

## Role Profile

### Literacy Intervention Teaching Assistant

<b>Role Summary:</b>	The role of the Literacy Intervention Teaching Assistant is to work with individuals and small groups of students who are identified as needing additional support with SpLD, reading and comprehension. You will aim to raise standards of student attainment and achievement within reading and to monitor and support student progress. Ensure the provision of an appropriately broad, balanced, relevant and differentiated reading intervention programme for students. You will be accountable for student progress and development in reading and comprehension. Provide targeted support for students who are dyslexic and/or have SpLD identified on their EHCP.
<b>Site:</b>	Based at Undershaw main site or the Arts and Media Centre
<b>Annual Salary:</b>	£29,697-£31,848 (£26,156 - £28,050 pro rata term time only)
<b>Hours:</b>	8.20am to 4.30pm Monday to Thursday & 8.20am to 3:40pm on Friday including a 0.5 hour unpaid break.
<b>Terms:</b>	Full time permanent (6 months probationary period)
<b>Responsible to:</b>	<b>Head of English</b>

#### Key Accountabilities

- Undertake diagnostic testing through use of NGRT and identified reading intervention programmes.
- Apply the most up to date, research-based strategies to address the needs of diverse learners.
- Train and coordinate colleagues to support the implementation of the school-wide reading intervention programme (Fresh Start and Read Write Inc)
- Use Fresh Start Phonics Programme to secure phonics knowledge.
- Teach small groups and individuals, providing high quality reading support as well as pre-class, in-class and post-class support for learners.
- Collaborate with class teachers to plan, share ideas and modify resources for effective teaching of reading, according to learner needs.
- Provide support with reading skills as well as, where applicable, other specific skills in relation to literacy needs (e.g spelling etc)
- Promote resilience and independent learning.
- Be prepared to cover small class teaching in English/literacy-based subjects where required.
- Demonstrate excellent subject knowledge of the needs of learners with additional learning needs.
- Ensure that planning and assessment match the learning goals of the curriculum.
- Collaborate with colleagues to plan intervention delivery.
- Review and use data from assessments to identify learners who may require additional support and clarify where this support should be focused.
- Identify learner strengths/weaknesses through observation, teacher feedback and formal assessment.
- Produce and regularly review learner action plans (IEPs), sharing agreed information with teachers.
- Writing reports to go home.
- Reporting on RA progress to key stakeholders.
- Ensure that recommendations and interventions are effectively shared with teaching staff.
- Monitor and review progress of specified learners and provide feedback for parents and key professionals.

- Actively support the development of reading across the curriculum.
- Make a positive contribution to the ethos of the school and to the school development priorities.
- Support the development of whole school and cross-curricular initiatives to develop a love of reading school-wide.
- Promote partnerships with parents.

**Safeguarding**

- To comply with safeguarding policies, procedures and code of conduct.
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
- To engage in safeguarding training when required.

## Literacy Intervention TA- Person Specification

	Essential	Desirable
Qualifications		<ul style="list-style-type: none"> <li>• Degree</li> <li>• QTS</li> <li>• An interest in teaching students with SEND</li> </ul>
Education and Experience	<ul style="list-style-type: none"> <li>• C Grade (or equivalent) or above in GCSE English</li> <li>• C Grade (or equivalent) or above in GCSE Maths</li> <li>• Experience of working with young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with young people with a range of SEND needs.</li> <li>• Experience of working with students who may experience barriers to learning which may prevent school engagement.</li> <li>• Evidence of leadership experience and of monitoring and managing the quality of delivery across a subject specialist area</li> <li>• Evidence of embedding and promoting best and reflective practice in teaching and learning across a department or specialist area.</li> <li>• Evidence of experience of implementing innovative and impactful initiatives in an educational setting, monitoring their impact and making adjustments as needed.</li> </ul>
Knowledge, abilities and skills	<ul style="list-style-type: none"> <li>• Evidence of excellent safeguarding practice.</li> <li>• Evidence of ability to form productive and professional relationships with a range of children and colleagues and build strong working relationships with parents.</li> <li>• Evidence of excellent professional standards and communication skills internally and externally.</li> <li>• A commitment to developing a strong understanding of SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of well-developed understanding of SEND/successful experience of teaching pupils with SEND.</li> <li>• Evidence of ability to work flexibly and collaboratively with colleagues including across subject areas.</li> <li>• Evidence of ability to deliver training and CPD to colleagues</li> <li>• Experience of intervention support/small group teaching.</li> </ul>
Personal Characteristics	<ul style="list-style-type: none"> <li>• To act as a positive role model for students, actively demonstrating our values and attitudes and setting clear expectations for standards of behaviour.</li> <li>• To communicate effectively with children and young people and their families.</li> <li>• To be respectful, welcoming and supportive towards parents and carers.</li> <li>• Calm under pressure.</li> <li>• Resilient.</li> </ul>	

	<ul style="list-style-type: none"> <li>• To recognise that communication is a two-way process and encourage parents and carers to participate in discussions.</li> <li>• To recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.</li> <li>• To evaluate their performance and be committed to improving their practice through appropriate professional development.</li> <li>• To adapt practice where benefits and improvements are identified.</li> <li>• To act upon advice and feedback and be open to coaching and mentoring.</li> </ul>	
<p>Other requirements</p>	<ul style="list-style-type: none"> <li>• Suitability to work with children.</li> <li>• Full DBS.</li> <li>• Full clean driving license, insured with business use and own transport.</li> <li>• Understanding of the school's ethos and values.</li> </ul>	