

Teaching Assistant with Literacy Specialism

Harris Academy South Norwood

Grade 4 + Performance and Loyalty Bonus + Harris Wellbeing Cash Plan + Additional Harris Benefits

Full time

For a confidential discussion about this post with the Principal, more information or to arrange a visit, please contact Claire Stafford, PA to the Principal, at staffordc@harrissouthnorwood.org.uk

Please visit www.harriscareers.org.uk to apply online and submit your application. Shortlisted candidates may be asked for additional information before interview invitation.

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Harris Academy South Norwood

Dear Candidate

Thank you for expressing an interest in the post of **Teaching Assistant with Literacy Specialism**. The post holder will work as part of a thriving inclusion team, delivering a combination of in-class support and targeted small-group intervention in phonics and foundational literacy skills. This post is central to our mission of ensuring that every child, no matter their starting points, is able to thrive at Harris Academy South Norwood.

If you are an experienced teaching assistant or a graduate with a strong foundation in English and literacy and looking for an opportunity to join a truly thriving school where you can make a real difference, then this may be the role for you.

At Harris South Norwood we do things differently. Nurturing the unique talents and character of each individual is at the heart of what we do, and a genuine sense of school community rooted in trusting relationships between students and staff drives our success. As the highest performing mixed comprehensive school in Croydon and Bromley (Progress 8, Summer 2024) we provide an exceptional academic education alongside a fantastic student experience. Our school ethos of **Diversity, Talent, Togetherness** encapsulates the kind of school community we foster here.

If our ethos appeals to you, and you want to make a real difference to the lives of our young people, then we would welcome an application.

Yours sincerely

Charlie Comerford
Principal

Our Academy

Harris Academy South Norwood is a mixed comprehensive school situated in the heart of South Norwood, SE25, just a few minutes walk from Norwood Junction. We serve an incredibly diverse school community with numerous languages, cultures and backgrounds represented within the school. Our staff are equally multicultural, with colleagues hailing from all over the UK and the world.

Our vision for teaching is *whole school consistency, departmental autonomy*. We believe that teachers teach best when supported by clear, consistent systems *within which* they can delve into the uniqueness of their subject disciplines. In practice, this means that we have strong whole-school behaviour systems, shared strategies well recognised by students such as for checking for understanding and teaching new vocabulary, but also expect and allow subjects to employ the pedagogical strategies, formats and routines that are right for them.

At HASN, we prioritise teacher development and commit significant time and resources towards teacher and staff development. We support colleagues to undertake professional qualifications and further study outside of the school, and encourage colleagues to plan and pursue their professional goals with our support.

Working with the Harris Federation, we are able to draw on a wealth of expertise and experience across all areas of school life and leadership, meaning that staff can draw on a wide professional network. In turn, this supports a healthy approach to workload in which leaders hold the firm belief that collaboration is our strength and that seeking support is often the best thing professionals can do for the children they work with.



Job Purpose

To work collaboratively with teaching staff/tutor in class to improve the outcomes of students with a variety of needs, including those with EHCPs.

Responsible to: SENDCO

Liaise with: Senior Leadership Team, other school leaders, pastoral support staff and relevant staff with cross-school responsibilities, teaching/support staff, external agencies and parents.

