**Bushey Meads School**

**Job Description**

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| **Post Title** | Targeted Support Officer - Literacy |
| **Purpose** | * To deliver targeted Literacy interventions and lessons to small groups of students with identified needs * To maximise the inclusion in and experience of learning activities for these students within the mainstream curriculum, and to promote and encourage independence, by liaising with teaching staff and other members of the learning support teams |
| **Reporting to** | Advanced Lead Teacher |
| **Liaising with** | Governors, Executive Principal/Senior Leadership Team, teaching and support staff, LA representatives, external agencies, students and parents/carers |
| **Working Time** | 37.00hours per week Monday to Friday, (exclusive of unpaid breaks)  8.00am to 4.00pm Monday-Thursday and 8.00am-3.30 pm on a Friday, inclusive of 30 minutes unpaid breaks each day  Term time + 1 week to include 5 INSET days |
| **Salary/Grade** | APT&C Point 6-9 + fringe allowance (£20,043pa to £21,269pa + £914pa) paid pro-rata for hours worked  Actual pro-rata salary is £17,066pa to £18,110pa + £778pa fringe |
| **Disclosure Barring Service** | Enhanced with Barred List Check |
| **MAIN (CORE) DUTIES** | |
| **Operational, Strategic Planning:** | * To develop and deliver Literacy interventions for individual and small class of identified students as part of their EHCP provisions * To liaise with the English faculty to ensure interventions support the wider English curriculum, building and embedding skills and knowledge * To track the progress of the students having Literacy interventions, recording on the MIS system * To provide reports and regular feedback on the students’ progress to line managers, SENDCo and parents and carers as required * To develop an understanding of the specific needs of the students to be supported and to develop a knowledge of the wide range of learning support methods * To establish a supportive relationship with the students concerned and encourage their acceptance and inclusion, developing methods of promoting/reinforcing their self-esteem * To act as a Pupil Advocate for a group of SEND students, communicating with parents or carers when needed |
| **Staff Development:** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development * To work as a member of a designated team and to contribute positively to effective working relations within the school * To engage actively in the Performance Appraisal Review process * To attend relevant in-service training and regular learning support meetings |
| **Standards and quality assurance:** | * Support the aims and ethos of the school * Set a good example in terms of dress, punctuality and attendance * Follow and uphold school policies * Participate in staff training * Develop links with the Governors, Hertfordshire Education Authority and neighbouring schools |
| **Management Information:** | * To act as Pupil Passport link and to participate in Pupil Passport reviews with specific SEND students on an annual basis * Monitor and record their progress by liaising with teaching staff, other Learning Assistants (and outside agencies when appropriate) and to foster links between home and school |
| **Communication:** | * + To communicate effectively with the parents or carers of students as appropriate   + Where appropriate, to communicate and co-operate with persons or bodies outside the school   + To follow agreed policies for communications in the school   + Attend meetings as required   + To prepare and provide reports as required   + To be aware of in-school procedures and confidential issues and to keep confidences appropriately |
| **Marketing and Liaison:** | * + To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner schools as required   + To contribute to the development of effective subject links with external agencies as required |
| **Management of Resources:** | * + To contribute to the process of the ordering and allocation of equipment and materials   + To assist the Head of Department to identify resource needs and to contribute to the efficient and effective use of resources   + To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students |
| **Other Specific Duties**:   * to play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and students to follow this example * to promote actively the school’s policies * to continue personal, professional development * to actively engage in the school’s self-review and evaluation processes * to actively engage in the school’s Appraisal of Performance processes * to comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate * to attend meetings as determined in the meetings policy and as directed by the Executive Principal * to comply with the school’s procedures concerning safeguarding and to ensure that training is accessed | |
| All support staff may be required, from time to time, to work as directed by the Executive Principal to provide cover for administrative functions within the school. This may include exam invigilation, student supervision and other duties not normally detailed elsewhere within their job description. | |

**May 2022**