



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

TEACHING ASSISTANT WITH BOOK CULTURE RESPONSIBILITY

JOB DESCRIPTION

JOB PURPOSE

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Library

- 1.1 Manage the issuing and returning of the library stock.
- 1.2 Shelve stock and keeping the library in good order.
- 1.3 Withdraw stock under the direction of the Literacy Lead/English Department.
- 1.4 Provide support for cataloguing of new material to the library collection.
- 1.5 Process new material so that it is ready for shelving.
- 1.6 Manage the library management system and supporting its use.
- 1.7 Run the overdue system.
- 1.8 Help library users find material to meet their needs.
- 1.9 Encourage students and staff in using the library through supporting a range of library-based activities.
- 1.10 Supervise students when using the library.
- 1.11 Manage the day to day running of the library and oversee its development as a key component in the school's teaching and learning environment.
- 1.12 Integrate the library and its services into the life of the whole school.
- 1.13 Ensure an effective library service to complement the education of students.
- 1.14 Collaborate with the Book Culture Lead and English Department in the design and delivery of literacy programmes or resources for specific project.
- 1.15 Promote the recognition that learning takes place outside the classroom context and provide opportunities to develop students' understanding by promoting events such as World Book Day, National Poetry Day etc. Participate in local and national competitions and initiatives, such as the summer library challenge.
- 1.16 Support staff to ensure the library and the wider school environment are stimulating and help to influence students' attitudes positively towards reading.

- 1.17 Develop displays to support literacy and reading, to encourage students' participation, both within the library and across the school.
- 1.18 Support the promotion of wider reading in all subjects of the curriculum (subject specific sections in departments and the library, supplementary reading lists and challenges).
- 1.19 Display inspirational quotes from renowned authors throughout the school.
- 1.20 Develop the library as the beating heart of the school, well-stocked with books of different genres and readily accessible to students.
- 1.21 Utilise the library to its full potential to provide reading enrichment opportunities.

2 Book Culture Programme

- 2.1 Provide support to the Book Culture Lead to secure a vibrant book culture throughout the school to stimulate students' curiosity about books and engender a love of reading.
- 2.2 Work in partnership with the Book Culture Lead, Form Tutors, SENCo, Teaching Assistants, Teachers, Reading Leaders and parents to ensure a world-class book culture.
- 2.3 Support the Book Culture Lead in the delivery of a powerful and impactful intervention programme for struggling readers to read fluently.
- 2.4 Support the development of students' ability to read increasingly complex texts by fostering their motivation to read widely for different purposes.
- 2.5 Support the administration of reading age assessments to students and support the compilation of a report upon the outcomes.
- 2.6 Support the Book Culture Lead to work closely with teaching and support staff to use appropriate data to identify cohorts of students requiring literacy and reading interventions.
- 2.7 Promote Star Readers and Star Subject Readers ensuring all students are reading books which are age-related, appropriately challenging and engaging.
- 2.8 Support the Star's Read-Aloud programme to help close the gap between advantaged and disadvantaged readers.
- 2.9 Raise the profile of reading throughout the school, so that students 'read for pleasure'.
- 2.10 Support the planning and delivery of bespoke interventions for individual students and small groups of students.
- 2.11 Support the school's home and community liaison work through the appropriate participation in events.
- 2.12 Support the launch the Accelerated Reader Scheme in school. Ensuring all students are reading books which are age related.

3 Support for Students

- 3.1 Provide one to one, small group and/or in class support for identified students with additional needs including those with a statement of special educational needs (or an Education, Health and Care Plan).
- 3.2 In providing support, employ teaching strategies to encourage the student to work with increasing independence within a group and class.
- 3.3 Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- 3.4 Support student access to the curriculum by differentiating learning activities where appropriate.

- 3.5 Develop a positive relationship with the student to support progress and attainment and promote self-esteem and independence.
- 3.6 Support the student as part of a planned inclusion programme and provide intervention strategies and programmes as requested.
- 3.7 Deliver intervention and support strategies for specific students as directed by the teacher.
- 3.8 Provide feedback to the student on their progress, achievement and attainment.
- 3.9 Support the use of ICT in learning activities.
- 3.10 Support the promotion and incentivise all students to access the vocabulary programme to encourage fluent reading and good understanding.
- 3.11 Promote the initiation of and foster extra-curricular activities which widen students' appreciation of reading.
- 3.12 Support the bringing to life of the Star Readers programme in form time through the Read-Aloud programme.
- 3.13 Support the encouragement of the use of reading to help acquire rich knowledge within each subject domain through Star Subject Readers.
- 3.14 Support the habit of reading widely and often, for information retrieval and pleasure.
- 3.15 Support students to expand their vocabulary, so that their ability to engage readily with unfamiliar texts and develop their own proficiency as speakers and writers increases.
- 3.16 Support the development of proficiency in reading skills such as skimming to gain the sense of a text, scanning to locate details, and revisiting for clarification.
- 3.17 Support students with low attainment in reading, students with special educational needs and students who are new to English.
- 3.18 Support the development of students' knowledge of grammar so that they understand how sentences are constructed.

