



HARWICH AND DOVERCOURT HIGH SCHOOL JOB DESCRIPTION

Job title:	Literacy & Belonging Teaching Assistant
Job grade:	Scale 4
Responsible to:	Pastoral Assistant Headteacher
Hours/Weeks:	27.5 hours, 39 weeks (term-time including INSET days)
Liaison with:	Teachers, students, parents and outside agencies

Main Purpose:

1. To provide literacy support for disadvantaged students, and the school, in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
2. To lead narrative interventions for disadvantaged students, including One Planning as part of the Assess, Plan, Do, Review cycle.
3. To develop belonging through targeted attendance intervention.
4. To act as a short term belonging mentor to daily selected students in order to engage them with their school community.

Specific Duties:

- To understand the individual needs of students by being fully aware of their One Plan or attendance challenges.
- To liaise with Pastoral Assistant Headteacher and classroom teachers, so that support is targeted so as to impact positively on progress and outcomes.
- To facilitate the narrative intervention programmes, update intervention records and inform the Assistant Headteacher about students' progress.
- To oversee one student at a time developing their belonging through 1:1 support to 'come back' to school.
- To support named students on a day to day basis in and out of the classroom by enabling them access to learning outcomes; this may require the need to differentiate tasks.
- To attend review meetings with students, parents and Agencies as necessary.
- To liaise with the class teacher where and when appropriate in or out of the classroom, especially with regard to providing information about students that may affect the students learning or the teacher's teaching.

PERSON SPECIFICATION

Literacy & Belonging Teaching Assistant

	E s s	D e s	MOA*
Education, Training and Experience			
Experience of working with children in a similar position		✓	A/I
Experience of working in a team	✓		A/I
Completion of Level 1/2 Learning Support qualification		✓	A/C/I/R
GCSE or equivalent in English and Maths	✓		A/C/I/R
Personal Effectiveness and Self-Development			
Seizes opportunities and takes the initiative to move things along in a positive way	✓		I
Is adaptable, receptive to new ideas and willing to adjust to new demands and circumstances	✓		I
Understands schools policies on SEND and safeguarding		✓	A/I
Interpersonal Skills			
Co-operates and works well with others in pursuit of team goals, sharing information and supporting others	✓		A/I/R
Communicates orally in a clear, fluent, concise and appropriate way both face to face and via the telephone	✓		A/I
Has ability to liaise confidently with students and staff, and understands when information must be passed onto Line Manager	✓		A/I/R
Analysis and Judgement			
Aware of information sources and how to get information needed	✓		I
Adopts a flexible and creative approach, redefining problems in light of information gathered or changes in context	✓		A/I/R
Aptitudes			
Is flexible, adaptable and realises need to keep certain information confidential	✓		I
Is a good listener and has the ability to adapt to the changing needs of the role in the future	✓		I

*Method of Assessment

Key: A= Application; I=Interview; R=Reference; C=Certificate

Safeguarding Responsibilities

- Demonstrate a commitment to keeping children and young people safe
- Report any disclosure made to you to the appropriate person
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of the Trust policies in relation to safeguarding

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.