**Job Description**

|  |  |
| --- | --- |
| **Job Title:**  | Literacy and Young Carers Coordinator |
| **Multi Academy Trust:** | Ted Wragg Multi Academy Trust  |
| **School:** | St James School  |
| **Responsible To:**  | Head of Learning Support  |
| **Salary Grade:**  | Grade D |

|  |
| --- |
| 1. **Key Purpose of Job**
* The main purpose of the job is to assist the SENDCo in the effective support of students with literacy difficulties within the school. This will involve being actively involved in planning and monitoring literacy support within the school
* The job will also involve, under the supervision of the SENDCo, working closely with students, their parents/carers, other staff, and outside agencies to identify, assess and plan to meet the needs of students with literacy difficulties
* A key part of this role will be the delivery of intervention programmes, evaluation of the impact of intervention, and data tracking of students with literacy needs
 |

|  |
| --- |
| 1. **List Key Duties and accountabilities of the post**
* Regularly provide feedback to the SENDCo and English Lead Practitioner about the systems in place to identify and meet the needs of students with literacy difficulties and their effectiveness
* Advise the Exams Officer and the SENDCO of the needs of students so that appropriate Exam Access Arrangements can be made and that the necessary paperwork is completed as required
* Plan and implement the day-to-day delivery of literacy interventions
* Teach key literacy groups
* Support the needs of SEN students in lessons as requested
* Cover lessons as required.

**Teaching and Learning:*** Support individual students and to work with teachers on planning and preparation of lessons and interventions to meet students’ needs
* Deliver lessons and interventions to groups and classes in discussion with the SENDCo and English Lead Practitioner.
* Use agreed systems to assess students, identify SEN and review pupils’ progress
* Use agreed systems to evaluate the effectiveness of interventions
* Provide accurate information to support the SENDCo with interim and Annual reviews
* Develop and monitor students’ Individual Plans
* Deliver intervention programmes effectively to individuals, groups or classes, including assessing need, planning, delivering, and monitoring and evaluating effectiveness
* Use ICT effectively to support learning activities and develop student competence and independence of use
* Work within the school policy to anticipate and manage behaviour constructively and effectively and to promote students’ self-control and independence
* Administer and mark tests and exams under the supervision of the SENDCo and English Lead Practitioner.
* Establish productive working relationships with students, acting as a role model and setting high expectations
* Promote inclusion within the school
* Comply with and assist in the development of policies as appropriate such as those relating to Child Protection, Inclusion and Equality, Health and Safety, Confidentiality, Data Protection
* Report all Child Protection Concerns to the Designated Staff in line with school policy

**Managing Resources:*** Organise and deploy resources effectively
* Give feedback to the SENDCOo and English Lead practitioner on the effectiveness of resources
* Maintain existing resources and advise the SENDCo and English Lead Practitioner on the development of new resources
* Create a stimulating learning environment for the teaching of interventions

**Leading and Managing Staff:*** Regularly feedback to the SENDCo and English Lead Practitioner on the systems in place to meet the needs of students with literacy difficulties
* Be involved, under the guidance of the SENDCo or Learning support, in the mentoring and induction of new staff and Apprentices
* Write student profiles and distribute information as appropriate to staff
* Liaise between teaching and TA staff
* Recognise own strengths and expertise and use these to lead, advise and support others
 |

|  |
| --- |
| 1. **Supervision / Line Management Responsibilities of the post**
* There are no line management responsibilities for this post.
 |

|  |
| --- |
| 1. **Working Environment & Conditions of the post**

In support of the Trust’s vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post holder may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust. |

|  |
| --- |
| 1. **Other Duties**
* The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
* To undertake additional duties as required, commensurate with the level of the job.
 |

|  |
| --- |
| 1. **Other Information**

All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.1. The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
2. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
3. The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
4. The post-holder must comply with the Trust’s Health and Safety requirements specifically for the school they are working at
5. This post is based at St James School but the post holder may be required to move their base to any other location within the Trust upon request.
6. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.
 |

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential / Desirable** | **Evidence** |
| **Qualifications and Experience:** |  |  |
| Good numeracy/literacy skills | Essential | A |
| Requirement to participate in training/development as/when identified by line manager as essential for performance of the post | Essential | A,I |
| Willingness to participate in other development and training opportunities | Essential | A,I |
| Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment | Essential | A,I |
| NVQ 2 for Teaching Assistants or equivalent qualifications/experience | Essential | A |
| **Curriculum and Knowledge**  |  |  |
| Working with or caring for children of relevant age, or completion of the DCC TA Access Course. | Essential | A,I |
| Basic understanding of child development and learn | Essential | A,I |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation. | Desirable | A,I |
| **Other** |  |  |
| Ability to effectively use ICT to support learning, or to undertake training to do so. | Essential | A,I |
| Ability to use other technology to support learning – e.g. video, photocopier etc. | Essential | A,1 |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | Essential | I |
| Ability to relate well to children and adults. | Essential | I |
| Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those. | Essential | A,I |

**Key to Evidence:**

A – Application Form & Letter

C - Certificates

I - Interview

R – Reference