

JOB DESCRIPTION

SCHOOL: HORIZONS SPECIALIST ACADEMY TRUST

POST TITLE: Teaching Assistant Level 4: Literacy intervention lead

GRADE: I (SCP 19 – 22)

REPORTS TO: Senior Leadership Team

MAIN PURPOSE:

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or, for those with HLTA status, whole classes for P.P.A. or short-term absences.
 - To improve students' literacy skills by ensuring interventions are targeted, effective and in line with SaLT recommendations and whole school phonics scheme
 - To follow the designated intervention programme and deliver to identified students
 - Continue to monitor and support the literacy progress of our students
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TASKS (GENERAL):

SUPPORT FOR THE PUPIL:

- 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 implement Individual Education/ Behaviour Plans
- 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 and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER:

- 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
- 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/needs

- Use ICT effectively to support learning activities and develop pupils competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

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/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, 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, advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Being a member of the school/unit management team
- Assist with organisation and accompany teaching staff and pupils on visits, trips and out of school activities as required
- Attend all relevant team/staff/school meetings
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory

TASKS (SPECIFIC):

- Alongside the English curriculum lead and Academy SaLT, identify children for intervention by analysis of progress data and through class teacher recommendations
- Analyse data to identify the key gap(s) in literacy progress for individual students
- Complete and record the regular assessment of students seen through the intervention programme, identifying gaps and highlighting to key staff
- To support the implementation of the reading testing programme
- Ensure that all relevant aspects of reading are accurately assessed and data is used diagnostically to improve outcomes for pupils
- Plan, organise and deliver bespoke, appropriate interventions to improve literacy progress
- Monitor literacy progress of individuals. Share progress and recommendations with relevant class teachers
- Record and keep evidence of activities delivered and student progress
- Undertake appropriate professional learning e.g. phonics
- Work with the English curriculum lead and SLT to create and evaluate any action plan elements related to interventions
- Act as a role model of good classroom practice for other staff, modelling effective strategies with them
- Provide literacy CPD where appropriate with support from the Teaching and Learning team
- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed:

Date: