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| **JOB DESCRIPTION**  **Department: Turton School, Learning Support Department**  **Job Title: Teaching Assistant Level 4 (Literacy)**  **Grade: Grade F SCP 17 - 23**  **Responsible to: SENCO and Learning Support Manager** |
| **PRINCIPAL RESPONSIBILITIES** |
| To be responsible for the planning and implementation of literacy/reading provision for students with SEND or/and low reading ages across school. To work in conjunction with deputies and/or individually in identifying pupils with a literacy/ reading deficit and plan according to need, delivering support to groups up to 12. To track the progress of groups and individuals over time using specific reading tests and liaising with subject teachers regarding reading ages and offer strategies to support. To create and offer training opportunities for colleagues supporting reading and literacy. Moreover, establish and maintain a positive working relationship with the school Librarian to ensure the success and progress of pupils |
| **MAIN DUTIES** |
| **SUPPORT FOR PUPILS & TEACHING STAFF** |
| * Planning, delivering and reviewing literacy/reading interventions to small groups (up to 12 pupils) within core school hours, pre-school, and registration. * Administering reading tests to students and regularly reviewing results to track progress and attainment. * Sharing data with SENCo, Head of Departments and teachers to ensure all parties are aware of student’s needs. * Offer strategies to others, specifically those teaching similar interventions and class teachers, in how to support students with literacy/reading needs in class to optimise learning. * Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning. * Establish productive working relationships with pupils, acting as a role model and setting high expectations. * Develop and contribute to Learning Passports (similar to IEPs) and implement strategies in one’s own practice. * Promote the inclusion and acceptance of all pupils within the classroom. * Support pupils consistently whilst recognising and responding to their individual needs. * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. * Promote independence within class enabling learners to transfer skills to a classroom environment. * Provide timely feedback to pupils in relation to progress and achievement. * Attend Parents’ Evenings offering feedback and advice to pupils accessing literacy/ reading intervention. * Organise and manage appropriate learning environment and resources.    Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.   Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.   Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.   Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.   Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.   Supporting the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.   Administer and assess/mark tests and invigilate exams/tests.   * Production of lesson plans, worksheets, plans etc. |
| **SUPPORT FOR THE CURRICULUM** |
| * Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses and needs. * Co-ordinating liaison between Learning Support and Departments, which involves adjusting homework and curriculum in conjunction with members of other departments. * Attendance at English Department meetings representing the Learning Support Department. * Deliver literacy-learning objectives in accordance with EHCPs and LPs. * Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use. * Select and prepare literacy packages and other resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds. * Advise and deliver training on appropriate deployment and use of specialist programmes, resources and equipment to other professionals. |
| **SUPPORT FOR THE SCHOOL** |
| * Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.    Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.   Contribute to the overall ethos, work and aims of the school.   Establish constructive relationships with KS3 Assistant Head, English Head of Department, SENCo, Librarian and teaching staff and communicate with other agencies and professionals, to support achievement and progress of pupils.   Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.   Recognise own strengths and areas of specialist expertise and use these to lead, train, advise and support others.   Deliver out of school learning activities within guidelines established by the school.   * Contribute to the identification and execution of appropriate out of school learning activities that consolidate and extend work carried out in class.    Attend and contribute to Parents’ Evening, departmental and pastoral meetings as appropriate to specialist area.   Other relevant duties commensurate with the grade of the role. |
| **LINE MANAGEMENT RESPONSIBILITIES** |
| * Manage teaching assistants supporting within Literacy lessons. * Represent teaching assistants at teaching staff/management/other appropriate meetings   .   * Undertake recruitment/induction/appraisal/training/mentoring for other Teaching   Assistants. |

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| |  | | --- | | **ORGANISATIONAL COMPETENCIES** | | **Valuing Diversity**  To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the school’s diversity and inclusion policy. | | **Caring for Customers**  To provide quality support for teaching and learning. To give parents, families and the community the opportunity to comment or complain if they need to. To work with the school/setting community and do what needs to be done to meet their needs. To inform your manager about what the school/setting community say in relation to the school/setting. | | **Developing Yourself and Supporting Others**  To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your professional development plan. To be ready to share learning with others. | | **Health and Safety**  To operate safely within the workplace with regard to Health and Safety legislation. | | **Confidentiality**  An acknowledgement of the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information. | | **Energy Efficiency**  To promote energy efficiency throughout the workplace and within own area of activity |  |  |  | | --- | --- | | Date Job Description Prepared/Updated | November 2019 | | Job Description Prepared By | LH/AD | |

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| **PERSON SPECIFICATION**  Minimum Essential unless (D) which indicates desirable | | **METHOD OF ASSESSMENT** |
| **Experience** | * Experience working with children of relevant age in a learning environment. * Experience of delivering literacy interventions (D). | Interview/ application Form |
| **Qualifications** | * Meet Higher Level Teaching Assistant standards or equivalent   Qualifications or experience.   Excellent numeracy and literacy skills (equivalent to NVQ Level 2 in English and Maths).   Training in relevant learning strategies e.g. literacy.   Specialist skills and training in curriculum or learning area. | Interview/ application Form |
| **Knowledge & Skills** | * Can use ICT effectively to support learning    Full working knowledge of relevant polices, codes of practice and legislation.   Working knowledge and experience of implementing national and foundation stage curriculum and other relevant learning programmes and strategies.   Good understanding of child development and learning processes.   Understanding of statutory frameworks relating to teaching.   Ability to organise, lead and motivate a team.   Constantly improve own practice and knowledge through self-evaluation and learning from others.   Ability to relate well to children and adults.   Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.   * Show a commitment to training on Department and whole school issues. * Use expertise to train and develop members of the Department and the school in specialist areas such as literacy. | Interview/ application Form |
| **Personal Style and Behaviour** | * Adaptable and flexible * Proactive and intuitive * Ability to work autonomously or as part of a team * Ability to build good working relationships with a range of colleagues * A clear communicator * Ability to work calmly and with patience * Resilience to cope with the demands of the post * Conduct oneself in a professional manner at all times * Tact and diplomacy in all interpersonal relationships with public, pupils and colleagues at work * Self-motivation and personal drive to complete tasks to required timescales and quality standards * Flexibility to adapt to changing workload demand and new school challenges * Personal commitment to ensure provision of support is equally accessible and appropriate to meet the diverse needs of pupils * Personal commitment to CPD * Commitment to school improvement | Interview/ application Form |
| **Valuing Diversity** | See Job Description | Interview and application form |
| **Caring for Customers** | See Job Description | Interview and application form |
| **Developing Self and others** | See Job Description | Interview and application form |
| **Health and Safety** | See Job Description | Interview |
| **Confidentiality** | See Job Description | Interview |
| **Energy Efficiency** | See Job Description | Interview |