

Cardinal Heenan Catholic High School

Job Description

Learning Support Assistant (Literacy Specialism)

Post Details

Job Title	Learning Support Assistant (Literacy Specialism)
Grade	B3, Points 7–11
Salary	£27,274 - £29,071, Pro Rata to Hours and Weeks Worked
Hours	31.5 hours per week
Contract	Term Time plus five Training Days
Responsible to	SENCO

Job Purpose

The Learning Support Assistant (Literacy Specialism) is a specialist support role within the school's SEND and inclusion provision.

The postholder will provide targeted, evidence-informed literacy support to students who experience difficulties with reading, phonics, spelling, vocabulary, comprehension and wider literacy skills. Working under the overall direction of the SENCO and in close collaboration with teachers and other relevant staff, the postholder will take responsibility for the effective delivery, monitoring and review of allocated literacy interventions.

The postholder will contribute to ensuring that students develop the literacy skills, confidence and independence required to access the full curriculum and make sustained progress.

The postholder will:

- Deliver structured, targeted literacy interventions to individuals and small groups.
- Use appropriate phonics, reading and evidence-informed literacy approaches to address identified gaps.
- Support students to develop reading fluency, accuracy, comprehension, vocabulary, spelling and written communication.
- Contribute to the identification of literacy needs through observation, assessment information and liaison with teaching staff.
- Monitor and record students' participation and progress in allocated interventions.

- Evaluate the effectiveness of interventions and provide appropriate feedback to the SENCO and teaching staff.
- Reinforce literacy strategies across the curriculum so that students can transfer skills into subject-specific learning.
- Support students' transition from primary to secondary education, particularly where continuity of literacy approaches is required.
- Promote high expectations, independence, confidence and positive attitudes towards learning.
- Contribute to an inclusive learning environment in which all students are valued and supported.

Scope and Accountability

- The postholder is responsible for the effective delivery of allocated literacy interventions within the expectations established by the school.
- The postholder works under the overall direction of the SENCO and in collaboration with teachers and other appropriate professionals.
- The postholder will use agreed assessment and intervention approaches to support students.
- The postholder will maintain accurate, timely and confidential records relating to intervention delivery and student progress.
- The postholder is expected to exercise professional judgement within the boundaries of the role and seek guidance where student needs fall outside their expertise or delegated responsibilities.
- The postholder will contribute to the effective operation of the wider school community.

Key Responsibilities

1. Literacy Intervention

- Plan and deliver allocated literacy interventions for individuals and small groups, using agreed programmes, approaches and resources.
- Deliver appropriate phonics and reading interventions for students requiring additional support.
- Develop students' reading fluency, accuracy, comprehension and confidence.
- Support the development of spelling, vocabulary, sentence construction and wider literacy skills.

- Use structured, evidence-informed approaches appropriate to students' age, stage and identified needs.
- Adapt the pace, level of challenge, resources and method of delivery to meet individual student needs.
- Reinforce previously taught literacy skills and strategies to promote retention and independence.
- Encourage students to apply literacy strategies beyond intervention sessions and within their mainstream lessons.
- Provide appropriate challenge and maintain high expectations for student achievement.

2. Assessment, Monitoring and Evaluation

- Contribute to the identification of students who may benefit from targeted literacy intervention.
- Use agreed baseline and progress measures to monitor students' development.
- Maintain accurate records of intervention attendance, participation, progress and outcomes.
- Provide regular feedback to the SENCO and relevant teachers.
- Contribute to reviews of intervention provision and suggest adjustments where appropriate.
- Use assessment information and professional observations to identify barriers to learning and inform future support.
- Recognise when a student's needs may require further assessment or specialist advice and communicate concerns through the appropriate channels.

3. Classroom and Curriculum Support

- Provide high-quality in-class support across a range of curriculum areas.
- Reinforce literacy, reading and subject-specific vocabulary within mainstream lessons.
- Support students to understand written instructions, subject terminology and increasingly complex texts.
- Work alongside teachers to help students access appropriately differentiated learning.
- Adapt resources within agreed guidance to remove barriers to learning.
- Promote students' independence and avoid creating unnecessary reliance on adult support.
- Support positive behaviour, engagement and participation in accordance with school policies.

4. Transition and Partnership Working

- Support effective transition for identified students from primary to secondary education.
- Promote continuity of successful literacy strategies and approaches.
- Work closely with the SENCO, teachers, teaching assistants and other appropriate professionals.
- Share relevant information regarding student progress, barriers, strengths and areas for development.
- Contribute to meetings and reviews relating to students receiving literacy support.
- Liaise with external professionals where appropriate and as directed by the SENCO.
- Maintain professional and constructive relationships with students, colleagues and parents/carers.

