

The Emily Davison School

Thornhill Rd, Ponteland, Northumberland. NE20 9QA
Tel: 0191 298 0838 Email: admin@ewd.northumberland.sch.uk



Head Teacher: Michael Hutchison Chair of Governors: David Harrison

Band 6 Reading Intervention Specialist (\$1715)

Required for 1 September 2026

Apply by:

We are seeking a highly motivated and skilled Band 6 Reading Intervention Specialist to take on a specialist role in improving literacy outcomes across our SEMH secondary provision. This role is central to our whole-school priority of rapidly raising reading ages and ensuring all pupils can access the curriculum.

The successful candidate will design, deliver, and evaluate targeted reading interventions for students with significantly below age-related reading levels. They will work closely with the Teaching & Learning Manager to develop a strategic, evidence-informed approach to reading across the school.

This is an opportunity for a passionate practitioner to make a measurable difference to student progress through high-impact intervention and whole-school collaboration.

MAIN RESPONSIBILITIES:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learnings
- Plan and deliver high-quality, targeted reading interventions for individuals and small groups based on assessed need.
- Use a range of evidence-informed strategies (e.g. phonics, fluency, comprehension, vocabulary development).
- Adapt teaching approaches to meet the needs of SEMH learners, ensuring engagement and consistency.
- Conduct baseline and diagnostic reading assessments to identify specific barriers to reading.
- Track and monitor pupil progress regularly, using data to inform target groups, next steps and adapt provision.
- Maintain accurate records of interventions, progress, and impact.
- Help pupils access learning activities through specialist support
- Work with the Teaching & Learning Manager to develop and embed a whole-school reading strategy.
- Leading staff in implementing reading approaches across the curriculum including designing and delivering CPD.
- Budget management and accountability in relation to programmes, resources and related initiatives up to the value of £5000.
- Contributing to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums.
- Contribute to the development of resources and intervention programmes aligned with school priorities.
- Liaise with teachers, pastoral staff, and SENCO to ensure interventions are aligned with EHCP targets and individual needs.
- Provide regular feedback to staff on pupil progress and strategies to support reading in lessons.
- Engage with parents/carers where appropriate to support reading development.
- Support the school's commitment to safeguarding, inclusion, and the holistic development of SEMH learners.
- Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations.
- Supporting students consistently whilst recognising and responding to their individual needs.
- Provide feedback to pupils in relation to progress and achievement
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed pre-determined, learning objectives.
- Administer and mark tests
- Line management of teaching assistants
- Undertake the marking of pupils work

- Work in such as to promote the ethos and vision of the school
- Participate in training and development, and activities that contribute to the management of performance.
- Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed
- Creative in your approach to designing and leading personalised interventions to learners with significant motivational barriers
- Attend and participate in regular meetings
- Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children
- To undertake other duties and responsibilities as required commensurate with the grade of the post.

PERSONAL SPECIFICATION

- Qualified HLTA (or equivalent)
- Experience of delivering literacy or reading interventions.
- Experience working with secondary-aged pupils.
- Experienced in trauma informed, relational and PACE practice
- Strong understanding of reading development, including phonics, fluency, and comprehension.
- Experience using reading assessment tools and interpreting data to inform teaching.
- Ability to plan structured, targeted intervention programmes.
- Excellent communication and interpersonal skills.
- Ability to motivate and engage learners with complex needs including SEMH and significant gaps in learning and low literacy levels.
- Highly organised with strong tracking and monitoring skills.
- Reflective practitioner who uses evidence to improve practice.
- Resilient, adaptable, and committed to improving outcomes for vulnerable learners.
- Ability to work both independently and as part of a wider team.

DESIRABLE CRITERIA:

- Training in a recognised reading intervention programme (e.g. phonics-based interventions, reading recovery, etc.).
- Experience of working in an SEMH setting.
- Experience contributing to whole-school literacy or reading strategies.

WHAT WE OFFER:

- The opportunity to lead a key whole-school priority with measurable impact.
- A supportive and forward-thinking leadership team.
- Ongoing CPD, including opportunities to develop expertise in literacy and intervention.
- A collaborative environment focused on improving outcomes for SEMH learners.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to do the same

Emily Wilding Davison School sets high expectations for staff and learners in order to meet our mission and raise standards. We safeguard and protect our students and staff by being committed to respond in accordance with Local Safeguarding Board Procedures.

This post is exempt from the rehabilitation of Offenders Act 1974 and therefore will be subject to a criminal record check from the Disclosure and Barring Service.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

An application pack, including an application form, is available on the Jobs North East website or by emailing school on admin@ewd.northumberland.sch.uk.

Letters of application, outlining the post you are applying for, what skills and experiences you have to date that will make you the ideal appointment and why you want to work at Emily Wilding Davison School, along with completed application forms should be returned directly to the school by post and/or by e-mail, no later than 12 noon Monday 31st August. Successful shortlisted candidates will be contacted individually to inform them of their interview.

School Name: Emily Wilding Davison School

Full address: Thornhill Road, Ponteland, Newcastle Upon Tyne

Postcode: NE20 9QB

Tel.: 0191 2980838

e-mail: admin@ewd.northumberland.sch.uk

Website address: <https://ewd.northumberland.sch.uk>