

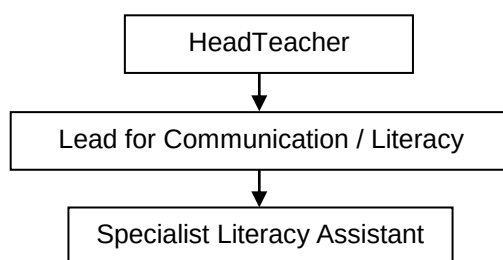
JOB DESCRIPTION

School: Brookfields School	Location: Tilehurst, West Berkshire
Job Title: Specialist Literacy Assistant	Grade / Salary Range: Band F

JOB PURPOSE

- ☐ To work as a member of the Literacy team to support pupils with specific difficulties in reading, writing and comprehension
- ☐ To implement, monitor and evaluate literacy intervention programmes
- ☐ To raise expectations for pupils with SEN and promote greater inclusion through effective partnership and sharing SEN knowledge
- ☐ To monitor progress and outcomes for designated pupils, using resources effectively
- ☐ To implement the reading and phonics schemes and monitor pupil progress
- ☐ To support Teachers in the smooth and effective running of classes and work collaboratively with colleagues as part of a professional team
- ☐ To consistently promote positive values, attitudes and behaviour
- ☐ To support all pupils in their learning and development, in small groups or with individual pupils as directed, treating them with respect and consideration
- ☐ To have high expectations of all pupils' achievement and a commitment to raising educational standards
- ☐ To encourage all pupils to participate in all aspects of school life
- ☐ To encourage the social and emotional development of pupils
- ☐ To work effectively with individual pupils and small groups under the direction of a qualified Teacher in or out of the classroom
- ☐ To help pupils to become more independent
- ☐ To occasionally supervise whole classes during short term absence of Teachers

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.

Specialist Literacy Assistant responsibilities:

- ☐ To work closely with the Lead for Communication/Literacy to deliver specific programmes to overcome barriers to learning faced by pupils in Key Stage 3 and other areas of the school as requested. This will include activities to promote early reading and writing knowledge and skills
- ☐ To support classes with administering reading assessments and helping to ensure consistent standards are

applied across classes

- ☐ To support classroom assistants in delivering appropriate interventions to identified students, by providing training in the intervention programmes and cover for those staff to allow them time to deliver the programme
- ☐ To monitor the effectiveness of support, adjusting as appropriate
- ☐ To plan English intervention sessions
- ☐ To work 1:1 or with small groups delivering planned targeted lessons
- ☐ To keep records of pupils' learning to enable appropriate next steps to be planned
- ☐ To carry out Assessments on pupils' learning
- ☐ To keep records of pupils' learning to enable appropriate next steps to be planned
- ☐ To use resources effectively and imaginatively
- ☐ To attend meetings and training sessions as required
- ☐ To be sensitive to social, emotional and behavioural needs including religious beliefs and cultural diversity
- ☐ To undertake any other reasonable tasks as required by the Lead for Communication/Literacy
- ☐ Ensure effective record keeping and feedback on pupil progress
- ☐ To provide Lead for Communication and Literacy with data for individual pupils
- ☐ To liaise with parents re the intervention

Planning & Expectations

Working within school policies and procedures to:

- ☐ Promote equal opportunities for all pupils
- ☐ Contribute to the planning of opportunities for pupils to learn which may include out of school contexts in accordance with school policies and procedure
- ☐ To assist the Lead for Communication/Literacy in the planning and development of work programmes, work activities and support programmes for pupils
- ☐ Assist in the preparation of teaching resources / materials
- ☐ Help to implement lesson plans and IEP's
- ☐ Provide constructive feedback

Monitoring & Assessment

- ☐ Assist the Lead for Communication/Literacy in evaluating pupils' progress
- ☐ Monitor pupils' responses to learning tasks, participation and progress, providing constructive feedback to pupils, supporting them as they learn
- ☐ Record pupils' responses to tasks and participation etc. and provide constructive feedback
- ☐ Contribute to maintaining records of pupils progress

