

Role Profile

Literacy Intervention Tutor

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| Role Summary: | The role of the Literacy Intervention Tutor is to work with individuals and small groups of students who are identified as needing additional support with SpLD, reading and comprehension. You will raise standards of student attainment and achievement within reading and to monitor and support student progress, ensuring 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 and provide targeted support for students who are dyslexic and/or have SpLD identified on their EHCP. |
| Site: | Based at Undershaw main site or the Arts and Media Centre |
| Annual Salary: | £27,897 - £30,048 (actual £24,570 - £26,465 pro-rata for term time only) |
| Hours: | 8.30am to 4.30pm Monday, Tuesday, Thursday, 8.30am to 5.30pm on a Wednesday and 8.30am to 3.30pm on a Friday including a 0.5 hour unpaid break. |
| Terms: | Full time permanent (6 months probationary period) |
| Responsible to: | Head of English |

Key Accountabilities

- Teach reading and literacy to small groups and individuals, providing high quality reading support as well as in-class support for learners, following the scheme chosen by the school.
- Undertake diagnostic testing through use of NGRT and identified reading intervention programmes and share outcomes with all stakeholders.
- 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, ensuring that the school is up-to date with the programme and training requirements.
- Collaborate with class teachers to plan, share ideas, and modify resources for effective teaching of reading, according to learner needs.
- Provide support and resources for teachers to teach reading skills as well as, where applicable, other specific skills in relation to literacy needs (e.g., spelling).
- Cover or lead class teaching in English/literacy-based subjects where required.
- Apply the most up to date, research-based strategies to address the needs of diverse learners.
- Be prepared to cover lessons in English/literacy-based subjects where required.
- Demonstrate excellent subject knowledge of the needs of learners with additional learning needs.
- Apply the most up to date, research-based strategies to address the needs of diverse learners.
- 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.
- Promote resilience and independent learning.
- Write progress reports for key intervention students/groups.
- Reporting on whole school reading strategy and progress to key stakeholders.
- 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.

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 |
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| Qualifications | <ul style="list-style-type: none"> • Qualifications at level 3 minimum ('A' level equivalent) • Strong pass in English at GCSE level/equivalent | <ul style="list-style-type: none"> • Degree • QTS • Literacy-specific teaching/tutoring qualification i.e. Level 5 diploma |
| Education and Experience | <ul style="list-style-type: none"> • C Grade (or equivalent) or above in GCSE Maths • Experience of working with young people | <ul style="list-style-type: none"> • Experience leading/delivering a reading intervention programme i.e. Read Write Inc, or equivalent • Experience of working with young people with a range of SEND needs. • Experience of working with students who may experience barriers to learning which may prevent school engagement. • Evidence of embedding and promoting best and reflective practice in teaching and learning across a department or specialist area. • |
| Knowledge, abilities and skills | <ul style="list-style-type: none"> • Evidence of excellent safeguarding practice. • Evidence of ability to form productive and professional relationships with a range of children and colleagues and build strong working relationships with parents. • Evidence of excellent professional standards and communication skills internally and externally. • A commitment to developing a strong understanding of SEND. | <ul style="list-style-type: none"> • Evidence of well-developed understanding of SEND/successful experience of teaching pupils with SEND. • Evidence of ability to work flexibly and collaboratively with colleagues including across subject areas. • Evidence of ability to deliver training and CPD to colleagues • Experience of intervention support/small group teaching. |

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| <p>Personal Characteristics</p> | <ul style="list-style-type: none"> ● To act as a positive role model for students, actively demonstrating our values and attitudes and setting clear expectations for standards of behaviour. ● To communicate effectively with children and young people and their families. ● To be respectful, welcoming and supportive towards parents and carers. ● Calm under pressure. ● Resilient. ● To recognise that communication is a two-way process and encourage parents and carers to participate in discussions. ● 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. ● To evaluate their performance and be committed to improving their practice through appropriate professional development. ● To adapt practice where benefits and improvements are identified. ● To act upon advice and feedback and be open to coaching and mentoring. | |
| <p>Other requirements</p> | <ul style="list-style-type: none"> ● Suitability to work with children. ● Full DBS. ● Full clean driving license, insured with business use and own transport. ● Understanding of the school's ethos and values. | |