



Ministry of Education

VACANCY

Applications are invited from suitably qualified persons to function as

READING INTERVENTION TEACHER

Minimum Qualifications, Experience and Competences

- Associate degree in Education with a focus on Primary Education
- A Bachelor's degree in Education, English, Literacy, Linguistics would be an asset
- A minimum of five (5) years' experience in teaching at the primary level or at the secondary level preferably in the area of literacy
- Strong communication and interpersonal skills.
- The ability to work independently and collaboratively.
- Excellent organizational and time management skill.
- Knowledge of literacy development theories and best practices.
- Experience conducting trainings and capacity development activities with teachers
- Demonstrated ability to communicate with a broad constituency including parents.
- Computer proficiency and competency in Microsoft applications
- Experience using technology to collect and manage assessment data.
- Research skills is an asset.
- Resource management skills is an asset.
- Effective oral and written communication skills.

Scope of Work

The qualities being sought for the post of Reading Intervention Teacher are those of an educator with the required vision, knowledge, competences and drive to support the language and literacy acquisition of struggling students at the primary school level. The Reading Intervention Teacher will play an integral part in organizing and implementing an instructional intervention programme for students when regular classroom instruction is not sufficient. He/she will work in collaboration with the classroom teacher to develop for each student, a personalized learning plan. This teacher will ensure that all students enrolled in the programme are engaged in an academic experience guided by high expectations and care and concern for each student's developmental needs. He/she will also work closely with the classroom teacher to monitor the overall progress of the students who receive support through the Reading Intervention Programme. Periodically, in collaboration with the Instructional Coaches and the Language Enrichment Coordinator in the Curriculum Development Unit, this teacher will engage in activities to advance his/her professional competence in order to improve the learning experience of students in the Reading Intervention Programme.

Candidates must have the required knowledge, skills, competences, and years of professional experience in order to qualify for the position.

DUTIES OF THE READING INTERVENTION TEACHER

The READING INTERVENTION TEACHER is expected to fulfill all of the following duties:

Instructional responsibilities:

1. Provides direct instruction to students identified as eligible for reading intervention in an individual and/or small group settings.
2. Instructs students for the purpose of improving their success in reading, reading concepts and improving reading proficiencies
3. Uses identified needs to guide the learning process toward student achievement of reading/ language arts content standards.
4. Establishes clear objectives for all lessons, units and projects using formal and informal assessment data obtained from students.
5. Uses appropriate formal in informal assessment tools to plan instruction.
6. Uses a variety of instructional techniques and literacy materials consistent with reading/language arts content standards and the needs and capabilities of the individuals or student groups involved.
7. Collaborates with teachers and coaches for the purpose of increasing student achievement by ensuring best instructional practices are being implemented, and differentiated instruction is being used to meet the needs of every student.
8. Keeps the parents informed of the purposes and progress of the reading programme.
9. Consults with curriculum officers on topics, and such things as textbook selection, vocabulary development, concept development, supplementary materials and the development of study skills.
10. Participates in conferences concerning children enrolled in the programme

Classroom responsibilities:

1. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
2. Designs lessons that accommodate individual and multiple learning styles.
3. Works with the classroom teacher to coordinate reading instruction designed to meet the individual needs of students.
4. Maintains accurate and up-to-date records.
5. Works with the classroom teacher to monitor student progress by completing progress reports on each student in the programme.
6. Reviews and evaluates student achievement information in order to place students in appropriate academic interventions.

Assessment responsibilities:

1. Conducts student assessments to identify those eligible for intervention and to plan instruction.
2. Analyzes assessment data to understand students' needs in order to select and recommend evidence-based instructional interventions to implement
3. Helps teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials.
4. Collaborates, as needed, with appropriate personnel regarding students who may need specialized interventions.
5. Administers and interprets specific diagnostic surveys of reading behavior
6. Assesses the accomplishments of students on a regular basis and provide progress reports as required.
7. Provides reports (termly and as requested) of students' progress in the programme

Professional Development responsibilities:

1. Provides consultant/collaborative services to classroom teachers, model "best" instructional practices, and team teach as appropriate to support individuals or groups of students in learning how to read.
2. Strives to maintain and improve professional competence through professional development activities.

3. Coordinates with principal in planning and implementing professional development activities to address school improvement.
4. Helps locate, order, and promote materials to improve reading instruction.
5. Participates in discussions or activities focused on using research to improve reading/language arts teaching.
6. Attend and participate in weekly staff and grade level meetings.
7. Participates in regular instructional coaching meetings and content-based department meetings.
8. Participates in a network/support system in planning and developing the programme

Personal Attributes

- Goal-oriented, committed, innovative, and motivated
- Detail oriented and organised
- Reliable, accurate, and systematic
- Able and willing to learn and acquire new knowledge relevant to one's function
- Possess good interpersonal skills
- Able to demonstrate a high level of professionalism and confidentiality
- Able to work on one's own initiative
- Able to work as part of a team
- Able to manage different tasks at once
- Calm disposition and respectful

Remuneration

Salary will be commensurate with qualification and experience in accordance with the Civil Service Salary Structures.

Applicants must submit the following documents:

1. A cover letter that
 - outlines your perspective of the post and how you perceive that you are a suitable candidate
 - includes the names and contact information of two references,
2. Resume or Curriculum vitae
3. Certified copies of relevant certificates

Application package must be addressed to:

The Permanent Secretary
Ministry of Education
P.O. Box 333
Cayon Street
Basseterre
St. Kitts

The **closing date** for receipt of application is **Friday, 18th July, 2025**.

All applications will be acknowledged. However, only short-listed candidates will be contacted for further consideration.