



Literacy LSA SEPTEMBER 2017

Term-time only: 37hrs/week. Salary: Level L3 £17,538 – £18,962 pro rata
(Actual Salary £14,900 - £16,110 per annum)

Are you a Graduate?

Are you interested in gaining experience for your future career aspirations as a Specialist Teacher or Educational Psychologist?

Do you have good literacy and numeracy skills?

This is an exciting opportunity to join a strong, supportive team working closely with students who have a variety of Specific Learning Difficulties

We are looking for a colleague who is:

- Enthusiastic
- Hardworking
- Organised
- Knowledgeable of SEND
- Committed to the ethos of the academy
- Able to initiative
- Flexible
- Enjoy working with individuals and small groups
- Keen to learn assessments for SEN and Dyslexia

If you are interested in this post, please complete the online application form www.langleyacademy.org and email to Sarah Friend on: sarah.friend@langleyacademy.org . Closing date: Thursday 22 June 2017 at noon. Interviews will be w/c 26 June 2017.

The Langley Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments are subject to a DBS check

The Langley Academy

Job Description

Literacy LSA

Post title

Literacy LSA

Salary/Grade

Level 3

Purpose of the job

Delivering 'Cognitive' and 'Kinaesthetic' (multi-sensory) literacy, emotional literacy, and Speech and language communication interventions to targeted students, with transferable skills in order to enable them to access the mainstream curriculum

Guiding support staff on how to enable the most vulnerable students to access their curriculum

Supporting Leadership in monitoring the progress of all SEND students

Reporting to

SEND practitioner

Liaising with

Principal, Leadership Team, Academy Directors, LSAs, HLTAs, Subject Leaders and outside agencies

Working time

36 hours per week for 39 weeks a year

KEY FUNCTIONS

- To be responsible for the management and development of a specialist literacy curriculum for key stage 3 SEND /low attainment students within the academy and advise LSAs, HLTAs and teachers on appropriate multisensory literacy strategies
- 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, in the short term, for whole classes.

- To monitor students, and assess, record and report on students' achievement, progress and development.

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- support the learning within an agreed learning support area by taking responsibility for agreed learning activities including taking groups and classes
- within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- deliver learning activities to students within an agreed system of supervision, adjusting activities according to student responses/needs.
- deliver local and national learning strategies eg, literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- 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, taking account of students' interests and language and cultural backgrounds.
- assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- establish productive working relationships with students, acting as a role model and setting high expectations
- develop and implement IEPs together with class teachers, LSAs, HLTAs and SENCO for targeted students
- promote the inclusion and acceptance of all students within the classroom
- 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 of self-reliance
- provide feedback to students in relation to progress and achievement
- organise and manage an appropriate learning environment and resources

- monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- provide objective and accurate feedback and reports, as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- work within the positive discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc
- administer and assess/mark tests and invigilate exams/tests
- produce lesson plans, worksheets, plans etc
- advise on appropriate deployment and use of specialist aid/resources/equipment where applicable
- comply with, and assist with, the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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 academy
- establish constructive relationships and communication with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- take the initiative, as appropriate, to develop multi-agency approaches to supporting students
- recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- deliver out of class learning activities as agreed within guidelines established by the academy
- contribute to the identification and execution of appropriate out of class learning activities which consolidate and extend work carried out in class
- liaise between managers/teaching staff and LSAs/teaching assistants
- hold regular team meetings with managed staff

- represent SEND department at teaching staff/management/other appropriate meetings where applicable
- undertake recruitment/induction/appraisal/training/mentoring for other learning support assistants
- contact parents/guardians as appropriate by phone or by letter to report instances of poor behaviour and to ask parents to collect students if required
- attend readmission and restorative conference interviews as required
- work to support the Principal in the maintenance of good discipline and behaviour throughout the academy
- take a full part in the duty programme at breaks and lunchtimes
- attend and participate in regular meetings and participate in training and other learning activities, as required
- actively support and participate in the museum learning programme
- participate in and support the performance management policy
- assist in the development of the Academy Improvement Plan and its review mechanism
- undertake other tasks as reasonably required by the Principal

Person Specification

Educational Qualifications	Essential	Desirable
Level 3 Learning Support Assistants will have a combination of experience in the role and <u>are likely</u> to hold a recognised TA qualification as shown below. They will be able to demonstrate the following:		
Relevant NVQ level 2 and training towards Level 3		✓
Participation in in-service training and development		✓
Appropriate qualifications/training include: Open College Network Certificate Specialist Teaching Assistant Certificate (STAC) Special Training in ELS/ALS Other appropriate accredited training Individuals are likely to be working towards assessment as an HLTA		✓

Professional Experience, Knowledge and Understanding	Essential	Desirable
Level 2 Learning Support Assistants should have the ability to:	✓	
Write and speak English well	✓	
Demonstrate good numeracy skills	✓	
Demonstrate good IT Skills	✓	
Plan, prioritise and organise own work schedule	✓	
Undertake administrative procedures to support the work of the teacher	✓	
Follow and interpret instructions and guidance	✓	
Clarify and explain instructions to students	✓	
Communicate effectively with students and adults	✓	
Work with students within Academy behaviour management policy	✓	
Learn and take responsibility for own development	✓	
Motivate students to learn	✓	
Assist with the organisation of the learning environment	✓	
Think through and implement strategies to enhance pupil learning	✓	
Assist with the organisation of the learning environment	✓	
Demonstrate craft skills and prepare resources for teaching and learning activities	✓	
Share knowledge and experience with colleagues and support their development	✓	

Personal Qualities and Skills	Essential	Desirable
Ideally, we are looking for someone who:		
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Has strong interpersonal skills	✓	
Has a cup half full approach	✓	
Can motivate, enthuse and inspire students	✓	
Is energetic, creative and enthusiastic	✓	
Is co-operative, flexible and responsible	✓	

Is reliable, well organised and committed to high standards	✓	
Is patient, optimistic and has a fantastic sense of humour	✓	
Is able to prioritise	✓	
Has an unrelenting belief that all children can succeed whatever their background	✓	

Safeguarding	Essential	Desirable
Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by; <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard to the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law 	✓ ✓ ✓ ✓ ✓	
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓	
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓	
Health and Safety	Essential	Desirable
Be familiar with and adhere to relevant parts of the Academy's Health and Safety policy	✓	
Promote and safeguard the welfare of children and young people you are responsible for or come into contact with	✓	
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person	✓	

SS - Supporting Statement
Ref - Written references
FI - Formal interview
Activity - Selection of activities