Job Description

Job Title: **Specialist Teaching Assistant – Literacy & EAL**

Grade **Band H TA3 Level**
Hours: **37 hours weekly, 39 weeks per year**
Reporting to: **SENCo**
Working closely with: **SENCo, Inclusion Team,**

Main Purpose of Job

- Coordinating EAL provision, including:
  - Small group work for literacy progress units
  - Managing the integration of EAL pupils into mainstream school
  - Assessing the ability of EAL pupils and supply this information to relevant parties
- Inform all relevant parties as to the timetables for each individual EAL pupil i.e. KS leader, SENCo, Assistant SENCo, Timetable.
- To investigate and implement relevant KS4/5 examination courses for EAL students e.g. ESOL
- Work with external agencies to ensure EAL provision is effective
- Liaise with families; signpost them to any relevant local support groups
- Meet with relevant EAL families to inform them about the procedures for additional language GCSE/A level exams
- If appropriate, liaise with EAL Coordinators from primary schools during the school transition process.

- To support and develop the learning of students with Specific Educational Needs in Literacy through the planning and delivery of individual, paired and small group work
  - Working with students within Key Stage 3 to accelerate learning from low starting points and consolidate learning
  - Working with students within Key Stage 4 who are studying for Level 1 qualifications in Literacy, or higher-level qualification for students in their native language.
- To support the learning of students with identified specific learning needs relating to Literacy, such as dyscalculia and dyslexia
- Working alongside subject staff to plan and support work within the classroom which meets the needs of individual learners with SEN / EAL.
- Contribute to staff CPD, and share strategies for supporting EAL students
- Share information about EAL students via individual Student Passports

Key Accountabilities

A TA level 3 will be expected to:

- Use specialist (curricular/learning) knowledge alongside strategies known to support EAL, and / or SEN need: ASD, Dyslexia or SEMH, and help students to over-come barriers and to access learning in a way which accelerates progress. This may involve working with groups of differing sizes and individual students.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Support students and staff with available translation tools to help to translate relevant texts.

- Promote the inclusion and acceptance of all students within the classroom and the school.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement.
- Provide feedback to students in relation to progress and achievement.
- To assist subject and other support staff in using specialist strategies for students with EAL, or an SEN diagnosis, such as dyscalculia, dyslexia, ASD or SEMH
- Provide information and advice to enable students to make choices about their own learning.

- Provide the families of EAL pupils with information as appropriate
- Liaise with EAL services and the travellers service attending relevant meetings and disseminating relevant information
- Review termly EAL profiles of competence alongside key stakeholders.
- Investigate relevant qualifications for EAL students; these may include GCSEs in their own language, ESOL etc
- Monitor individual and group achievements of students with dyslexia, ASD or SEMH and feed back to the subject teacher.
- Contribute to the assessment of students by teachers through observation and reporting, maintaining accurate records of findings.
- Be actively involved in the day-to-day management of the learning environment of students with EAL or SEN, including the provision of specialist teaching materials and equipment where appropriate.
- Undertake regular professional development to keep up to date with the latest initiatives for working with students with dyslexia, ASD and SEMH
- Challenge and motivate students through promoting and reinforcing self-esteem.
- Attend Annual Review Meetings as appropriate.
- Undertake administrative tasks appropriate to the role of a TA3.

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, behaviour management, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise as required.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Supervise students on visits, trips and out of school activities as required
- Within own area of expertise or interest, take opportunities to lead extra-curricular or other activities.

Any other duty appropriate to the general area of operation and in line with the broad range of responsibilities and aptitudes expected

<u>Other duties</u>

- Provide mentoring or other support for one or more students at Stratford upon Avon School
- Participate fully in the School's performance management programme

- Undertake any other duties commensurate with the level of the post at the direction of the SENCo and Inclusion Team
- This is a new post and there should be every expectation that aspects of the role may change and develop over time, within the general job weight defined.