5. Inclusion, Independence and Wellbeing

- Promote equality, inclusion and high expectations for every student.
- Develop students' confidence and willingness to participate in learning.
- Encourage students to become increasingly independent learners.
- Recognise and respond appropriately to barriers that may affect learning and participation.
- Support students' wellbeing while maintaining appropriate professional boundaries.
- Contribute to a calm, respectful and positive learning environment.

6. Wider School Responsibilities

- Contribute positively to the Catholic ethos, mission, values and community of Cardinal Heenan Catholic High School.
- Undertake student supervision duties, including break and lunchtime duties, as required.
- Support school activities, educational visits and events as appropriate.
- Participate in staff meetings, training, CPD and professional development.
- Undertake appropriate administrative duties associated with the role.
- Maintain confidentiality at all times.
- Comply with school policies, procedures and professional expectations.
- Undertake other reasonable duties consistent with the grade and purpose of the post.

Safeguarding

Cardinal Heenan Catholic High School is committed to safeguarding and promoting the welfare of children and young people.

The postholder will:

- Follow the school's safeguarding and child protection policies and procedures.
- Recognise and report concerns about the welfare or safety of students promptly.
- Maintain appropriate professional boundaries with students.
- Attend safeguarding training and updates as required.
- Contribute to a culture in which students feel safe, respected and able to raise concerns.

Cardinal Heenan Catholic High School

Person Specification

Learning Support Assistant (Literacy Specialism)

Qualifications and Training

Criteria	Essential / Desirable
Good standard of general education, including GCSE English and Maths at Grade 4/C or above, or equivalent	Essential
Relevant qualification or training in teaching assistance, literacy, reading, phonics or SEND	Desirable
Training or recognised experience in phonics/literacy intervention	Desirable
Knowledge or training relating to safeguarding and child protection	Essential
Relevant safeguarding or SEND training	Desirable

Experience

Criteria	Essential / Desirable
Experience of working with children or young people in an educational or similar setting	Desirable
Experience supporting students experiencing literacy difficulties	Desirable
Experience delivering one-to-one or small-group intervention	Desirable
Experience supporting students with SEND or additional learning needs	Desirable
Experience monitoring student progress or maintaining intervention records	Desirable
Experience working collaboratively with teachers or other professionals	Desirable

Knowledge and Understanding

Criteria	Essential / Desirable
Good understanding of literacy development and barriers to literacy acquisition	Essential
Sound knowledge of phonics and reading development	Essential
Knowledge of approaches to developing reading fluency and comprehension	Essential
Understanding of spelling, vocabulary and wider literacy development	Essential
Understanding of inclusive practice and the needs of students with SEND	Essential
Understanding of safeguarding and child protection responsibilities	Essential
Understanding of how assessment can inform targeted support	Desirable

Skills and Abilities

Criteria	Essential / Desirable
Ability to deliver structured literacy interventions effectively	Essential
Ability to adapt support to individual student needs	Essential
Ability to establish positive, respectful relationships with students and colleagues	Essential
Ability to monitor and record student progress accurately	Essential
Strong verbal and written communication skills	Essential
Ability to provide clear and constructive feedback to colleagues	Essential
Good organisational skills and ability to manage competing priorities	Essential
Ability to work independently within agreed parameters	Essential
Ability to work collaboratively as part of a multidisciplinary team	Essential

Personal Qualities

- High expectations of all students and a strong commitment to improving educational outcomes.
- Enthusiasm for literacy, reading and helping students overcome barriers to learning.
- Patient, calm, encouraging and emotionally intelligent.
- Flexible and adaptable in response to student and school needs.
- Proactive, reflective and willing to seek solutions.
- Professional, reliable and trustworthy.
- Committed to equality, inclusion and respect for every student.
- Able to maintain confidentiality and appropriate professional boundaries.
- Committed to ongoing professional development.
- Resilient and able to respond positively to challenge.
- Willing to uphold and promote the Catholic ethos, mission and values of Cardinal Heenan Catholic High School.

Safeguarding and Equality

Cardinal Heenan Catholic High School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to satisfactory completion of appropriate pre-employment and safeguarding checks, including an Enhanced DBS check where required.

The school promotes diversity and seeks to develop a workforce that reflects the population of Leeds. Applications will be considered fairly and in accordance with relevant equality legislation and school policy.