Teaching and Learning Activities

- ☐ Communicate effectively and sensitively with pupils to support their learning
- ☐ Promote and support the inclusion of all pupils in learning activities
- ☐ Use behaviour management strategies in line with the school's policy and procedures which contribute to a purposeful learning environment
- ☐ Work with individuals or small groups under the supervision and / or direction of the Lead for Communication/Literacy
- ☐ Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and by challenging bullying and harassment, following relevant policies and procedures
- ☐ To assist with the supervision of, and encourage good behaviour amongst pupils
- ☐ Organise and manage safely the learning activities, the teaching space and resources
- ☐ Promote independence and employ strategies to recognise and reward achievement of self-reliance
- ☐ Help pupils to access learning activities through specialist support

Professional Values and Practice

- ☐ Have high expectations of all pupils and promote and reinforce pupils' self esteem
- ☐ Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds
- ☐ Be committed to raising the educational achievement of pupils
- ☐ Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners

- ☐ Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils
- ☐ Work collaboratively with colleagues
- ☐ Carry out all aspects of the role effectively and to seek help and advice when necessary
- ☐ Liaise sensitively and effectively with parents, carers, and outside agencies as necessary, recognising their roles in pupils' learning
- ☐ Continually seek to improve own practice, including through observation, examination and discussion with colleagues and seek advice or guidance as necessary
- ☐ Contribute to the overall aims / ethos, work of the school

General

- ☐ Administer medication and other medical procedures after appropriate training has been given
- ☐ Maintain a safe environment for pupils, staff and visitors to the school
- ☐ Meet with parents (eg at open evenings) as necessary
- ☐ Supervise pupils off site on school trips and other external visits
- ☐ Provide welfare support for pupils

Additional Duties

Any other duties which reasonably fall within the purpose of the post, and which may be allocated by the Lead for Communication/Literacy

This may include:

- ☐ Preparing class lists
- ☐ Record keeping and filing
- ☐ Producing classroom displays
- ☐ Stocktaking
- ☐ Supporting incoming pupils on work experience placements at the school
- ☐ Responding to IT malfunctions by carrying out basic checks and where necessary requesting appropriate technical assistance.
- ☐ Collating pupil reports
- ☐ Supervising pupils during the lunch break
- ☐ Any other duties as directed by the Lead for Communication/Literacy that are commensurate with the responsibilities of the role. This might include assisting children with personal cleanliness, dressing and undressing as appropriate.
- ☐ In exceptional circumstances where alternative options would be to close classes or limit pupil access to school, fulfil the role of lead within the class or as a specialist support assistant, as determined by the Headteacher.

SCOPE OF JOB (Budgetary / Resource control, Impact)

- ☐ The postholder has a significant impact on positive outcomes for pupils facing early barriers to learning, enabling them to access the curriculum through improved literacy knowledge and skills

PERSON SPECIFICATION

Job Title:	Specialist Literacy Assistant	School:	Brookfields School
Reports to (job title):	Head of Communication/Literacy	Location:	Tilehurst, West Berkshire

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<u>Qualifications & Experience</u> ☐ Relevant qualifications to include either A Levels, NVQ3 (including English and Maths) or NNEB plus GCSEs grades A to C or Sub level 3 vocational qualification ☐ Demonstrable and relevant SEN experience ☐ 3 years' experience with pupils with learning difficulties ☐ Appropriate Specialism Subject qualification ☐ Demonstrable and relevant experience within a school based setting ☐ Qualified First Aider	E E D D D D	☐ The NVQ level provides key guidance and training on working with children that is necessary for this role ☐ Working with pupils with a range of abilities and adapting methods and resources to suit individual needs. ☐ All pupils within the School have SEN and experience of this across the School is always encouraged ☐ Experience in a school based setting is desirable to be able to pick up the role quickly and efficiently ☐ A qualified First Aider certificate is useful within the School environment
<u>Knowledge</u> ☐ Knowledge of the Early Year's curriculum or national curriculum ☐ Understanding the child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities ☐ Knowledge of the key factors that can affect the way pupils learn ☐ Demonstrate knowledge of the key factors that can affect the ways pupils learn ☐ Awareness of and willing to promote the School's social inclusion policies and practices ☐ Have a good knowledge of the strategies and interventions that you will be required to use and model/train staff in the use of: - o RWI - o Pre-Phonics and Phonics	E E E E E E	☐ To be able to confidently assist with the planning or lessons and group sessions ☐ It is essential that all staff are aware of child protection and bullying issues to ensure the safety of all pupils ☐ Working at an appropriate level and pace to allow pupils to make maximum progress ☐ To be able to ensure that all pupils are included as part of the School ☐ To be able to feedback to parents and teachers about the progress of children and to be able to work inclusively with everyone ☐ Administer assessment tests ☐ Take pupils for 1:1 sessions and small groups ☐ In a Teachers absence take a lead role teaching a class and directing other assistants

