

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Manager, Literacy and Numeracy Support Service (L&NSS)	<b>Grade:</b> UPS (£49,320-£53,482) + TLR2 (£3,017 - £7,368) + SEN point (£2,384 - £4,703)
<b>Section:</b> Inclusion Service	<b>Directorate:</b> Children's Services
<b>Responsible to following manager:</b> Inclusion Service Manager	<b>Responsible for following staff:</b> Literacy and Numeracy Support Teachers
<b>Post Number/s:</b> SC 176	<b>Last review date:</b> April 2023

#### Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

### Job Purpose

1. To lead the L&NSS team in order to deliver high quality literacy and numeracy assessment and support to schools.
2. To promote effective teaching strategies for pupils with literacy and numeracy difficulties in line with Wandsworth Ordinarily Available Provision guidance.

## Specific Duties and Responsibilities

1. To provide professional leadership and management of the Wandsworth Literacy and Numeracy Support Service and oversee the operational functions of the organisation.
2. The provision of and advice and consultation support to school leaders to:
  - Ensure early and accurate identification of pupils' literacy/numeracy needs
  - Ensure appropriate management assessment and teaching strategies of identified pupils
  - Promote appropriate record keeping and decision making practices
  - Promote appropriate arrangements for monitoring the progress of pupils receiving support
  - Promote inclusive practices to support pupils with literacy/numeracy difficulties in accessing the curriculum in collaboration with schools
  - Provide reports for individual pupils detailing progress and identifying teaching to schools, parents and the LA for EHCP applications
  - Liaise with parents and a range of professional agencies necessary for effective work with individual pupils
  - Assist schools to develop effective practice at secondary transfer for pupils who have been receiving support
  - Develop and implement appropriate teaching consultation or CPD to assist schools in meeting their literacy/numeracy targets
3. Manage and oversee the L&NSS Trading Account and carry out the duties of a budget holder in line with Council policy, including the production of an annual budget plan and monthly outturn forecasts in consultation with line management and the allocated budget advisor from Finance.
4. Develop effective communication and feedback mechanisms with schools to provide mutual information about the effectiveness of the support
5. Use management information to make decisions about the most effective deployment of the LNSS teaching resources in schools
6. Oversee and administer the Performance Management process within the Service in line with Wandsworth guidance ensuring that identified staff development needs are met within the available budgets and provide information on PR to line management as required.
7. Oversee supervision of L&NSS team and oversee and contribute to the team's continuing CPD.
8. Work collaboratively with other Inclusion Service managers and council staff in order to ensure a coordinated and cohesive approach to schools and support



them to develop practice in line with Wandsworth Ordinarily Available Provision guidance.

9. Keep abreast of educational research, new legislation and local policies and initiatives relevant to the work of the Service.
10. Be fully conversant with procedures for responding to safeguarding issues
11. Undertake other such duties as may be required by the LA in pursuit of its statutory obligations and other such reasonable duties as may be required by the Head of the Education Inclusion Service.

### **Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, 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 role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

### **Additional Information**

The postholder is required to be able to travel to schools, both in and out of the borough of Wandsworth.

### **Team structure**



number one for  
**service and value**

For the current structure please go to The Loop.

## Person Specification

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### Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements	Assessed by A & I/ T/ C (see below for explanation)
<b>Knowledge</b>	
1. A thorough knowledge of current theory and practice relating to literacy and/or numeracy development and difficulties.	A/I/T for all
2. Understanding of budget management and control systems and of robust performance management	

3. Full awareness and understanding of the duties and responsibilities arising from the Children Act 2004 and 'Working Together 2013' in relation to child protection and safeguarding children and young people, as they apply to this role within the Council.	
<b>Experience</b>	
1. A proven track record of raising literacy and/or numeracy levels through specialist teaching.	
2. Experience of supporting teachers, SENCos and senior leaders in schools and of collaborative working with a range of agencies and council services to improve progress and outcomes for pupils with literacy and/or numeracy difficulties.	
3. Successful experience of a leadership role and of leading or contributing to effective change management.	
<b>Skills</b>	
1. The ability to manage and maintain a consistently high quality delivery in a peripatetic service.	
2. Strategic planning skills, including analysis and evaluation	
3. Ability to organise workload to meet constantly changing demands and deadlines.	
4. Ability to form positive and effective relationships and partnerships with colleagues and other professionals and stakeholders.	
5. Highly effective spoken communication with individuals and groups and a commitment to consultation.	
6. Proven ability to write clearly, concisely and appropriately for a range of audiences, including parents, teachers, Headteachers and Council staff.	
7. Ability to demonstrate an understanding of the Council's equal opportunities policy in respect of service delivery, and an awareness of the needs of differing cultural groups and other vulnerable groups.	
<b>Qualifications</b>	
1. UK qualified teacher status	C
2. PG SPLD Level 7 (at least)	C

**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**