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**JOB DESCRIPTION**

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| **JOB DETAILS:** |  |
| **Job Title:** | Apprentice Learning Support Assistant (Literacy Provision)  |
| **Grade:** | Apprentice  |
| **School:** | Harrop Fold |
| **Location:** | Hilton Lane, Worsley, Manchester M28 0SY |
| **Directly responsible to:** | Whole School Literacy Leader |
| **Hours of Duty:** | 36 hours per week, term time only + 7 INSET days |
| **Summary of Role:** |
| Under the direction of the Literacy Coordinator to ensure that there is effective planning, delivery and assessment of literacy interventions for pupils across all key stages. To support and deliver interventions around literacy and reading. To develop and maintain resources related to reading (e.g. Library, Accelerated Reader) so that they are suitable and readily accessible to all pupils at their personal level of development.To support the creation, development and delivery of reading schemes and initiatives to improve reading ages of pupils, in particular those requiring additional input (e.g. Catch Up programmes, phonics, guided reading). |

**Principal Duties:**

* To prepare with the Literacy Coordinator the library policy and library development plan.
* To be responsible for the general management of the library as a resource base
* To manage and control learning resource centre stock, including researching resource availability, cost, purchasing materials through finance
* To work as part of a specified learning team to plan, develop, implement and monitor programmes for identified students who require literacy intervention.
* To promote resources to staff and students through organisation of book weeks / visits / newsletters / key dates e.g. World Book Day.
* To catalogue all books and other resources (as developed).
* To maintain a tidy and accessible resource centre including relevant displays/notices etc.
* To implement local/national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities.
* To carry out intervention support (1:1 / small groups) for literacy / EAL / Specific Learning Difficulties as requested.
* To support library homework sessions with students.
* To support Year 6 taster sessions.
* To undertake supervision of students at breaks and lunchtimes as agreed
* To support students with literacy difficulties to access lessons.
* To use whole school data to assess impact and inform new programmes.
* To profile students referred for an intervention for accurate allocation of provision. To identify new programmes based upon need.
* To provide support for the literacy tutorial programme
* To contribute to the INSET programme for the whole school focus on literacy.
* To develop and promote parental links in support of literacy and engagement in reading development wherever possible.
* To work with parents to ensure they are informed of student progress, concerns and interventions and encourage them to support their children with learning strategies.
* To ensure that MIS are regularly updated with RA information of students after each intervention period.
* To prepare reports on behalf of the Literacy Co-Ordinator on the impact of intervention programmes on reading ages and attainment
* To contribute to the implementation of the Academy Attendance strategy.
* To contribute to study support activities for students including homework clubs/catch up sessions.
* To assist with the assessment and identification of students with special educational needs through managing reading tests and other diagnostic assessments.
* To contribute to the Extended School Enrichment programme.

**General**

* To be highly visible in promoting a positive climate for learning across the school.
* To ensure that the vision and ethos of the school is understood and valued by all staff and students through informed and consistent leadership.
* To implement, promote and develop processes that embed and support that ethos.
* To lead and support staff and students to achieve continued high performance at all levels.
* Through regular self-evaluation ensure that resource management (human, physical and financial) is effectively monitored and deployed to obtain the highest level of efficiency across the school
* To provide information and advice to colleagues at all levels.
* Harrop Fold School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
* You will undertake a Teaching Assistant Level 3 Apprenticeship to support your development.

The job description will be updated on a regular basis in consultation with the post-holder.

**The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.**

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| Note to applicantsWhilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. |

| **Essential criteria** | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
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|  | Math & English GCSE pass minimum ‘C’ grade (or equivalent) | A/I |
|  | Willing to work towards achieving an Level 3 Teaching Assistant Apprenticeship  | A/I/C |
|  | Effective use of ICT to support learning. | A/I |
|  | To show ability with ICT. | A/I |
|  | Experience of supporting interventions around literacy and reading. | A/I |
|  | To be committed to becoming a consistently outstanding practitioner, with excellent skills and knowledge of issues that contribute to outstanding learning | A/C |
|  | To have the desire to build a knowledge and understanding of current curriculum issues | A/I |
|  | Ability to relate well to children, young people and adults. | A/I |
|  | Work constructively as part of a team, understanding classroom roles and responsibilities | A/I |
|  | To be committed to working in a school environment. | A/I |

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| Desirable criteria | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
| 1. |  Experience of working with or caring for children and young people | A/I/C |
| 2. | To have experience of partnership working in previous experience – this may include team teaching or work with other schools | A/I/C |
| 3. | First Aid Training as appropriate. | A/I/C |
| 4. | Understanding of relevant policies/codes of practice and awareness of relevant legislation | A/I |
| 5. | To have a knowledge and understanding of the role of school staff | A/I |
| 6. | To show involvement in a project or development | A/I |

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| **Completed by** | **Date** | **Approved by** | **Date** |
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**Method of assessment (\* M.O.A.)**

**A =** Application form**, C =** Certificate**, E =** Exercise**, I** **=** Interview**, P =** Presentation**, T =** Test**, AC =** Assessment centre