



Blue Coat

Church of England School
& Music College

Terry Road
Coventry
CV1 2BA
024 7622 3542
recruitment@bluecoatschool.com

Job Description

Literacy Intervention Tutor

Job Purpose:

To provide support to students with literacy and dyslexia difficulties through bespoke interventions, working with curriculum areas to ensure that students with low levels of literacy and/or dyslexia are able to develop strategies to help them make good progress.

Terms and Conditions:

- Support Staff Pay Scale Grade 4
- Actual Salary: £17,377 - £20,361 pro rata per annum
- Full time equivalent salary: £19,698 - £23,080
- 39 weeks (TTO + 5 days)
- Permanent, Full time

Main Duties and Responsibilities

- To support the learning of pupils with a specific learning difficulty (SpLD) and assist with their progress to obtain the maximum benefit from the school curriculum;
- Carry out literacy screening for year 7 and year 8 students and as appropriate through the years, identifying SpLD needs at the early stages;
- Follow the recommendations of assessments of students identified with dyslexic type difficulties with EAAs such as reading rulers, coloured paper and share these needs with teaching staff;
- To provide one to one and small group tuition, providing multi-sensory, structured and cumulative teaching tailored to the individual pupils with SpLD;
- To establish and deliver a coherent and appropriate curriculum for groups of pupils with cognitive, SpLD or other identified needs;
- To provide assessment, support and guidance for SpLD students and for students with SEND in the mainstream school as required;
- To keep up to date with current developments in supporting students with cognitive and learning needs;
- Liaise with parents/carers where appropriate to ensure that support needs are identified early and can be met effectively;
- Advise senior staff with regards to adjustments and changes which may be required in order to greater meet students' needs;



- Maintain and share with main stakeholders records of the support provided for students and the impact on their progress and attainment;
- Liaise with and support other Inclusion staff members with the literacy expectations of pupils also diagnosed with SpLD with whom they are working;
- To provide support and training to the wider school in meeting the needs of students with SpLD;
- To advocate for students with SpLD at all times;
- Mentor the specific identified group of students, meeting with them, setting targets and reviewing these targets;
- Engage in relevant CPD in order to raise knowledge, skills and understanding of SEND issues.

Other Duties

- Supervise students on Supported Study periods in the Hub Inclusion area as directed, ensuring they have appropriate work set and are completing studies to the correct standard;
- Be able to supervise students during social time in a designated space as directed; be proactive in providing activities or structure to engage students during this time;
- Escort and supervise students where required, such as supporting students at the start of lessons, or supervising medical students in the canteen;
- Advise the SENDCo, ASENDCo and SAHT on matters relating to SEND students;
- Work with teaching staff to plan, review or develop resources for students;
- Represent Inclusion when required in curriculum or pastoral meetings;
- Advocate for all students with SEND;
- Attend regular CPD as required by the school, and other optional relevant CPD to develop good practice.

Responsible to: SENDCo / Assistant SENDCo

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Literacy Intervention Tutor 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 Senior Assistant Headteacher (Inclusion).



Literacy Intervention Tutor

PERSON SPECIFICATION

- The post holder will actively support and work towards the stated Aims and Objectives of this Church of England School
- The post holder is expected to make a significant contribution to the learning and personal development of students within the school

	ESSENTIAL	DESIRABLE
EDUCATIONAL ACHIEVEMENTS / QUALIFICATIONS	<p>Five GCSEs Grade C/6 and above or their equivalent including English and Mathematics</p> <p>Further qualifications or relevant qualifications at A level or above</p> <p>A suitable relevant higher level qualification in English or similar subject, such as a degree</p> <p>An excellent standard of both written and oral English</p> <p>Willingness to undertake further relevant training</p>	<p>Specific qualifications or educational experience in literacy or dyslexia teaching</p>
KNOWLEDGE AND EXPERIENCE	<p>Knowledge of literacy and dyslexia difficulties and bespoke interventions</p> <p>Knowledge and experience of recommended assessments for students identified with dyslexic type difficulties</p> <p>Recent experience of working with young people either in a school setting, as a parent, or involvement in voluntary work</p> <p>Knowledge and understanding of child development and the way children learn</p> <p>An awareness of, and sympathetic approach towards the difficulties likely to face children with special needs</p>	<p>Experience of working within in a school or educational environment</p> <p>Previous experience of working with children aged 11-19 with literacy and dyslexia difficulties, with a good understanding of the needs and characteristics of students across this age range</p> <p>1-1 and small group tuition</p> <p>SIMS knowledge</p> <p>Knowledge of education initiatives</p>





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	<p>An understanding of equal opportunity issues and an awareness of what this involves</p> <p>Experience of communication with a range of individuals, including parents/carers and outside agencies</p> <p>Experience of using a range of computer packages including Microsoft Office</p>	
SKILLS AND ABILITIES	<p>Ability to work with SENDCO, the SEN team and other professional staff to support learners with literacy and dyslexia difficulties, to help them access the curriculum and make good progress</p> <p>The ability to assist students on an individual and small group basis but also work as part of a team.</p> <p>Confidence to work in a challenging environment and work under pressure and handle situations with patience and sensitivity</p> <p>Excellent communication skills and the ability to relate to students, teachers and parents and maintain strong professional relationships</p> <p>Ability to maintain confidentiality at all times</p> <p>Ability to relate sensitively to students and to contribute to a team approach to meet students' needs</p> <p>Ability to assimilate information</p>	
UNDERSTANDING	<p>Full understanding of child protection and Keeping Children Safe in Education</p>	<p>Understanding of how to apply successful support and inclusion to children with literacy and dyslexia difficulties or other barriers to learning</p>



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PERSONAL QUALITIES	<p>Committed to safeguarding and promoting the welfare of children and young people and to recognise the importance of confidentiality</p> <p>Able, confident and willing to establish good professional relationships and commitment to teamwork</p> <p>Self-motivated and able to work on own initiative with guidance, but under limited supervision</p> <p>Able to generate a positive approach to learning for all students</p>	
PROFESSIONAL DEVELOPMENT TRAINING	<p>A willingness to undertake Induction and training programme.</p> <p>Willing to participate in further appropriate professional development</p>	<p>Positive approach to own continuous personal professional development and training</p>

CORE COMPETENCIES	E/D
Clear understanding and commitment to safeguard and protect children	E
Adopts an inclusive approach to followers and non-followers of the Christian faith and committed to equal opportunities and respecting diversity in all forms	E
Conscientiously adheres to school / trust policies and procedures and works ethically	E
Works in a way, which abides to the school values of Care, Hard Work, Respect, Integrity, Servanthood and working Together	E
Embraces the vision "Living life in all its fullness" and devotedly helps all students achieve this	E

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.