



Robert Blake School
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Job Description

POST: Higher Level Teaching Assistant – Reading and Literacy Intervention.

REPORT TO: Literacy Lead.

- Salary: Grade 12, £27,711- £31,067 pro rata (£24,064 - £26,979 actual)
- Term time + 5 INSET days
- 37 hours a week

Main Purpose of Job:

Compliment the work of teachers, the Literacy Lead and SEN/ASN professionals by planning, preparing, and delivering a range of learning activities and literacy interventions to identified groups of students: assessing, recording, and reporting on their achievements, progress and development. Provide some administrative support to the Literacy Lead.

Main Responsibilities and Duties:

- To monitor students and assess, record and report on students' achievement, progress and development through KS3 and KS4.
- To support and help facilitate NGRT (New Group Reading Tests) assessments.
- To actively support the implementation of promoting reading and literacy across the school.
- To support the Literacy Lead and Teaching and Learning Lead in planning and developing a reading programme to raise reading ages at KS3.
- To complete phonics and reading assessments and track reading ages and comprehension progress of groups of students.
- To use reading age and relevant data to select intervention groups.
- To work alongside the Literacy Lead and Teaching and Learning Lead to develop reading strategies to support student progress.
- To deliver phonics, reading and comprehension interventions to individuals and small groups.
- Assess the needs of students and use detailed knowledge and specialist skills to contribute to the planning, preparation and delivery of structured teaching and learning activities and resources that interest and motivate students to advance students' learning.
- Monitor students' response to learning tasks, participation and progress, providing constructive feedback to students, supporting them as they learn and modify strategies accordingly.
- Act as a role model and set high expectations for the students.
- Work with individuals and groups of students in small intervention groups under the direction of the Literacy Lead.
- Contribute to the collection of data, target setting and review process to support the students in meeting specific targets and liaise with relevant staff and external agencies.
- Support students consistently whilst recognising and responding to their individual needs, using small group interventions to follow and monitor the 'plan-do-review' cycle.

- Use behaviour management strategies in line with relevant behaviour policy and procedures which contribute to a purposeful learning environment so that effective learning can take place.
- Attend Parent's Evenings and other relevant meetings where necessary.
- Select and prepare resources necessary to lead learning activities, considering students interests, language and cultural backgrounds.
- Providing objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Administering, assessing and invigilating examinations / tests.
- Along with all members of staff, the post holder has a duty to fully comply with all safeguarding procedures, ensuring students are kept safe.
- Any other duties as required commensurate to the level and responsibilities of the post.

Facts and Figures:

Robert Blake School is an 11-16 Secondary School with approximately 1100 students and 140 staff. The school is expanding rapidly, and we will see student numbers increasing to a maximum of 1200 within the next five years. The school serves an area of high deprivation, with numbers of pupil premium, and SEN students well above Somerset and national averages.

Problem Solving and Creativity:

Required to be highly organised, and able to use initiative in determining the best way to support students within an overall framework of established school policies, guidelines and rules. A pro-active relational approach, along with problem solving skills are essential.

Decision Making:

Would be expected to make decisions on the most appropriate techniques for supporting students within the context of separate intervention under the overall direction of the Literacy Lead and Teaching and Learning Lead.

Physical Effort and Working Conditions:

Normal school working environment. Most of the day is spent sitting or standing. Some ICT work, and possible occasional trips and visits.

Contacts and Relationships:

Regular contacts with students, members of staff, families where appropriate to pass and receive information, advice, guidance, suggestions and ideas.

Knowledge, Skills and Experience:

Preferably, will have met higher level teaching assistants' standards that are set at level 4 of the National Qualifications Framework or equivalent. Numeracy and literacy skills equivalent to NVQ Level 2 (GCSE A-C) in English and maths. Training in relevant learning and SEN strategies.

Desirable that you have some phonics training.

Preferably, will have awareness of national frameworks, and evidence of working with students with a range of learning difficulties. A minimum of 2 years' experience of working with children is required. Able to use ICT effectively to support learning.

A good working knowledge and experience in the relevant teaching programmes/strategies and a good understanding of child development and learning processes.

Self-motivated with a desire to improve own practice/knowledge through self-evaluation and working with others.

Excellent organisational, communication and interpersonal skills. A commitment to young people, their welfare, education, and personal development.

Adaptability, use of initiative, reliability, and resilience are essential.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager :..... Date: