



# Targeted Intervention Assistant

## Literacy intervention lead

### JOB DESCRIPTION

#### Role Purpose:

The purpose of this role is to work with teachers to support children and young people to achieve their potential by providing support to overcome barriers to learning across the curriculum in literacy.

#### Key Accountabilities:

Reporting to the Head of Inclusion and Literacy lead, this post holder will be accountable for;

#### Duties & Responsibilities:

- You will be based in our Learning Support Faculty as part of a large team. You will mainly work with individuals or groups of students who require support with their literacy.
- You will develop the provision for students with dyslexia and literacy barriers.
- You will carry out dyslexia screeners and reading age tests.
- You will lead and oversee form time literacy interventions and paired readers.
- You will work with literacy programs such as Bedrock, Lexia and IDL.
- You will work closely with the teaching staff to develop and deliver support for literacy.

#### Main duties and Responsibilities:

- Supporting students, by working closely with the teaching staff to plan and deliver catch up work and SEN interventions.
- Developing the skills and aptitudes of students who struggle to access the full National Curriculum through academic mentoring, support and short targeted interventions, helping to manage and monitor students on that provision.
- Meeting regularly with the designated line manager to report on the progress of identified students, within the academy's agreed monitoring and tracking procedures
- Supporting the operation of the academy's after school intervention activities and clubs
- Meeting with designated students to review their progress and mentor them towards achieving their goals and feeding back the outcomes of these meetings to tutors and pastoral leaders in relevant planning and assessment activities.

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### **General Responsibilities:**

- To keep detailed records of any interventions and support offered
- To undertake training as appropriate and attend staff development days in accordance with hours worked.
- To support and promote the values and positive ethos of the academy and wider community.

### **Support for the teacher**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, under the supervision and guidance of the teacher, to support pupils to achieve learning goals.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teacher on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

### **Support for the curriculum**

- Undertake structured and agreed learning activities/teaching programmes under the supervision and guidance of teaching staff
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare and clear up the learning environment and resources, including photocopying, filing and the display and presentation of pupils' work and contribute to maintaining a safe environment.

### **Culture**

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

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Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li></ul>
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	<ul style="list-style-type: none"> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<p><b>Doing the Right Thing</b></p>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**      **Assessed at**  
**E – Essential**      **A – Application Stage**

**D – Desirable**      **I – Interview Stage**

**P – During the probationary period**

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	GCSE Maths and English minimum grade C or equivalent	X		X	X	X
	Knowledge and experience of SEN code of practice and related procedures and paperwork.	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
<b>Experience</b>	Relevant educational experience supporting a child/children in a secondary school setting	X		X	X	X
	Experience of working with children who have a wide variety of educational needs		X	X	X	X

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	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X
	Experience working with students with diagnosed difficulties, SALT, ASD, ADHD, Dyslexia, Dyscalculia etc.	X		X	X	X
<b>Skills</b>	Ability to work with an individual child or with a group	X		X	X	X
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X
	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X

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