**Senior Teaching Assistant - Literacy Interventions**

**Job Description**

**Responsible to: SENDCo/AHT Inclusion**

**Salary Scale: Grade 6**

**Working time: 30 hours per week - subject to negotiation**

**Application deadline: 6 December, however we reserve the right to interview candidates as they apply and close the advert early.**

Job Purpose: Under the professional direction and supervision of the SENDCo, or other qualified teacher:

* To provide specialist support in literacy across the school
* To close the gap, and facilitate an increased standard of literacy, for students not yet achieving expected standards
* To support the teaching of phonics and textual decoding for students who lack reading
* fluency.
* To provide interventions and learning activities for individuals and groups of pupils, differentiating and adapting learning programmes to suit the needs of the allocated pupils.

Key Tasks: Under the direction and supervision of the SENDCo or other qualified teacher:

1. Carry out diagnostic testing for students across the school to identify individuals and groups that would benefit from interventions.
2. Timetable, plan and deliver targeted literacy interventions for agreed small groups and individual students
3. Assess, record and report on progress and attainment- ensuring the availability of accurate and timely evidence so that the impact of interventions can be measured and developed appropriately
4. Communicate test result, strategies and support plans to appropriate staff when required
5. Select and adapt appropriate resources and methods to facilitate agreed learning activities, adapting to suit the needs of the allocated pupils.
6. Prepare interventions for individuals and small groups of students
7. Support pupils in their social and emotional well-being, working within the school’s relational behaviour for learning system to manage behaviour constructively
8. To provide specialist support for pupils with SEND, including in class or in exams (supporting exam access arrangements, such as being a read or scribe)
9. Establish and maintain constructive relationships with parents and carers and other agencies/professionals (eg. speech therapist)

**Staff Development, Recruitment & Wellbeing:**

● To promote teamwork and effective communications

● To undertake any relevant training required

**General Whole School Responsibilities**

▪ Attend staff briefings and daily LSA briefings

▪ Attend INSET days and additional training as appropriate

▪ Read and respond to school bulletin

▪ Comply with all school policies on child protection, health and safety, confidentiality and data protection

Notes:

● Whilst every effort had been made to explain the main duties and responsibilities of the post,

each individual task undertaken may not be identified.

● Employees will be expected to comply with any reasonable request from a manager to

undertake work of a similar level that is not specified in this job description.

**Person Specification - HLTA Literacy Coordinator**

| **Criteria** | **Essential** | **Desirable** |
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| **Qualifications, Training and Experience** | ▪Exemplary levels of personal literacy  ▪▪Educated to A level standards or equivalent, including Level 2 or GCSE A-C in Maths  ▪Experience of delivering interventions to support vulnerable learners  ▪Successful and recent school experience, developing trusting relationships with children with SEND or other barriers to learning | Relevant qualifications and training  ▪Phonics experience at EYFS or above  ▪Experience working with young people of secondary school age  -Supporting literacy for students with specific learning difficulties (dyslexia)  -Training and experience in relevant learning strategies - developing literacy skills, including higher order reading skills and SPAG  -Experience managing a busy workload independently |
| **Knowledge and Skills** | ▪ Excellent numeracy and literacy skills  ▪ Good understanding of child development and learning processes  ▪Enthusiasm for working with young people and helping them to succeed  ▪ An understanding of the importance of professional confidentiality  ▪ Ability to use IT effectively to support learning  ▪Ability to manage workload effectively | Ability to apply de-escalation and therapeutic strategies to support learning behaviours |
| **Personal Characteristics** | ▪ Ability to demonstrate unconditional positive regard - kind, non-judgmental and inclusive  ▪Highly organised and efficient  ▪Solution-focussed and flexible - confident to adapt interventions to meet need  ▪ Strong interpersonal skills - able to work as part of a team and motivate others  ▪ Excellent communication skills |  |
| Safeguarding and Wellbeing | ▪A commitment to safeguarding duty and promoting children’s wellbeing in accordance with school guidelines  ▪ A commitment to support the school culture which supports the mental health and wellbeing of all members of the community  ▪ To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community | Evidence of CPD undertaken in this area |