Wellfield Community School

Job Description

**PROGRESS LEADER (Literacy)**

Grade 6

**Name:**

**Responsible to and mentored by:**

**Person Specification for all staff at Wellfield Community School**

We want all staff at Wellfield to:

* Be committed to raising standards and continuous improvement
* Relate well to our students
* Put students’ needs first
* Be self-starters and aim for the best in what they do
* Have confidence and competence in the use of ICT
* Be team players
* Communicate well
* Be positive and co-operative
* Review what they do regularly

**ROLE**

At Wellfield we aim to make our school a place where:

* Learning is paramount
* Behaviour is outstanding
* Praise outweighs criticism
* Students fell happy, keen and fulfilled
* We are all safe from aggression, racism and bullying,
* We are all helpful and considerate
* Students want to work hard, take responsibility and play a full part in school life

**PURPOSE OF THE JOB**

To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also, occasionally, to supervise whole classes during the short-term absence of teachers.

To provide support for students, the teacher and the school in order to raise standards of achievement for all students (e.g. SEN EAL, G&T and all underachieving groups) by using advanced levels of knowledge and skill when assisting with planning, monitoring, assessing and managing classes and to encourage pupils to become independent learners, to provide support for their welfare and to support the inclusion of pupils in all aspects of school life.

**PARTCULAR DUTIES AND ACTIVITIES**

**Planning**

* Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in-lesson planning, evaluating and adjusting lessons/work plans.
* Develop and prepare resources for learning activities in accordance with lesson plans and in response to student need.
* Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with the school’s policies and procedures.

**Teaching and Learning**

* Provide detailed verbal and written feedback on lesson context, student responses to learning activities and student behaviour, to teachers and students.
* Motivate and advance student’s learning by using clearly structured interesting teaching and learning activities.
* Support the teaching of numeracy and literacy.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom.
* Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage students to interact with and work co-operatively with others.
* In accordance with arrangements made by the Head Teacher, advance students’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
* Organise and safely manage the appropriate learning environment and resources.
* Promote and reinforce students’ self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
* Assist the class teacher in encouraging acceptance and integration of students with special needs, or students from different cultures and/or with a different first language.
* Support the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

 **Monitoring and Assessment**

* Evaluate student progress with teachers through a range of activities.
* Assess student responses to learning tasks and, where appropriate, modify methods to meet individual and/or group needs.
* Monitor student participation and progress and provide constructive feedback to students in relation to their progress and achievement.
* Assist in maintaining and analysing records of students’ progress.
* Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
* Support the teaching staff with reporting student progress and achievement at Parents’ Evenings.

**Monitoring, Supervision and Development**

* Offer mentoring support and guidance for older students undertaking work experience activities within secondary schools.
* Support and guide other less experienced teaching assistants’ work in the classroom and lead training as required.
* Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events.

**Behavioural and Pastoral**

* Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable.
* Understand and implement school child protection procedures and comply with legal responsibilities.
* Assist in maintaining good discipline of students throughout the school and escort and supervise pupils on planned visits and journeys.
* Provide support and assistance for the students’ pastoral needs, for example, dressing, caring for sick and injured or distressed children.
* Provide physical support and maintain personal equipment used by the children at the school.
* Foster and maintain constructive and supportive relationships with the parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.
* Assist teachers by receiving instructions directly from professional or specialist support staff involved in the students’ education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.

**Other**

* Any other duties required by the Head Teacher, which is within the scope of this post.
* To work within and encourage the school’s Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
* To promote the safeguarding of children.
* To carry out the duties and responsibilities of the post in accordance with the school’s Health and Safety Policy and relevant Health and Safety guidance and legislation.
* To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

**ALLOWANCE ATTACHED TO THE POST AND DUTIES**: Grade 6

**HOURS OF DUTY**: 32.5 hours per week, full time, whole time, permanent.

These duties may be varied from time to time to meeting the changing demands of the school at the reasonable direction of the Head Teacher commensurate with the grade of the post.

This job description does not form part of the Contract of Employment. It describes the way the post-holder is expected and required to perform and complete the duties as set out.

This job description will be reviewed annually and may be subject to amendment or modification after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets out the main expectations of the school in relation to the post-holder’s professional responsibilities and duties.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Head Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

September 2015