



Job Title:	Level 3 Teaching Assistant with responsibility for Reading Interventions
Hours of work:	28 hours and 10 mins per week, Mon – Fri term time only plus 5 days
Scale:	TA3, points 7 - 17
Actual Salary:	£13309 - £16222
Line Manager:	SENCO and Literacy Co-ordinator

To work under the instruction/guidance of the SENCO and senior staff to undertake work/care/support programmes which enable identified SEND students to access their learning. Work may be carried out both in and out of the classroom.

The main responsibility for this post holder will be overseeing, implementing and evaluating reading assessments and appropriate interventions. This will entail following, monitoring and evaluating the process outlined below.

Year 7 students

Step 1

Organising the screening of all students while they are still in Year 6 during their initial visit to Blessed Edward's in the Summer Term prior to joining the college. They will be assessed using ART – Access Reading Tests. This will identify a Reading Age for all students. It also measures reading accuracy, reading speed, reading comprehension and inference.

Step 2

Organising further assessments during weeks 1-3 in September, for those students identified with readings ages of 10 and below. These students will be assessed again using the Hodder Reading Assessment to ensure accuracy of screening. This will further inform initial analysis of specific needs.

Step 3 - Wave 1 Intervention:

Reading Ages added to Mint Class for all students. Teaching staff add details to T&L Folders and monitor reading ability in each lesson.

Step 4 - Wave 2 Intervention:

Organising and leading reading interventions in small groups for students with reading ages of 9 and below. Students will be grouped according to their needs as identified through the reading assessments, for example, phonics and decoding, reading accuracy, reading speed, reading comprehension, inference. Evaluate impact after a period of 6 months to check if progress has been maintained.

Step 5 – Wave 3 Intervention:

Conducting one-to-one intervention for students with reading ages of 5 years to 9 years – Rapid Reading. Evaluate impact after a period of 6 months to check if progress has been maintained.

Years 8 and 9 students to follow the same process up to their chronological reading age.

Support for Students

Supervise and provide particular support for an identified caseload of students, including those with additional needs, ensuring their safety and access to learning activities. Due to the additional responsibilities of this role the postholder will have a reduced caseload of students compared to other Teaching Assistants.

Take the lead in drawing up and implementing individual support plans for the SEND students in their caseload. Review support plans every two weeks and make new recommendations. Explain to teaching staff how the student is to be supported in accordance with this plan.

Set up interventions for students in their caseload who have not made progress after a period of focused intervention on a support plan. This is to be done in consultation with the Deputy Headteacher who line manages SEND and the SENCo.

Attend half termly review panels to discuss students in their caseload.

Establish constructive working relationships with students and interact with them according to individual needs

Promote the inclusion and acceptance of all students

Encourage students to interact with others and engage in activities led by the teacher. Set challenging expectations and promote self-esteem and independence.

Provide feedback to students in relation to progress and achievement under guidance of the teacher

Support for Teachers

Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and teaching and learning.

Use strategies, in liaison with the teacher, to support students to meet their potential and achieve expected outcomes.

Assist with the planning of learning activities and provide feedback as to the progress of individual students.

Monitor students' responses to learning activities and accurately record achievement/progress as directed

Provide detailed and regular feedback to teachers on their caseload students achievement and progress.

Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour

Establish constructive relationships with parents/carers

Administer routine tests/ assessment and routine marking of students work in intervention group

Support for the College

Be aware of and comply with policies and procedures relating to Safeguarding, Health & safety, confidentiality and GDPR, reporting all concerns to the appropriate designated member of staff

Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities

Contribute to the development, implementation and evaluation of the college's policies, practices and procedures, so as to support the college's values and vision

Appreciate and support the role of other professionals

Attend and participate in relevant meetings as required

Participate in training and other learning activities and performance development as required

Assist with the supervision of students out of lesson times, including before and after school and at lunchtime

Accompany teaching staff and students on visits, trips and out of school activities as required and where required take responsibility for a group under the overall supervision of a teacher

Professional Development

Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness

Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the college

Take part in the college's appraisal procedures

Personal and Professional Conduct

Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside the college

Have proper and professional regard for the Catholic ethos, policies and practices of the college, and maintain high standards of attendance and punctuality. Blessed Edward Oldcorne Catholic College is committed to safeguarding the young people in its care and all staff are expected to keep up to date with the latest safeguarding developments and attend relevant safeguarding training.

Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the college community

Respect individual differences and cultural diversity

The Teaching Assistant will be required to safeguard and promote the welfare of children and young people and follow college policies and the staff code of conduct.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. This job description may be amended at any time in consultation with the postholder.

The above is a summary, but not an exhaustive list of the job role and the role would be adapted depending on the suitability of the candidate.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The college reserves the right to alter the content of this job description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Blessed Edward Oldcorne Catholic College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. This position is therefore subject to past employment references and an Enhanced Disclosure and Barring Service check.

Signed:

Date: