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| Job title | Teaching Assistant – Literacy |
| Responsible to: | SENCO |
| Salary / Grade: | Grade 2 (£18,933 - £20,092 FTE per annum) Actual salary: £16,213 - £17,205 per annum Fixed-term contract for one year |
| Working hours / weeks: | 37 hours per week, 39 weeks per year (term time only) |
| Core purpose: | <p>To work in partnership with teachers to support learning in line with the national curriculum, codes of practice, policies and procedures.</p> <p>To provide support with Literacy to students who have varying degrees of learning, behavioural, communication and social difficulties.</p> <p>To play an integral part in ensuring students meet targets and progress in line with the student's potential.</p> |

Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Key responsibilities:

- Provide particular and skilled support to students with learning, behavioural, communication, social, sensory or physical difficulties.
- Provide particular and skilled support in literacy to a caseload of students.
- Work with and have accountability of learning and progress in literacy for a caseload of students.
- Accountability for data from interventions that have occurred and ensuring that progress is tangible.
- Plan and prepare differentiated resources which will 'close the gap' of students on caseload, under the guidance of the class teacher.
- Working with individuals or small groups of children under the direction of teaching staff.
- Understand specific learning needs and styles and provide differentiated support to students individually and within a group.
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Establish positive relationships with supported students.
- Provide feedback to students and any relevant stakeholders in relation to attainment and progress under the guidance of the teacher.
- Support the use of ICT in the classroom and develop students' competence and independence in its use.



- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.
- Promote positive pupil behaviour in line with school policies and help keep students on task.
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required.
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher/Line manager.
- Support learning by selecting appropriate resources/methods to facilitate agreed learning activities.
- Attend to students' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- Liaise with staff and other relevant professionals and provide information about students as appropriate.
- Supervise students for limited and specified periods including break-times when the post holder should facilitate games and activities within contracted working hours.
- Assist with escorting students on educational visits.
- Provide support for wider academy activities.
- Visit and conduct learning sessions within the home environment if required.
- Attend relevant meetings as required.

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

Our Mission:

Why do we exist? To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

Our values:

How do we behave?

- Ambition:** we maximise our potential through striving for excellence.
- Teamwork:** we give 100% effort, displaying kindness and humility for the benefit of all.
- Honesty:** we are respectfully open about our successes and areas for growth

Our strategic anchors:

- Create a healthy organisation, free from politics and confusion through clarity following the **empowered to lead** operating model.
- Build a **compelling school culture** built on strong professional relationship where all can achieve.
- Craft and implement a **high-value curriculum** which is knowledge rich to allow meaningful application of skills.
- Put **people first** through high impact professional development and instructional coaching.



PERSON SPECIFICATION

| Role: Teaching Assistant (Level A) | | E/D | A | I |
|--------------------------------------|---|-----|---|---|
| Qualifications & Training | | | | |
| 1 | 5 GCSE's at A*- C (or equivalent) including English and Maths | E | ✓ | |
| 2 | A level qualifications or equivalent qualifications | D | ✓ | |
| 3 | Qualifications regarding working with children with emotional/behavioural/ASD difficulties | D | ✓ | |
| Experience | | | | |
| 4 | Working with secondary aged children | E | ✓ | ✓ |
| 5 | Experience of working with pupils with Specific Learning Difficulties or behavioural needs | E | ✓ | ✓ |
| 6 | Working with agencies associated with the support of SEND students | D | ✓ | ✓ |
| Knowledge & Understanding | | | | |
| 7 | Understanding of the national curriculum at key stage 3 and 4 | E | ✓ | ✓ |
| 8 | Understanding of sharing information between local agencies and attending meetings | D | ✓ | ✓ |
| Skills & Abilities | | | | |
| 9 | Ability to work effectively under pressure | E | ✓ | ✓ |
| 10 | Demonstrate excellent self-organisational skills | E | ✓ | ✓ |
| 11 | Demonstrate teamwork skills | E | ✓ | ✓ |
| 12 | Demonstrate empathy, communication, listening and interpersonal skills when dealing with children, colleagues and parents/carers. | E | ✓ | |
| 13 | Excellent communication skills at all levels | E | ✓ | ✓ |
| 14 | Good knowledge of IT | E | ✓ | |
| Personal Attributes | | | | |
| 15 | Excellent relationships with students and colleagues | E | ✓ | ✓ |
| 16 | Establish good relationships with children whilst setting firm boundaries | E | ✓ | ✓ |
| 17 | Demonstrate a positive attitude to working with challenging pupils | E | ✓ | ✓ |
| 18 | Flexible working practices | E | ✓ | ✓ |
| 19 | Commitment to continued professional development | E | ✓ | ✓ |
| Other | | | | |
| 25 | A commitment to uphold and promote equality of opportunity | E | | ✓ |
| 26 | Demonstrates an understanding of Safeguarding issues relevant to the post | E | | ✓ |



Key: ✓

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| E | Essential |
| D | Desirable |
| A | Assessed by Application Form |
| I | Assessed by Interview |

Date: September 2021

