

**Job Description**

<b>Job Title</b>	Thinking Reading Coordinator
<b>Grade</b>	F
<b>Responsible To</b>	Headteacher/Principal / Senior Management Team/ SENCO/Literacy Coordinator
<b>Staff Managed</b>	None
<b>Job Family</b>	Teaching Assistants
<b>Job Purpose</b>	To work with individuals to carry out the Thinking Reading intervention and to be responsible for assessing and logging student progress throughout the intervention programme
<b>Job Context</b>	Work in the Thinking Reading intervention room within the school, with access to support and guidance as required.
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>Using agreed structured from Thinking Reading Programme, coordinate the fine assessment of reading for the bottom 30% of learners in school</li> <li>Using the fine reading test, identify a cohort of students who would benefit from the Thinking Reading intervention</li> <li>Plan Thinking Reading lessons for individual students using the materials provided</li> <li>Run 3 x 30-minute reading lessons per week for individual students</li> <li>Coordinate the Thinking Reading timetable to ensure that the withdrawal of students does not impact severely on subjects in school</li> <li>Assess student progress throughout the intervention</li> <li>Log student progress using the agreed proformas</li> <li>Celebrate success in Thinking Reading by highlighting progress and ensuring graduation certificates are produced as required</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>Establish and maintain effective relationships with students, parents/carers and with other agencies/professionals including the Thinking Reading team</li> <li>Communicate effectively with all students, families, carers and other agencies / professionals</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>Share information confidentially about students with teachers and other professionals as required</li> <li>Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>Participate in staff meetings</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate</li> <li>Know about data protection issues in the context of your role.</li> <li>Log any safeguarding concerns on CPOMS</li> <li>Maintain confidentiality as appropriate</li> <li>Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work</li> <li>Support the use of ICT and adhere to relevant policies</li> <li>Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations</li> <li>Participate in appraisal, training and other learning activities</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>

<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>• Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>• Understand your own role and its limits, and the importance of providing care or support.</li> </ul>

**Person Specification**

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<b>Staff Managed</b>	None	
<b>Job Family</b>	Teaching Assistants	
	<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• An awareness of child/young person’s development and learning</li> <li>• An understanding that children/young people have differing needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes</li> <li>• Knowledge of Behaviour management techniques</li> <li>• Knowledge of Child Protection and Health &amp; Safety policies and procedures</li> <li>• Knowledge of inclusive practice</li> </ul>	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience appropriate to working with children in a learning environment</li> <li>• Experience in delivering Thinking Reading</li> </ul>		
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>• Good written and verbal communication skills</li> <li>• Able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers</li> <li>• Demonstrable interpersonal skills.</li> <li>• Good reading, writing and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ICT Skills</li> </ul>	
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>• Relevant NVQ Level 2 qualification or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training (<i>dependant on the school’s needs</i>)</li> <li>• Relevant NVQ level 3 qualification or equivalent</li> </ul>	
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Commitment to the school’s policies and ethos</li> <li>• Commitment to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes</li> <li>• Ability to use authority and maintaining discipline</li> <li>• An empathy for equality &amp; diversity</li> <li>• Ability to work successfully in a team.</li> <li>• Confidentiality</li> <li>• Flexibility</li> </ul>		