Health and Safety

1. At times this post involves dealing with students and visitors to the school, and responsibility for own health and safety and that of others will be of key importance
2. The post holder must have the moral courage to insist on appropriate safety standards within their area of influence, whilst not using Health and Safety as an excuse to water down the educational experience for the students.

General

Entitlement to:

- A clear line management and access to the immediate line manager.
- An annual performance review, which includes the setting of individual performance targets in line with the established school procedure.
- Time and opportunity for professional development, in an appropriate form.

Requirements

- The postholder is expected to comply with the provisions of the Data Protection Act 1998 and other relevant legislation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the school's Data Protection Policy and Procedure
- Knowledge of and compliance with relevant school policies and procedures e.g. Health & Safety, No Smoking, Acceptable Use of the Internet, procedure to gain authorisation for expenditure, privacy policies, Child Protection etc.
- Willingness to undertake training /professional development in-house or externally.
- Participation in the performance management system in force for all staff.

Notes

- Stratford-upon-Avon School reserves the right to alter the content of the job description to reflect changes to aspects of the role, without altering the general nature of the role or level of responsibility.
- The responsibilities detailed are subject to the terms and conditions laid down in the Contract of Employment for Support Staff.
- The job description summarises an indicative range of duties, responsibilities and outcomes, but does not seek to imply the relative priorities or the proportion of time to be spent on each.

Appendix 1

Support Staff Posts

Corporate

- Support your line manager or team leader as required in maintaining a customer focus, efficient working, establishment and following of operating procedures, compliance with health and safety and other regulatory requirements, identifying desirable developments, and

providing clear support in general for teaching and learning, student progress and wellbeing, and any external or collaborative arrangements with which the school is involved
- Contribute to the effective operation of support services
- Be prepared to share good practice with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations
- As part of a team of support staff, provide assistance with the invigilation of examinations if required
- As a member of staff working in a school setting, have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students

Working with Students

1. As part of a team of support staff, provide assistance with a variety of other provision if required, such as supervision of private study, accompanying school visits, general staff duties etc.
2. Be prepared to engage in elements of guidance or instruction to students in line with specific job role, area of interest or expertise.

Membership of Groups

1. From time to time, take the opportunity to be involved in working groups, designed to enhance the learning or operational aspects of school life.

Appendix 2

Specialist Teaching Assistant – Literacy and EAL

Terms and Conditions of Employment specific to the post

Working Hours

The post is for 37 hours over 5 days per week. The actual timings will be by agreement with the line manager, in line with general school policy based on 8.00am – 4.10pm Monday-Thursday, 8.00am – 3.40pm Friday.
A lunch break of 40 minutes will be taken at a mutually agreed time, by agreement with the line manager. Where 6 hours or fewer are worked per day, it may be possible to omit the lunch break

Working weeks will be 39 weeks per year made up as follows:
38 weeks (term time) plus 1 week of Staff Learning Days
There is provision for additional hours worked to be taken as TOIL, or in certain cases, remunerated as long as they are for reasons connected with school development, clearly justifiable and appropriately authorised in advance.

Holidays

a) Term-time staff are paid for a pro-rata proportion of holidays applicable to the grading of the post and the length of their service.
b) All holidays are deemed to be taken within school holidays.
c) The allocation of holidays against which pro-rata payment is made is 23 days for new entrants to schools, academies or local government. 26 days after 4 years' continuous service, plus 8 Bank Holidays and 4 Statutory days

Other Benefits

- Free car parking (subject to availability)
- Free lunch when covering a lunchtime duty
- Wellbeing employee assistance programme
- Contributory pension scheme

Remuneration

Starting salary for a full-time post at Band H (Points 18-23) is within the range £32,578 to £35,570, starting point depending on experience and qualifications.

Actual salary for hours and weeks worked is calculated as £28,223.83 to £31,513.65 subject to any continuous service.

The School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All positions at Stratford-upon-Avon School are subject to the Disclosure Barring Scheme.

This role is exempt from the Rehabilitation of Offenders Act 1974 and is therefore subject to an Enhanced DBS and requires a children's barred list check.