

## PENRYN COLLEGE

### JOB DESCRIPTION

<b>Job title:</b>	Literacy Teaching Assistant & English Intervention Co-ordinator
<b>Grade:</b>	F
<b>Responsible to:</b>	Second in English
<b>Direct Supervisory Responsibility for:</b>	None
<b>Indirect Supervisory Responsibility for:</b>	Teaching Assistants supporting the Literacy Programme
<b>Important Functional Relationships:</b>	<u>Internal:</u> Teaching and Support Staff, Pupils, English Department, Head of Departments, SEN Department, Headteacher, School Leadership Team, Study Support Programme Manager  <u>External:</u> Parents, Governors, Literacy & Phonics Support Services, Cornwall Council, Other Schools

#### **Main Purpose of Job:**

To support students within the English Curriculum to allow fair access to the Curriculum. To provide one to one and/or small group support before and after school and during the school day. To plan and deliver targeted intervention sessions to small groups with accountability for pupil outcome. To ensure that students, particularly those who may find learning more challenging, find enjoyment and excitement in their lessons. To support teachers in the delivery of the curriculum, adapting learning and resources to match the individual and small groups of students. To ensure that all students can access the curriculum and be successful in their learning. To support students so that their learning needs are not a barrier to success or enjoyment. To promote the importance of reading for meaning and reading for enjoyment. To develop innovative, engaging and varied ways to access texts. To find exciting ways to support and enhance the learning of a wide variety of students, with a variety of students, with a variety of learning needs and learning styles. To develop innovative, engaging and varied ways to access texts.

#### **Main Duties and Responsibilities**

1. Identify individual and groups of students with below age-related expectations with reading who are under performing through monitoring and analysis of progress towards targets and analysis of reading test data.
2. Implement strategic support programmes to address underperformance of individuals and groups of students with Literacy/SEND including planning and delivery.
3. Monitor the impact of support strategies and adapt as necessary to ensure these programmes secure better outcomes for underperforming students. Monitor the impact of the English Intervention programme.
4. Co-ordinate the phonics intervention programme.
5. To lead, co-ordinate and monitor the work of the teaching assistants within the school, in relation to students with literacy needs.
6. Develop resources within the department and across the curriculum (including phonics).

7. Liaison with Exams Officer with regard to special consideration.
8. Liaison with parents and agencies with regard to the progress of individual students.
9. Keep up to date with national developments in Literacy/SEND and teaching practice and methodology.
10. To create and deliver high quality personalised programmes of reading/writing support that enable learners to develop their phonics knowledge, reading comprehension skills, writing accuracy and extended writing skills.
11. To develop students' study skills by providing students with strategies that enables them to become independent learners.
12. Ensure that students identified as being below age-related expectations with reading and/or writing have a relevant, up to date Diagnostic Assessment of their phonics and reading needs.
13. Ensure that students have their learning needs profiled; writing, where appropriate, an Individual Learning Plan.
14. To assist individuals and groups of children in developing the knowledge, skills and attitudes they need to learn effectively.
15. To have knowledge of a range of phonics and dyslexia friendly strategies that enable students with these needs to access and make exceptional progress in their learning.
16. To differentiate learning resources to meet the complex needs of the pupils, supporting teaching assistants with resources and advice.
17. To establish supportive relationships with the pupil/s concerned and to encourage acceptance and inclusion of all pupils.
18. To develop methods of promoting/reinforcing pupils self-esteem and to promote independence through the development of self-help skills and by encouraging students to take responsibility for their own behaviour.
19. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
20. To employ strategies that enable students to recognise, practice and embed the skills of self-reliance.
21. Assist, where appropriate, in the reintegration of pupils returning to mainstream lessons from the LSU or exclusion room, or those students joining from another school.
22. To assess, monitor and record children's progress in relation to IEP's, and to feedback to the SENCO/Teacher with regard to children's progress and the success of IEP's, including making recommendations for alterations to improve the effectiveness of IEP's.
23. To assess, monitor and record children's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Teacher or Headteacher as appropriate.
24. To meet with teachers, Tutors, SENCO, and Intervention Co-ordinators on a regular basis to discuss improvements to teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.

25. To supervise individuals or small groups of children within a class, under the overall control of the Teacher.
26. To assist the department with ordering resources and implementing displays.
27. To assist the department with communication for intervention: bulletin/tutor, letters home, communication with students, organising rooms, resources and prizes.
28. To encourage social integration and individual development of pupils.
29. To accompany children on educational visits and outings as supervised by the Teacher.
30. To be aware of confidential issues linked to home/pupil/Teacher/school work and to ensure the confidentiality of such sensitive information.
31. To encourage acceptance and inclusion of all pupils.
32. To attend staff meetings and school-based INSET as required. The post holder is responsible for his/her own self-development on a continuous basis.
33. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
34. To be aware of, and adhere, to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
35. To undertake other duties appropriate to the grading of the post as required.
36. To maintain confidentiality of information acquired in the course of undertaking duties for the department.
37. To run a Year 11 tutor group during the lead up to GCSE, if required.
38. To support the department in the run up/during Open Evening.

Date Prepared: January 2022  
Job Description Prepared by: HR Manager, Penryn College

## PERSON SPECIFICATION

**Job title:** Literacy Teaching Assistant and English Intervention Co-ordinator

**Department:** School based

**Person specification prepared by:** Penryn College

**Date:** February 2022

<b>ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW IDENTIFIED</b>
<b>Relevant Experience</b>	<p>Minimum of 3 years practical knowledge, skills and experience of working with pupils within a learning environment.</p> <p>Experience of supporting children in a learning environment with phonics and literacy intervention.</p>	<p>Relevant experience to include providing specialist support within literacy and with specialist pupil groups.</p>	<p>Application form.</p> <p>Interview.</p>
<b>Education &amp; Training</b>	<p>Attainment of GCSE's grade C/ NVQ level 2 or above in English &amp; Maths (or able to demonstrate equivalent levels of numeracy &amp; literacy).</p> <p>A good level of literacy, phonics and dyslexia training.</p> <p>A good level of numeracy training.</p> <p>A good understanding of behaviour remediation strategies.</p>	<p>Meet the HLTA standards through completion of the recognised HLTA training and assessment routes.</p>	<p>Application form.</p>
<b>Special Knowledge &amp; Skills</b>	<p>Good listening &amp; communication skills.</p> <p>ICT skills – able to support learning through ICT.</p> <p>Working knowledge of implementing relevant learning programmes.</p> <p>Knowledge of statutory frameworks relating to teaching.</p> <p>Practical skills relating to planning and utilising individual learning programmes.</p>		<p>Application form.</p> <p>Interview.</p>
<b>Any Additional Factors</b>	<p>Self-motivated, able to lead and motivate a team.</p> <p>An interest in pupils, ability to relate well to children and adults.</p> <p>Ability to work to deadlines and methodical approach to work.</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>		<p>Interview.</p>