○ Visual Phonics ○ LExplore ○ Multi-sensory approaches to Literacy ○ Reading assessments and the Reading spine		❑ To ensure that the children that you work with in School gain as much as they can from each task ❑ If not yet fully confident in all of the approaches listed be able to demonstrate the ability to learn and be able to apply with confidence
<u>Skills and Abilities</u> ❑ Sound literacy and numeracy skills ❑ Ability to make use of ICT to support pupils' learning ❑ Able to confidently and competently apply knowledge and skills acquired from training into a practical classroom context ❑ Good planning and organisational skills ❑ Ability to motivate and encourage pupils ❑ Understand and be confident in use of : ○ Relevant technology and AAC. ○ See and Learn ○ Colourful Semantics ○ Clicker	E E E E E	❑ Report and feedback to appropriate staff any relevant information on the pupils ❑ Administer assessment tests ❑ Take pupils for 1:1 sessions and small groups for literacy intervention ❑ Produce verbal and / or written feedback of pupil progress in interventions ❑ Keep records of the pupils work ❑ In a Teachers absence take a lead role teaching a class and directing other assistants ❑ Plan intervention sessions adapting them to suit individual needs ❑ Adapt plans and tasks to take any personal circumstances into account ❑ Contribute to pupils' behaviour plans and make / keep suitable records ❑ If not yet fully confident in all of the approaches listed be able to demonstrate the ability to learn and be able to apply with confidence

<u>Work-related Personal Qualities</u> ❑ Actively enjoys working with children and has empathy with pupils and is sympathetic to their needs ❑ Professionally discreet and able to respect confidentiality ❑ Flexible approach to tasks ❑ Able to employ and model Ethical Leadership Principles ❑ Firm, sensitive and effective approach towards pupil regulation ❑ Confident and able to use own initiative ❑ Awareness of child protection and bullying issues ❑ Willingness to promote social inclusion policies and practices ❑ Ability to form effective relationships with colleagues and students, understand professional boundaries and demonstrate suitability to work with children ❑ Be able to work across the school with pupils from all strands ❑ Have lots of enthusiasm and be hard working ❑ Understand how to support pupils at home as well as in the community.	E E E E E E E E E E E E	❑ Plan intervention sessions adapting them to suit individual needs ❑ Adapt plans and tasks to take any personal circumstances into account ❑ Contribute to pupils' behaviour plans and make / keep suitable records ❑ It is extremely important that the post holder enjoys working with children so that they are able to deal with all situations in a caring and sympathetic manner ❑ At times there may be confidential discussions about children or families that you are involved in to better understand your role ❑ Flexibility around the school may be required at any time ❑ Working with other members of staff at all levels is a key requirement of the role to ensure that the school runs smoothly ❑ To ensure the postholder is able to demonstrate the appropriate suitability to work with children
<u>Other Work-related Requirements</u> ❑ Suitability to work with Children ❑ DBS Check ❑ Patient and resilient ❑ Willing to attend evening meetings as required ❑ Willing to attend training, including intervention training, and implement actions ❑ Able to manage the physical aspects of working with children with SEN (such as floor work, manual handling, standing for prolonged periods and toileting and changing) ❑ This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential for the post.	E E E E E E E	❑ To ensure the post holder is able to demonstrate the appropriate suitability to work with children ❑ The post holder may be required to attend meetings offsite and at times outside of working hours ❑ The post holder will need to ensure that they are up to date with any necessary training for the role