

# Job Description

<b>Job title:</b>	Literacy Interventions Assistant	<b>Contract Type:</b>	Permanent Term time plus 1 week
<b>Responsible To:</b>	Designated member of the SLT/Extended Leadership Team	<b>Grade &amp; Spine Point:</b>	Scale 6 (£34,416 - £35,448) Salary will be pro-rata of the FTE
<b>Location:</b>	Royal Greenwich Trust School		

## INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

### OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

### JOB PURPOSE

1. Provide targeted literacy intervention and support to students within Key Stages 3 & 4 and contribute to the raising standards agenda.
2. The postholder will encourage and enable students to become independent and resilient learners by providing one to one and small group coaching in literacy skills.
3. Take responsibility for ensuring identified groups of pupils engage and are supported in making progress using a range of identified literacy programmes
4. Take responsibility for ensuring the literacy programmes and online programmes are well administrated and will amend and share all aspects of the programmes with other colleagues
5. Track and monitor pupil progress and liaise with the line manger to make adjustments and suggestions to enhance pupil progress

## **ACADEMIC LINKS**

1. Plan and deliver sessions to support students' academic literacy
2. Provide one to one small group tuition in literacy and numeracy in Key Stages 3 & 4
3. Monitor the impact of academic interventions and report on the progress made with students at Key Stage 3 & 4 meetings and to SLT/teachers /parents as requested by the Line Manager
4. Work with subject teachers and middle leaders to identify students of all levels in need of literacy support and challenge, devise bespoke plans to support them and create a mentoring timetable
5. Develop and plan activities to support students' reading, good academic writing and independent learning
6. Feedback to Heads of Year and Head of Faculty to highlight any concerns about their mentee's progress
7. Ensure that students follow the school's high expectations, in and out of the classroom.
8. Helping pupils to increase their confidence and self-esteem by listening to them and devising appropriate strategies
9. Planning and supporting intervention lessons
6. Develop resources relating to literacy and share with colleagues
7. Listen to learners and help them resolve a range of issues that are creating barriers to their learning
8. Set up breakfast and after-school clubs and run extracurricular activities.
9. Maintain accurate records and prepare written reports and evaluations
10. Collaboratively develop and implement quality curriculum programmes and appropriate pedagogy with a focus on Literacy
11. Work with the leadership team, teachers and other staff members in contributing to the understanding
10. and improvement of Literacy concepts across RGTS.

## **GENERAL ADMINISTRATION**

1. Check that information required by various external bodies is produced within the given time scale and is of an excellent quality
2. Assist middle leaders to establish and maintain accurate intervention records for targeted students
3. Provide administrative support for the relevant postholders within the respective key stage
4. Ensure that all interventions are logged on SIMs and CPOMs and internal trackers as appropriate
5. Maintain good filing systems within the key stage
6. Use email as an effective method of communication with stakeholders
7. Organise workload and priorities tasks appropriately
8. Meet all agreed deadlines

## **WIDER PROFESSIONAL RESPONSIBILITIES**

1. Make an active contribution to the policies and aspirations of the school
2. Seek to share your expertise with colleagues
3. Contribute effectively to the work of the wider team
4. Play a critical role in the life of the school
5. Promoting the general progress and well-being of individual students
6. Providing guidance and advice to students on educational and social matters and on their further education and future careers
7. Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer

8. Communicating and consulting with the parents / carers of students in line with school procedures;
9. Participating in meetings arranged for any of the purposes described above;
10. Providing or contributing to oral and written assessments, reports and references relating to individual
11. Students and groups of students.
12. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

### **ADDITIONAL REQUIREMENTS**

1. The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

### **EQUALITY AND DIVERSITY**

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

### **HEALTH AND SAFETY**

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

### **SAFEGUARDING**

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

### **QUALIFICATION CRITERIA**

1. Relevant First Aid qualifications

**JOB DESCRIPTION AGREEMENT**

The post holder will be line managed and appraisal managed by: Trust Leader

The above job description was agreed on ..... (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

\_\_\_\_\_ Signed by (Post holder)

\_\_\_\_\_ Signed by (Trust Leader)

# Person Specification

## Literacy Intervention Assistant

Qualifications	Essential	Desirable
<ul style="list-style-type: none"> <li>GCSE English and Maths (A*-C or 4+)</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Graduate with a good degree in English Literature or Language</li> </ul>	✓	

Skills and abilities	Essential	Desirable
<ul style="list-style-type: none"> <li>An understanding of the strategies needed to establish consistently high expectations</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The ability to work as part of a team and to develop and maintain positive relationships with all colleagues.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Excellent behaviour management skills.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to coach and develop others and model best practice.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good level of ICT skills.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Knowledge of strategies that can be used effectively at Key Stages 3 and 4 to raise attainment.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to accurately reflect on practice and identify professional development need</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Strong leadership skills and evidence of motivating students and staff.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to recognise and respond to the needs of students of different learning needs and backgrounds</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Confident, attentive, and patient personality</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Previous experience working with young pupils on a 1:1 basis would be advantageous</li> </ul>	✓	

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> <li>Passionate about developing and working within a culture of academic excellence.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Committed to providing an inclusive transformational education for all students.</li> </ul>	✓	

<ul style="list-style-type: none"> <li>Motivated to contribute directly to the creation and growth of a thriving secondary school</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A positive approach to hard work and collaboration within a team.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Passionate belief in the success of young people in the subject and in teaching and</li> <li>obtaining high standards.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Responsive to and resilient when faced with the management of change or challenge.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Perfect for an aspiring English Teacher</li> </ul>	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> <li>Commitment to equality of opportunity and the safeguarding and welfare of all pupils</li> </ul>	✓	
<ul style="list-style-type: none"> <li>To undertake, within reason, other various responsibilities as directed by the Deputy Headteacher</li> </ul>	✓	
<ul style="list-style-type: none"> <li>This post is subject to an enhanced Disclosure &amp; Barring Service check</li> </ul>	✓	