Run the school library checking out books and recording their return, greeting students as they enter the library
- Create and develop a climate to promote and support reading for pleasure across the school
- Support Astrea Dearne students in out of hours learning by opening the library before school, at break and lunchtime and after school
- Supervise students using the library for independent study and maintain a welcoming, supportive atmosphere conducive to positive learning experiences
- Create and demonstrate a welcoming and user-friendly learning environment at all times of the working day in the library
- Research and purchase new text to keep the library current and reading material exciting

## General Duties

- Be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
- Participate in training and other learning activities and performance development as required.
- Ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
- Ensure strict confidentiality in all areas of work.
- Work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
- Ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
- Understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
- Comply with the Trust's policies and procedures.
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

# Person Specification

## Education and qualifications

- 5 GCSEs at grade C/4 and above in English and maths.
- A minimum 2:2 degree, with demonstrable passion for your subject.
- Evidence of recent and relevant professional development

## Experience

- Experience working in either a primary school or secondary school environment – or with young people in another setting
- Experience of working with pupils with additional needs.

## Professional knowledge, skills and abilities

- Good understanding of child development and learning processes.
- Full working knowledge of relevant policies and legislation.
- Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes and strategies.
- Constantly improve own practice through self-evaluation and learning from others.

## Personal Attributes

- Ability to relate well to children and adults.
- Work constructively as part of a team.
- Effective use of ICT to support learning.
- Use of specialist equipment/ resources.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to plan effective actions for pupils at risk of underachieving.

## This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*