Main Areas of Responsibility

Core Duties

- To plan, prepare and deliver literacy and phonics interventions to targeted students.
- To contribute to the process of Assess, Plan, Do, Review in Literacy support, collaborating with colleagues to ensure effective assessment and screening process are in place, interventions are planned and delivered, and that impact is assessed and reported on.
- To demonstrate effective collaboration with the class teacher and SEN Department to support pupils with a range of SEN needs in engaging positively with literacy learning and making expected progress.
- To demonstrate a proactive approach to supporting all pupils in the classroom, with a particular focus on developing reading, writing, and communication skills.
- To demonstrate a clear understanding of the literacy needs of all pupils, including those with SEN, EAL, or additional barriers to learning.
- To demonstrate the implementation of Quality First Teaching and targeted literacy strategies, including those outlined in Student SEN Profiles, within the Assess–Plan–Do–Review framework (SEND Code of Practice, 2014), ensuring profiles remain active and effective.
- To demonstrate the ability to adapt and differentiate literacy support to meet individual needs, while encouraging pupils to take ownership of their learning.
- To demonstrate active engagement in CPD opportunities, particularly those focused on literacy development, phonics, and intervention strategies.
- To demonstrate flexibility in supporting other pupils within the class where appropriate, contributing to overall classroom progress.
- To demonstrate secure subject knowledge in literacy and apply this effectively when supporting teaching and learning.
- To demonstrate consistent use of behaviour management strategies, aligned with SEN Profiles and Academy policies, to promote positive attitudes towards learning.
- To demonstrate a commitment to improving professional practice through reflection, self-evaluation, and active participation in CPD.
- To demonstrate effective communication with relevant staff, raising awareness of any concerns affecting pupils' learning and wellbeing.
- To demonstrate adherence to the DfE Professional Standards for Teaching Assistants (2016).
- To demonstrate commitment to the ethos and values of the school, including standards of behaviour, attendance, punctuality, and presentation.
- To demonstrate willingness to undertake additional responsibilities, including supporting educational visits and school activities.

Additional Responsibilities

- To undertake the implementation of Academy quality assurance procedures.
- To undertake contributions to monitoring and evaluation processes, including assessing progress against literacy outcomes and standards.
- To undertake a proactive approach to identifying areas for improvement and implementing necessary changes.
- To undertake involvement in the development and review of curriculum, organisational, and pastoral practices, particularly in relation to literacy support.
- To undertake continuous professional development by actively participating in training and development opportunities.
- To undertake ongoing development of literacy knowledge and teaching practices.
- To undertake engagement in the performance appraisal process, including target setting and review.

- To undertake effective teamwork, contributing positively to professional relationships across the Academy.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title. employees will be expected

Person Specification

Attributes	Essential	Desirable
Qualifications, Knowledge & Experience	<ul style="list-style-type: none"> • Educated to degree standard or equivalent • Excellent standard of written and spoken English • Previous experience of supporting learning of students • Knowledge of SEND and learning barriers • Some knowledge of working with young people with challenging behaviour • Knowledge of some of the social issues facing students from disadvantaged backgrounds • Computer literate - must have good computer skills including a working knowledge of MS packages • With young people in an educational or training environment • Experience of establishing and maintaining working relationships with a range of people 	<ul style="list-style-type: none"> • Phonic and/or literacy specialist training or experience in a Primary setting • Knowledge of the national curriculum • Knowledge of teaching and learning • Similar experience working within a school • Evidence of continuing professional development and education • English degree
Essential Skills	<ul style="list-style-type: none"> • Excellent organisation skills • Excellent written and verbal communication skills • Excellent IT literacy • Ability to communicate effectively with children and young people • An awareness, understanding and commitment to the protection and safeguarding of children and young people. • Ability to prioritise, plan and organise themselves as well as others • To develop positive and mutually supportive working relationships with all colleagues • To build positive relationships with parents • Ability to establish a positive presence in the school 	<ul style="list-style-type: none"> • Ability to deliver/support
Personal Qualities	<ul style="list-style-type: none"> • Ability to demonstrate and promote the Academy's core values of Knowledge, Integrity and Resilience. • Willingness to work hard. • Record of excellent attendance and punctuality. • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure. • Awareness of and commitment to equal opportunities and valuing diversity. • Belief in the responsibility of a school to include pupils with a diverse range of educational needs • Ability to be a 'team player' 	<ul style="list-style-type: none"> • Passion for actively promoting diversity and inclusion

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act 2018
- 4) Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [**Policy Statement on the Recruitment of Ex-Offenders.**](#)