



## Literacy Intervention Specialist Learning Mentor

### School vision

This role is key to improving the standards of reading and literacy across the school.

The number of children in Key Stage 3 who have not yet met expected standards in reading or who don't have a reading age at least in line with their chronological age is growing. This has been exacerbated by lost learning time during the Covid 19 pandemic. The post holder will target these pupils and provide specific assessment and intervention in order to increase the standards of literacy across Key Stage 3. Interventions targeting reading, spelling and dyslexia support are to be delivered, tracked and monitored with the support of key staff within school.

The post holder will aim to raise levels of Literacy across the school by providing targeted intervention and support within small groups outside of the classroom.

Training will be provided for the successful candidate where needs are identified.

### HARRYTOWN CATHOLIC HIGH SCHOOL

#### Job description

<b>Job title:</b>	Literacy Intervention Specialist Learning Mentor
<b>Reports to:</b>	<b>SENCo/Assistant Headteacher</b>
<b>Hours of work:</b>	37 hours per week (Term time plus 2 weeks)
<b>Salary Scale:</b>	NJC Scale 4 (7-11)

### Main duties/responsibilities

General
Deliver small group and one to one intervention programs to support students with literacy difficulties, following the schemes of learning and intervention programs in place
Manage and lead extra-curricular activities and after school support groups for students with literacy difficulties
Attend all English department meetings to ensure subject knowledge is up-to-date
Guide teachers on strategies to support students with literacy difficulties
Create school focused plans for students with literacy difficulties to profile the needs of these students
Ensure that the needs of students with literacy difficulties are well communicated across the school
Plan and deliver staff training to support an understanding of literacy difficulties
Contribute to the development of provision for students with literacy difficulties across the whole school
Work with staff, students and parents/carers to ensure realistic and challenging expectations of progress, attainment and achievement is set for students, with literacy difficulties



Prepare and maintain learning resources according to the needs of students with literacy difficulties
Assist with the creation of Form Time Literacy program; monitor delivery of resources
Work collaboratively with parents of students with literacy difficulties, to agree joint outcomes and to review progress
Collect and interpret assessment data gathered on pupils with literacy difficulties to inform practice, target individual difficulties and to measure impact
To deliver and monitor reading, spelling and vocabulary interventions.
To deliver intervention and provide strategies to pupils where dyslexia is a barrier to learning and to support the enhancement of dyslexia provision across the school.
To be responsible for promoting whole school literacy including raising the profile of literacy through school competitions, spelling bees, readathons etc.

**Supporting staff – this role is part of a team which will collaborate on the following**

To work closely with Faculty leaders and SENCo to maximise progress in literacy for targeted pupils
Make necessary staff members aware of individual pupils' literacy needs
To work collaboratively with all members of the pastoral team, to support the progress of students with SEND
Encourage inclusive practice in teaching and learning across the team and throughout the school
Maintain and develop up-to-date knowledge of national and local initiatives which may impact upon policy and practice
Attend staff meetings and participate in staff training as required
Maintain accurate and up to date records for students with literacy needs
Supervise the activities of individuals or groups of students both in and out of the classroom
Be a point of contact for students and their parents/carers
Attend Annual Review and multi-agency meetings as appropriate

**School procedures**

Ensure consistent compliance of policies and procedures relating to safeguarding and child protection, health and safety, confidentiality and data protection throughout the school.
Support and help develop and implement effective literacy strategies across the school, including reward and discipline systems.
Ensure all behavioural events, both positive and negative, are recorded on the school's management information system.



Contribute to and undertake assessments of pupils, identifying where help is needed.

Support, help develop and implement policies and procedures in order to support pupils' literacy

Identify and report safeguarding and child protection concerns following the procedure outlined in the school's Child Protection and Safeguarding Policy.

### **Pupil wellbeing**

Ensure all pupils have equal access to learning using appropriate strategies and resources, where necessary. Making sure that the learning opportunity is of value and does not create gaps in learning.

Liaise with pastoral staff members to ensure the wellbeing of pupils and their full participation in school life.

Raise any concerns regarding pupils' behaviour with the relevant head of year/pastoral manager.

Implement any specific arrangements for individual pupils, ensuring that relevant staff members are aware of the measures in place.

Provide individual pastoral support to pupils, where necessary.

Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem.

Place a strong focus on pupils' literacy needs.

Establish constructive relationships with pupils, parents and colleagues.

Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.

### **Assessments and referrals**

Assess the needs of pupils and use specialist knowledge to support pupils' learning and literacy development.

Provide feedback in relation to pupils' progress, achievement, behaviour and attendance.

Contribute to the writing of individual pupils' learning plans.

### **Monitoring and review**

Monitor the progress of pupils who are accessing additional literacy support.

Review and evaluate the effectiveness of literacy strategies in place, and adjust where necessary.

Evaluate the use of resources, adapting materials where necessary in order to meet the needs of pupils.