



## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Specialist Literacy Teacher	<b>Grade:</b> Teachers' Main Pay Scale (M4-M6: £46,339-£52,300) plus SEN minimum (£2,787)
<b>Section:</b> Education and Inclusion Service (Literacy and Numeracy Support Service)	<b>Directorate:</b> Children's Services
<b>Responsible to following manager:</b> Sarah Styles (Manager, LNSS)	<b>Responsible for following staff:</b>
<b>Post Number/s:</b> LAN 031	<b>Last review date:</b>

#### Working for the Richmond & Wandsworth Better Service Partnership

We're Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children's services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We're here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That's why, at Richmond & Wandsworth Better Service Partnership, you'll be at the forefront of innovation in local government, and we'll invest in you and offer you opportunities to grow in a way only our unique organisation can.



## **Job Purpose**

To provide support for individual pupils with literacy and/or numeracy difficulties in primary and/or secondary schools by:

- Completing needs-based assessments to inform teaching.
- Delivering weekly personalised one-to-one teaching sessions, small group sessions and/or lighter touch support as appropriate for the needs of the pupil.
- Advising parents/carers and teachers/support staff on effective support strategies.
- Providing training within placement schools, under the guidance of a L7 specialist teacher.

## **Specific Duties and Responsibilities**

The following responsibilities of the post are in addition to the duties of a teacher as set out in the Teachers' Pay and Conditions Document 1995: -

Under the guidance of the LNSS line manager/an assigned L7 specialist:

1. Undertake the school-based support of pupils who have literacy difficulties (including dyslexia) and/or maths difficulties through targeted individualised one-to-one and small group teaching.
2. Advise and assist schools in making referrals to the Service.
3. Carry out needs-based assessments using an agreed range of formal (standardised) and informal assessments/observation, and consultations with SENCOs, class teachers and parents.
4. Provide accurate needs-based assessment reports, recommendations and targets using the LNSS templates.
5. Liaise with the range of professional agencies necessary for effective casework with individual pupils and attend TAC meetings when appropriate.
6. Provide advice to placement schools on supportive classroom strategies and simple adaptations to the curriculum delivery.

7. Organise and deliver appropriate school-based INSET programmes on literacy/maths difficulties within placement schools using the LNSS menu of training. Contribute to centrally run INSET, when appropriate.
8. Keep appropriate records of teaching and learning and provide progress data.
9. Be fully conversant with procedures for responding to child protection issues.
10. Participate in and support the Performance Review Scheme.
11. Keep abreast of recent educational research, new legislation, local policies and initiatives that are relevant to the work of the Literacy & Numeracy Support Service.
12. Undertake other duties as may be required by the L.A. in the pursuit of its statutory obligations and other reasonable duties as may be required by the Head of the Inclusion Service.

### **Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.



## Additional Information

### Team structure

We are a small team of eight specialist teachers, one of whom is also the manager.

## Person Specification

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### Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
<b>Knowledge</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Understanding of theories of literacy acquisition, models of reading and definition of dyslexia and/or dyscalculia.	✓		A / I
Clear understanding of the barriers that children and young people may experience in accessing learning, especially literacy difficulties (including dyslexia).	✓		A / I
Working knowledge of the requirements for pupils with identified additional needs, as outlined in the SEN Code of Practice (2014)		✓	A / I
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Substantial and effective teaching experience in multi-cultural primary and/or secondary schools.	✓		A / I
Evidence of effective teaching of pupils with literacy difficulties (including dyslexia)	✓		A / I
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Evidence of the ability to share expertise by supporting and advising staff.	✓		A / I
Evidence of the ability to write clear, concise professional reports and to maintain effective records.	✓		A / I
Ability to work creatively and collaboratively (as well as independently)	✓		A / I
Ability to make effective use of assistive technology for preparation and for direct teaching.	✓		A / I
The ability to prepare and deliver training for schools	✓		A / I
<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Degree (2.2 or above)	✓		A / I / C
DfE recognised teaching qualification (QTS)	✓		A / I / C
SpLD level 5 qualification	✓		A / I / C
SpLD level 7 qualification		✓	A / I

**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**