

CHENEY SCHOOL - JOB DESCRIPTION

Job Title	Principal Teaching Assistant – Literacy	Department	Learning Support (Literacy)
Reporting to	SEN Literacy Co-ordinator	Hours per week	37 term-time only + 1 week
Grade	6	Hours of Work	8am-4pm (3.30pm on Friday)

Principal Responsibilities

A Principal Teaching Assistant will have a responsibility for running a range of tailored literacy interventions alongside the Literacy Interventions Co-ordinator.

A. Supporting students and their families

1. to assess, plan and devise appropriate focused literacy sessions for individuals and for small groups of students
2. to prepare materials for literacy interventions, drawing on research findings on best practice
3. to take a leading role in literacy assessment of students, and to be prepared to develop knowledge of a range of assessment tools and tests; to mark and standardise such tests
4. to share advice and materials with teaching assistant colleagues
5. to establish supportive relationships with students, whilst developing their self-esteem
6. to be involved in the review of students' progress in the context of the SEND review systems
7. to attend meetings with parents, as necessary
8. to develop a good understanding of the special educational needs and literacy needs of the students with whom they are working
9. to advise of further/new special needs that might need intervention

B. Supporting teaching staff

10. to link with pastoral teams within school, families/guardians, and with professional outside agencies, as appropriate
11. to report to the SENCO, subject teachers and college teams about progress and the nature of a child's difficulties

C. Administration

1. to work with the Literacy Interventions Co-ordinator to ensure that records are kept updated. This includes assessment data being recorded on the SEND register; evaluation of interventions to ensure value for money; report keeping in line with the school's SEND file system; and records of interventions, session by session

D. Personnel

1. to run occasional literacy-focused training for colleagues, as required
2. to assist with the induction and training of teaching assistants who are running literacy interventions
3. to help monitor and evaluate the effectiveness of the work of those teaching assistants and to give support and guidance as necessary
4. to carry out annual performance reviews for teaching assistants as required

E. General

1. to develop a high level of professional expertise in literacy and to share that expertise with other colleagues as required
2. to attend meetings and training sessions as required by the SENCO
3. to participate in the school's Performance Management system as required
4. to be familiar with and to adhere to all relevant school policies and Health and Safety requirements
5. to undertake such other duties as may be required from time to time