

## **Job Description**

### **Additional Support Literacy**

**Salary:** Grade R3 scale point 16 – R4 scale point 21  
FTE: £28,258 – £30,294 Actual: £21,884.78 – £23,418.71

**Working Pattern:** 32.5 hours per week, 08:30 – 16:00, Monday to Friday

**Location:** St Dominic's School, Hambledon, Nr Godalming, Surrey, GU8 4DX

**Reports to:** Heads of English

### **Job Purpose**

- To provide specialist skills and knowledge, plan, resource, deliver, monitor and review progress for pupils'/students' additional literacy interventions.
- Support and supervise pupils and students throughout the school day in order to help promote effective teaching and learning.

### **Key Accountabilities**

- To ensure that interventions are matched by practice in the classroom.
- To ensure that pupils/students who have literacy-related special educational needs or other needs affecting literacy make progress.
- To deliver wave 2 and 3 literacy interventions across the school.
- To deliver wave 1 interventions in small groups around phonics and guided reading.
- To assess all pupils and students in literacy.
- To work collaboratively with the Head of English to plan and oversee provision and tracking of wave 2 and wave 3 interventions in literacy
- To keep up to date records of interventions and impact analysis.

### **Main Duties and Activities**

- To teach pupils and students with literacy difficulties, planning and running Wave 2 interventions in class.
- To teach 1:1 Wave 3 interventions to accelerate learning and narrow the gap only where Wave 2 intervention cannot be achieved.
- To act as a role model for Teaching Assistants and other staff in supporting pupils and students with literacy difficulties in the classroom and through interventions and training.
- Plan and oversee baseline assessment of pupils/students on admission.
- To work with the Head of English in reviewing and supporting monitoring of progress.
- To support the progress team in reviewing progress of learners and to write and update wave 2 and 3 provision interventions
- To identify the need for, and carry out, screening testing to help identify specific barriers to learning.
- To carry out at least yearly testing of literacy age and level on a 1:1 basis.
- To report on progress of pupils/students where required, such as Annual Reviews.
- To attend progress meetings when directed

- To play an integral role in the sharing of good practice, participate in networking opportunities and support team members with professional development activities such as team teaching and shadowing

### **Support the Teacher**

- Reinforce and support all aspects of behavioural, social and emotional learning.
- Work alongside the teacher according to the published timetable and for specific programmes of support to achieve learning objectives.
- Participate in regular feedback between pupil/student and teacher.
- Attend and contribute to staff meetings, open events and/or consultation events as required by school.

### **Support and Management of Pupils and Students**

- Work with pupils/students and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Support and assist pupils/students, advising them on strategies to deal with problems they encounter, seek appropriate help when necessary, referring to appropriate staff for advice.
- Build positive relationships with pupils/students and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.

### **Other**

- Undertake break-time duties and responsibilities.
- Keep records and carry out procedures to satisfy school policies.
- Take responsibility for own training and development, attending training courses as appropriate.

### **Main contacts and reason for the contact**

- Pupils and students – to instruct, help and motivate them to learn by providing literacy support and guidance in groups and individually. To identify appropriate objectives and targets for each pupil/student in discussion with them and assess their progress against literacy targets.
- Teachers – to work collaboratively with the teaching team supervising the pupils'/students' literacy development.
- Therapists – to work jointly with them to provide a child centred package of support to each pupil/student where all support is well integrated and complementary
- Teaching Assistants – to direct their support to improve literacy standards across the school.
- Senior Managers – to take direction and receive professional support. To work as part of a team to plan lessons and schemes of work. To discuss difficulties and seek guidance when concerns arise about particular pupils/students
- Families – to communicate and work collaboratively with parents/carers.

## Person Specification

Criteria		
<p><b>Key - Essential = E; Desirable = D; Assessed by Interview = I;; Assessed by Application Form = A</b></p>		
Qualifications and Training		
<ul style="list-style-type: none"> <li>• GSCE or equivalent in maths and English</li> <li>• NVQ Level 2 or 3 in Working with Children</li> <li>• Other relevant training eg First Aid, Child Protection, Behaviour Management, Working with children with ASC, Team Teach</li> <li>• Full Clean Driving Licence</li> </ul>	E D  D D	A A  A A
Knowledge and Experience		
<ul style="list-style-type: none"> <li>• Working with children</li> <li>• Working in an educational setting</li> <li>• Working with children with special needs</li> <li>• Working as part of a team</li> <li>• Working with children from a variety of cultural backgrounds</li> </ul>	E E  D E D	A, I A, I  A, I A, I I
Skills and Abilities		
<ul style="list-style-type: none"> <li>• Ability to think, write and speak clearly and concisely</li> <li>• Ability to communicate well with families, pupils/students, outside agencies</li> <li>• Ability to work collaboratively as part of a team</li> <li>• A calm, reassuring and responsive approach</li> <li>• Ability to manage behaviour in the classroom</li> <li>• Ability to organise and prioritise work and resources</li> <li>• Good ICT skills</li> <li>• Practical and theoretical knowledge of behaviour management</li> </ul>	E  E E E E E E E D	A, I  I A, I I   I A, I I
Personal Attributes		
<ul style="list-style-type: none"> <li>• Confident and self-motivated in exercising appropriate initiative</li> <li>• A positive, flexible and confident attitude to work and problems</li> <li>• A commitment to equality and celebrating diversity</li> <li>• Patience and resilience</li> <li>• Good level of physical fitness and general health</li> <li>• Enthusiasm and drive for working in a SEN school</li> <li>• Ability to take responsibility for own CPD</li> <li>• Good sense of humour</li> <li>• Unlimited empathy for working with children and a commitment to meeting the needs of the children and their families</li> </ul>	E E E E E E E E E E E	I I I I I I I I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p>		
<p><b>Date produced:</b> July 2024</p>		