**JOB DESCRIPTION**

**Chingford Foundation School**

**Chingford Academies Trust**

**JOB TITLE:**  Teaching Assistant with responsibility for Literacy

**RESPONSIBLE TO:** Deputy SENCO

**RESPONSIBLE FOR:** Designated Teaching Assistants

**GRADE/PAY RANGE:**  Scale 5 (spinal points 22-25)

**HOURS:** 30 hours per week x 44.4 weeks per year

**PURPOSE OF THE JOB:** The Teaching Assistant (SEN) will be a member of a multi-disciplinary team working with individuals and groups in the classroom under the direction of the teacher.

In addition this role will provide specialist intervention and support to SEND students with literacy needs in liaison with the SENCO / Deputy SENCO and Whole School Literacy Coordinator.

**MAIN DUTIES AND RESPONSIBILITIES**

**Overview of TA role**

1. Supervise and provide particular support for SEND students, ensuring their safety and access to learning activities.
2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
3. Assist with the planning of learning activities and support the classroom teacher in the management of students and the classroom.
4. Take shared responsibility for care and welfare of SEND students including dealing with their therapeutic, pastoral and personal care needs.
5. Assist with the development and implementation of EHCP objectives, including toileting and personal hygiene programmes (where agreed), eating and drinking programmes, physical positioning, dressing and grooming.
6. Promote the inclusion and acceptance of all pupils.
7. Establish and maintain relationships with individual pupils and groups including acting as a key worker for specific EHCP students.
8. Weekly attendance at Inclusion team meetings and other relevant meetings.
9. Writing, monitoring and updating key documentation including pupil passports, provision maps and annual review documentation.
10. To undertake before school, break and lunch time duties if necessary.
11. To undertake other duties of a similar level and responsibility as may be required from time to time.

**Literacy Support role**

1. To promote the importance of reading and the improvement of literacy skills more widely for all students.
2. To assess the needs of students and use detailed knowledge and specialist skills to support students’ Literacy learning both in‐class under the direction of the class teacher or in small groups.
3. To be able to identify students’ literacy needs and plan appropriate interventions.
4. To ensure that all students are baseline tested on entry to ensure appropriate intervention.
5. Deliver targeted learning activities and interventions to students under the supervision and direction of the SENCO / Deputy SENCO adjusting activities according to student responses/needs.
6. To audit, monitor and evaluate the impact of focused intervention and support for identified students requiring extra literacy support.
7. To add literacy information to IEPs, Pupil Passports and other SEND documentation.
8. To provide information in preparation for Annual Reviews and other relevant meetings.
9. Tracking and monitoring progress of students targeted for literacy support, using school data collection and analysis systems, intervening and advising of interventions as needed after advice from the SENCO
10. To raise the profile of focused literacy support within the school.
11. To liaise with teachers and other support colleagues where targeted intervention and support is required.
12. To make recommendations and liaise with outside agencies to provide information on students they’re working with.
13. To line manage and appraise Teaching Assistants.
14. To maintain regular communication with parents/carers with regard to student progress.

**General**

1. These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.
2. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
3. To be committed to, and comply with, all school policies.
4. To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
5. To participate in appraisals annually in line with school policy.
6. To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
7. To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
8. To work effectively and successfully in your team within school.

**Other requirements**

To have an up-to date Enhanced DBS Disclosure.

**Safeguarding**

Safeguarding students of the Trust is a priority. All appointments to posts in the   
Trust are made through stringent adherence to the requirements of ‘Keeping Children Safe in Education’ (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of ‘Keeping Children Safe in Education’, (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWBF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Name of post holder .........................................................................................................

Signature ............................................... Date ........................................................

**CHINGFORD ACADEMIES TRUST**

**CHINGFORD FOUNDATION SCHOOL**

**PERSON SPECIFICATION**

**Senior Teaching Assistant with responsibility for Literacy**

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| **JOB REQUIREMENTS** | **Essential** | **Desirable** | **Method of Assessment (I/A/R)\*** |
| **Qualifications** | | | |
| TA Level 3 qualification | ✓ |  | A |
| GCSE Maths minimum grade C or equivalent |  |  | A |
| GCSE English minimum grade C or equivalent |  |  | A |
| **Experience** | | | |
| Experience of working in a secondary school with students with Special Educational Needs |  |  | A/I/R |
| Experience of working with children / young people with  SLCN and ASD |  |  | A/I/R |
| Experience of supporting students with literacy needs |  |  | A/I/R |
| Confident user of ICT |  |  |  |
| **Knowledge and Understanding** | | | |
| Knowledge of a range of teaching methods to improve literacy skills |  |  | A/I/R |
| **Skills and Abilities** | | | |
| Ability to demonstrate professional communication and interpersonal skills both written and verbal. | ✓ |  | A/I/R |
| High level spoken and written literacy skills |  |  |  |
| Ability to handle sensitive issues relating to students, keeping confidentiality as required |  |  | A/I |
| **Personal Attributes** | | | |
| A passion for working with pupils with SEN and their families |  |  | A/I/R |
| Enthusiastic and willing to learn | ✓ |  | I/R |
| Flexible, proactive and resourceful | ✓ |  | I/R |
| Willingness to work flexibly to meet the needs of the students as demand dictates |  | ✓ | I/R |
| Ability to motivate others |  |  | I/R |
| High level of resilience and determination |  |  | I/R |
| Calm and organised approach to work including times when under pressure |  |  | I/R |
| **Other Requirements** | | | |
| Flexible approach to work | ✓ |  | I/R |
| Ability to work well as part of a team | ✓ |  | A/I/R |
| Ability to quickly gain the respect of all students and staff and foster appropriate relationships | ✓ |  | R |
| Committed to school ethos and direction | ✓ |  | I |
| Understanding of Safeguarding Procedures | ✓ |  | I |
| High standard of punctuality | ✓ |  | I/R |
| A commitment to on-going personal development and willingness to undertake appropriate training | ✓ |  | I |
| Appointment to the post is subject to a satisfactory enhanced DBS check | ✓ |  | Post interview |

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

*‘*The amendmentsto the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Servicewebsite.’

***“The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”.*** *(Ref: Safeguarding Children and Safer Recruitment in Education 2007).*

\*I - Interview R – Reference L - Lesson observation A - Application Form