



JOB DESCRIPTION

Name:

Job Title: HLTA Reading and Literacy Intervention **Salary Scale:** G – 34.5 hours/week term time only
Line Manager: Subject Leader - English **pro-rata**

Fundamental Purpose:

- Work with class teachers to raise the learning and attainment of students with a reading and literacy focus.
- Promote students' independence, self-esteem and social inclusion.
- Give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.
- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or, short term, for whole classes.
- To support with the resourcing and development of specialist learning needs areas.
- To monitor students and assess, record and report on students' achievement, progress and development through KS3 and KS4.
- To actively support the implementation of promoting reading and literacy across the academy.

Key Responsibilities:

Reading and Literacy Intervention:

- To support the literacy lead and SENDCO in planning and developing a reading programme to raise reading ages at KS3.
- To complete reading assessments and track reading ages and comprehension progress of groups of students.
- To use reading age data to select intervention groups.
- To work alongside the English department to develop reading strategies to support student progress.

Providing support for students:

- Assess the needs of students and use detailed knowledge and specialist skills to contribute to the planning, preparation and delivery of structured teaching and learning activities and resources that interest and motivate students to advance students' learning.
- Mark student work and provide feedback in line with academy assessment policy, taking this information into account when planning future lessons.
- Monitor students' response to learning tasks, participation and progress, providing constructive feedback to students, supporting them as they learn and modifying teaching strategies accordingly.
- Act as a role model and set high expectations for the students (and fulfill the role of a mentor for some students).
- Work with individuals and groups of students both in class and with additional small intervention groups under the direction of the class teacher and/or SENDCo.
- Contribute to the collection of data, target setting and review process to support the students in meeting specific targets and liaise with relevant staff and external agencies.
- Support students consistently whilst recognising and responding to their individual needs, using small group interventions to follow and monitor the 'plan-do-review' cycle.
- Use behaviour management strategies in line with relevant behavior policy and procedures which contribute to a purposeful learning environment so that effective learning can take place.
- Organise and manage safely the learning activities, the teaching space and resources for which you have responsibility.
- Attend parents' evenings and other relevant meetings where necessary.
- Promote independence and employ strategies to recognise and reward achievement.
- Contribute to the process of department quality assurance.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- Actively engage in extracurricular activities within the department.



- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, considering students' interests and language and cultural backgrounds.

Providing support for the teacher by:

- Organising and managing appropriate learning environment and resources.
- Working alongside the teacher to plan challenging and appropriate lessons, including resources.
- Monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Supporting class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment.
- Supervising a class if the teacher is temporarily unavailable.
- Administering and assessing/marking tests and invigilating examinations/tests.

Providing support for the school by:

- Being aware of and supporting difference and ensure all students have equal access to opportunities to learn and develop.
- Developing effective professional relationships with colleagues.
- Contributing to the overall ethos/work/aims of the academy.
- Delivering out of school learning activities and/or after school homework clubs within guidelines established by the academy.
- Respecting individual differences and cultural diversity.
- Promoting the safety and wellbeing of students, and helping to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's Safeguarding and Child Protection Policy.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Any other reasonable request that is commensurate with the grade of the post.

Lord Lawson of Beamish Academy is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment.