



## WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION



<b>Job Title:</b>	Literacy Intervention Mentor
<b>Location:</b>	Across the Trust (based at Plymstock School currently)
<b>Grade/salary:</b>	Plymouth Grade C (SCP 5 - 7)
<b>Hours:</b>	37 hours per week x 39 weeks per year
<b>Reports to:</b>	SENDCo
<b>Key relationships:</b>	SENDCo/SEND Department

### **Job Purpose**

To support the development of literacy skills in Key Stage 3 students through targeted intervention programmes. The Literacy Intervention Mentor will work with small groups and individuals to improve reading fluency, comprehension, writing, and oracy, ensuring students reach age-appropriate levels.

All of our Learning Mentors and Teaching Assistants play an important role in assisting with support for students to enable them to access the full range of curricular opportunities (academic and enrichment) the school has to offer. The purpose and tasks outlined in this job description are not comprehensive or exclusive and may be varied from time to time to allow the school to respond to the individual needs of students.

Under direction of the SENDCo/ Literacy Lead, the post holder will work with students who require additional support with reading, writing, oracy and basic number. They will form part of a diagnostic literacy team so that precise diagnosis can be followed by evidence-based strategies and interventions, which support reading fluency, phonics, blending, and comprehension among other basic skills.

### **Duties and Responsibilities**

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. Assist with the Literacy planning cycle.
3. Support data analysis to identify trends and students who require interventions using both YARC and NGRT data generated from GL assessments.
4. Support literacy staff with NGRT test setting and resits where appropriate.
5. To support diagnostic literacy assessments (e.g. YARC, NGRT).
6. Deliver evidence-based literacy programmes such as Fresh Start, Lexia, Reading Fluency, and bespoke writing/oracy sessions.
7. To deliver the Fresh Start Programme under the guidance of the SENDCo and contribute to training for the Fresh Start Programme to other relevant staff.
8. To work with small groups of students or on a one to one basis.
9. To maintain appropriate records – to facilitate tracking interventions and reviewing progress, reporting findings to Library Manager/SENDCo/other literacy staff as required.
10. To supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
11. To establishing constructive relationships with students and interacting with them according to individual needs, as well as promoting the inclusion and acceptance of all students.
12. To encourage students to interact with others and to engage in activities led by the teacher.
13. To set challenging and demanding expectations and promoting self-esteem and independence;
  - Clarify and explain instructions
  - Motivate and encourage
  - Support and Encourage students to concentrate and finish work by developing stamina and resilience

- Assist in weaker areas, e.g. reading, presentation, behaviour, etc.
  - Meet physical needs as required
  - Promote independence
  - Liaise with the class teacher and the SEND Team
  - Help to develop appropriate resources
  - Help to promote self esteem
  - Help promote acceptance by peers
14. To contribute to the review of student Learning Plans and, where appropriate, EHCPs.
  15. To provide detailed and regular feedback to teachers/other relevant members of staff on students' achievement, progress, concerns etc.
  16. To promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.
  17. To establish constructive relationships with parents/carers and where appropriate participating in feedback sessions or make contact with parents directly.
  18. To administer routine assessments (usually GL online assessments), invigilate tests (and exams, where required) and undertake routine marking of the work of assigned students to support an understanding of their skills and knowledge development.
  19. To provide clerical/administrative support for role.
  20. To participate in training and other learning activities and performance development as required.
  21. To accompany staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
  22. To fulfil any other tasks at the discretion of the Headteacher.
  23. To be responsible for promoting and safeguarding the welfare of children and young persons, through direct contact with children ensuring that all safeguarding training is undertaken and kept up to date and that school safeguarding procedures are followed at all times.
  24. To contribute to the overall ethos/work/aims of the School.
  25. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
  26. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
  27. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
  28. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

**PERSON SPECIFICATION**

E = Essential, D = Desirable

<b>Method of Assessment</b> The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
<b>VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:</b>			
<b>Compassion:</b>			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
<b>Aspiration:</b>			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
<b>Integrity:</b>			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
<b>Collaboration:</b>			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
<b>QUALIFICATIONS:</b>			
A good level of education to include GCSE (or equivalent) Grade C or above in Maths and English	E	X	
<b>EXPERIENCE:</b>			
Experience of working in a busy, fast paced environment	E	X	X
Experience working with young people in an educational setting	D	X	X
<b>KNOWLEDGE, SKILLS AND ABILITIES:</b>			
Good knowledge of the SEND code of practice	D	X	X
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these	D	X	X
Experience of delivering reading and number intervention	D	X	X
Excellent communication skills, both verbal and written, including the effective communication skills with students.	E	X	X
Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	D	X	X
Ability to manage own workload	E	X	X

Ability to deal with issues of high confidentiality	E	X	X
A knowledge of GDPR legislation	D	X	X
Experience with literacy assessment tools.	D	X	X
Familiarity with intervention programmes (Lexia, Fresh Start)	D	X	X
<b>FURTHER REQUIREMENTS:</b>			
Compassionate, caring and non-judgemental	E	X	X
To be creative and innovative	D	X	X
Enthusiastic and committed to meeting the needs of students	E	X	X
Flexible and adaptable to the needs of the role	E	X	X
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	E	X	X
Willingness to participate in other development and training opportunities	E	X	X
Hardworking and resilient, acts on own initiative	E	X	X
Awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults	E	X	X