

Job description

Job title: Literacy Interventions Instructor	Status: Fixed term until 31st July 2022
Team: English	Reports to: SLT member in charge of Literacy
	Direct reports: None
Department: English	Departmental budget holder: None

Position context:

Our purpose: To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become confident and impactful world citizens.

Position purpose:

The Literacy interventions Instructor is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.

The Literacy Interventions Instructor will work alongside teachers to work as part of a team - being 'partners' in supporting the pupils' access to learning and the whole curriculum (including the National Curriculum) and their independence as learners.

The Literacy Interventions Instructor works under the direction and control of the headteacher and the relevant SLT/HoD/SENCO/class teacher. They will be required to work with groups or individuals from a class without the presence of the class teacher and supervise activities and tasks.

Position accountabilities:

Accountability	Key activities
Strategy	<ul style="list-style-type: none"> • Is aware of, and understands, the ELAT Vision, Mission and Values. • Will make a positive contribution to the Pupil Premium mentoring programme in accordance with the ethos, aims and objectives of the school and Pupil Premium Department. • Will work in partnership with the teachers and support staff in supporting students' access to learning and the whole curriculum and their independence as a learner and citizen. • Will work within the agreed framework of the school's policies on discipline and behaviour.
Planning	<ul style="list-style-type: none"> • Plan and deliver a small group literacy intervention programme at KS3 and KS4 including timetables lessons and flexible lessons • Ensure that teachers are aware of the specific learning needs and targets of identified pupils • Liaise with relevant teaching staff to inform planning and delivery of the literacy intervention • Support pupil(s) access to curriculum by differentiating instructions and resources • Prepare material of the quality and quantity specified by the teacher • Attend meetings, including meeting of the subject/learning support department/team, where appropriate • Agree with class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs • Agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies

Accountability	Key activities
Delivery	<ul style="list-style-type: none"> • Support the specific needs of specified pupils- physical, emotional and/or behavioural • Support pupil(s) access to the curriculum, their learning and their progress towards specific individual targets • Foster pupil independence through supporting improvement in their knowledge, skills and understanding • Provide information, advice and direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour • Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment • Where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with School Visits Policy • Help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly • Provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies • Support behaviour management at the beginning and end of lessons and during the lesson transfer, and correct behaviour to maintain order and discipline • Actively encourage the development of positive relationships and promote confidence about the care during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school • Provide regular and purposeful feedback to students within intervention classes • Respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images • Provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs • Monitor pupils' response to leaving activities and, where necessary modify or adapt activities to achieve the intended learning outcomes • Provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills • Use appropriate strategies for challenging and motivating pupils to learn
People Management / Organisational Development	<ul style="list-style-type: none"> • To fully take part in the Trust's performance management system

Accountability	Key activities
Information Management and Reporting	<ul style="list-style-type: none"> • Support the maintenance of pupils' records by providing information to the teacher and recording, in accordance with school and departmental policy, the work and progress of pupils • Report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the teacher • Collate and track progress data from interventions classes and share with relevant teaching staff • Promptly report any difficulties in communication with parents and carers to the class teacher/SENCO • Provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews • Demonstrate a willingness to share information and expertise, which could benefit other team members in their work • Obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development • Promptly inform the teacher when a pupil is experiencing learning difficulties that cannot be resolved
Data Protection	<ul style="list-style-type: none"> • All staff have a responsibility under the 2018 (GDPR) Data Protection Act to ensure that their activities comply with the Data Protection Principles. Staff should not disclose personal data outside the Trust's procedures, or use personal data held on others for their own purposes.
Health and Safety	<ul style="list-style-type: none"> • Hold responsibility to avoid action that could threaten the health or safety of themselves, other employees, customers or members of the public.
Good Citizenship	<ul style="list-style-type: none"> • Holds personal accountability in ensuring continual focus on enhancing the staff and pupil experience through actions, words and behaviour. Our pupils are the most important members of our institution and must be treated as such

Key Stakeholders:

Internal: Pupils' and staff

External: Parents and Carers

Knowledge, skill and experience requirements

Essential:

- Ability to recognise and identify problems and take appropriate action
- Ability to communicate and interact effectively with children and young people
- Ability to understand and contribute to educational programmes
- Ability to deal with pupils' physical, emotional and behavioural needs as well as provide individual support as appropriate
- Awareness of child development and the range of behaviours expected at different ages and stages of development
- Displays commitment to the protection and safeguarding of children and young people
- The importance of planning and evaluation of learning activities
- How to support a child whilst encouraging independence
- Record keeping systems and procedures used within schools
- School behaviour policies
- Schools' Health and Safety, confidentiality and Equal Opportunities policies
- Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people
- Hold a Higher Teaching Learning Assistant qualification

Desirable:

- The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying
- National policies for literacy
- The resources used to develop literacy skills
- The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process

Key behaviours:

- Demonstrate and role model Trust values which are:
 - *Passion*
 - *Respect*
 - *Inclusion*
 - *Challenge*
 - *Openness*