**Literacy Intervention Facilitator Job Description and Person Specification**

**As a school it is our vocation, moral obligation and delight to provide the best possible education for each student.**

**All staff will:**

* play a full part in the life of the school community, support its vision, ethos and policies and encourage staff and students to follow this example.
* fulfil responsibilities with regards to safeguarding (including reporting concerns to the designated child protection officer)
* model Hartsdown values to parents and students
* be positive, dynamic and challenging in all aspects of work
* foster the school’s inclusive ethos nurturing everyone regardless of race, gender, sexual orientation, religion or ability
* share direct accountability for the establishment of Hartsdown as an outstanding school
* take responsibility for their own learning and development
* develop the skills and talents of other members of the community
* ensure their own well-being and that of others by establishing an appropriate balance between life and work
* play an active part in the life of the school and its community
* develop social cohesion and positive links with the whole of our local community
* adhere to the school community’s standards, policies, systems and procedures in relation to students, health and safety, personnel and financial management.
* agree annual performance targets, with a view to own continuous improvement
* undertake any other duties that may reasonably be required by the Headteacher.

**General Description**

To work with the Literacy department to support teaching and learning, providing general and specific assistance to students and staff under the direction, guidance and direct supervision of the classroom teacher and Literacy Coordinator. Specific duties will include supporting the delivery of literacy interventions for low ability learners and overseeing the use of the department resources, such as ipads and the remote library.

**Specific Responsibilities**

The TA will be a member of a team, under the leadership of the SENCO and Literacy Coordinator. The post holder will, to a level reflected by the grade of the post:-

* Assist in the delivery of literacy intervention strategies across the school.
* Assist in the support and integration of students with Special/Additional Educational Needs within mainstream English lessons.
* To provide direct classroom support for those students who have been identified as having Special/Additional Educational Needs.
* To support the development of suitable programmes for students with low literacy levels.
* To oversee the use of and distribution of ipads for classroom/intervention use.
* To oversee and facilitate the use of and maintenance of the remote library.
* To provide support to staff regards the nature of appropriate differentiation for students.
* To work direct with small groups of students or 1:1, where appropriate.
* To maintain consistent records, which indicate the work carried out and the progress made by the named students and to provide regular feedback about the students supported.
* To participate in the evaluation of support programmes.
* To work with regard to the SEN Code of Practice.
* To attend relevant In-Service Training Courses and Days.
* Establish a supportive relationship with the children and parents concerned.
* Liaise where appropriate with external agencies.
* Encourage acceptance and inclusion of the child with special needs.
* Provide feedback to students and colleagues concerning students learning and behaviour.
* Evaluate students’ progress through a range of assessment activities and monitor students’ participation, progress and responses to learning.
* Keep such records of the children’s development as are required by the school.
* Assist the teaching staff in the smooth transition between educational phases.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level. The duties contained in this JD will change over time and the job-holder will be expected to cooperate where such changes are reasonable.

October 2018

**Person Specification**

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

# Qualifications

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| **Essential** | **Desirable** |
| 1. Level 2 or 3 NVQ Teaching Assistant qualification (or equivalent) with proficient practical skills.  2. GCSE Maths and English (or equivalent qualification). | 1. Commitment to continuing professional development activities |

# Experience

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| **Essential** | **Desirable** |
| 1. Experience of working with children | a) Experience of working with secondary age children |

# Skills and Abilities

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| **Essential** | **Desirable** |
| 1. Numeracy and literacy skills.  2. Basic IT skills.  3. Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly  4. Good influencing skills to encourage pupils to interact with others and be socially responsible. |  |

# Knowledge

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| **Essential** | **Desirable** |
| 1. Knowledge of policies and procedures relating to Special Educational Needs, child protection, health, safety, security, equal opportunities and confidentiality. |  |