4 Support for Teachers

- 4.1 Provide information and support to teachers and other support staff as to the most effective methods of support for students with learning needs.
- 4.2 Liaise with the SENDCO and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support the student across curriculum areas.
- 4.3 Liaise sensitively and effectively with parents and carers and participate in feedback meetings with parents under the teacher's supervision.
- 4.4 Assist the SENDCO in the development, monitoring and review of the student's support plans.
- 4.5 Attend specific training as and when required or requested by the SENDCO.
- 4.6 Assist in student supervision and management of student behaviour, in line with school procedures.
- 4.7 Be responsible for keeping and updating records as agreed with the teacher, contributing to the reviews of records and systems as requested.
- 4.8 Support the teacher by contributing to the delivery of local and national learning strategies and recording achievement, progress and providing feedback to the teacher.
- 4.9 Report on student achievement, progress and issues in a suitable format.

4.10 Administer and contribute to the invigilation of examinations as required.

5 Support for the School

- 5.1 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.
- 5.2 Be aware of and comply with policies relating to safeguarding (including child protection), health and safety, confidentiality and data protection.
- 5.3 Assist in providing an atmosphere in which effective learning can take place.
- 5.4 Support the promotion of positive relationships with parents and outside agencies.
- 5.5 Work within school policies and procedures.
- 5.6 Attend and participate in individual and team meetings as required.
- 5.7 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.
- 5.8 Accompany teaching staff and students on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher.
- 5.9 Assist with the supervision of students out of lesson time including before school, during breaks and lunchtime and after school.
- 5.10 Work as part of a team and support the role of other people in the team.

6 Other Responsibilities

- 6.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.3 Contribute to the wider life of the Trust and the Star community.
- 6.4 Carry out any such duties as may be reasonably required by the Trust.

7 Records Management

- 7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	NVQ Level 2 Teaching Assistant or equivalent.	E	✓	✓
2.	5 GCSEs including English and Maths at grade 9-4/A* - C	E	✓	✓
3.	Evidence of continued personal and professional development.	E	✓	✓
EXPERIENCE				
4.	Experience in an administrative/ reception role.	E	✓	✓
5.	Experience of working within an educational environment.	E	✓	✓
6.	Effective use of ICT packages, especially MS Office 7 or above.	E	✓	✓
7.	Effective use of e-mail systems/VLE.	E	✓	✓
8.	Experience of Bromcom computerised systems.	E	✓	✓
9.	Understanding of school roles and responsibilities.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
10.	Organised and efficient administrative skills.	E	✓	✓
11.	Ability to maintain positive relationships with students and other adults.	E	✓	✓
12.	Ability to prioritise, work quickly and accurately, particularly under pressure and to deadlines.	E	✓	✓
13.	Ability to work unsupervised, use own initiative and make appropriate decisions.	E	✓	✓
14.	Ability to address sensitive matters with a caring approach and appropriate confidentiality.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
15.	Ability to use ICT confidently to communicate, review data and present information to others.	E	✓	✓
16.	IT software packages, e.g. MS Office and data bases and its application in schools.	E	✓	✓
17.	Good understanding and ability to use relevant technology e.g. Photocopier.	E	✓	✓
18.	Understanding of how to provide a welcoming environment.	E	✓	✓
19.	Understanding how to develop and maintain effective filing systems.	E	✓	✓
PERSONAL QUALITIES				
20.	Commitment to delivering after-school sessions as required as well as enrichment opportunities for learners.	E	✓	✓
21.	Highly organised, literate and articulate.	E	✓	✓
22.	A strong belief in the value of education in developing citizens.	E	✓	✓
23.	Highest levels of professional and personal integrity.	E	✓	✓
24.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
25.	Personal resilience, persistence and perseverance.	E	✓	✓
26.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
27.	Willingness to participate in further training and development opportunities offer by the school and county, to further knowledge.	E	✓	✓
28.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Service'.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
30.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
32.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
33.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
34.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