

# JOB DESCRIPTION APPENDIX 1

<b>Post Title:</b> Specialist Teacher for Specific Learning Difficulties (Dyslexia & Dyscalculia) + 2 SEN pts (pro rata)		<b>Director/Service/Sector</b> Children's Services		<b>Office Use</b>
<b>Grade:</b> Teachers Pay Scale		<b>Workplace:</b> High Incidence Needs Team, Aesca House, Ashington		<b>JE ref:</b> <b>HRMS ref:</b>
<b>Responsible to:</b> High Incidence Needs Team Manager / Lead Practitioner for Literacy		<b>Date:</b> 10 July 2020	<b>Manager Level:</b>	
<b>Job Purpose:</b> To provide support and advice to colleagues on issues related to teaching pupils with specific literacy and numeracy difficulties within educational settings and direct teaching consistent with the main duties and responsibilities of the post. The Specific Learning Difficulties Teacher will work as a member of the multi-professional team to promote inclusion of pupils with SpLD needs. The role is peripatetic with an office base in Ashington.				
<b>Resources</b>		Staff	None	
		Finance	None	
		Physical	Responsible for assessment of need and relevant and appropriate resources to support everyday work across a wide range of schools.	
		Clients	Pupils, parents, senior managers, headteachers, SENCos, teachers, Learning Support Assistants, lunchtime supervisors and professionals from other services.	
<b>Duties and key result areas:</b> <b>Support for Schools and Pupils.</b> <ul style="list-style-type: none"><li>• Supporting the aims and ethos of the Northumberland Inclusive Education Services.</li><li>• Supporting the inclusion of pupils with specific literacy and numeracy needs (dyslexia and dyscalculia).</li><li>• Supporting schools to set high expectations which inspire, motivate and challenge pupils.</li><li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching children with literacy and numeracy needs..</li><li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study.</li><li>• Supporting the development of whole school approaches in the creation of literacy and numeracy supportive environments.</li><li>• Raising awareness within educational settings of the additional needs of pupils with specific learning difficulties and appropriate evidenced-based interventions to support them.</li><li>• Applying teaching knowledge, skills and experience to assist education colleagues in the development of appropriate skills in dealing with children with literacy and numeracy needs in the classroom.</li><li>• Providing training, where appropriate, to staff including Headteachers, SENCos, teachers and other support staff to enable them to successfully include pupils with literacy and numeracy needs and implement aspects of a pupil's individual programme.</li><li>• Plan and teach individual pupils, groups of pupils and whole classes in educational settings in matters relating to literacy and numeracy needs</li><li>• Support educational settings to adapt teaching to respond to strengths and needs of all pupils.</li><li>• To provide advice to County Officers regarding meeting the needs and requirements of pupils with specific literacy and numeracy needs.</li><li>• To contribute to training and development both within and beyond Northumberland County boundaries.</li><li>• Advising on the identification and assessment of pupils with literacy and numeracy needs in accordance with the guidelines outlined in the SEN Code of Practice and other relevant advice, e.g. the Rose Review.</li><li>• Assessing the needs of new pupils referred to the team with specific learning difficulties and providing written advice and resources, as appropriate.</li><li>• Assessing the progress of individual pupils as part of their ongoing programme.</li><li>• Contributing to the development of individual plans/pupil profiles through the identification of appropriate targets, teaching strategies and resources.</li><li>• Liaising with professionals from other disciplines as appropriate.</li></ul>				

- Attending relevant meetings, including multi-agency meetings, regarding individual pupils and maintain appropriate records.
- Contributing to the TAF process, where applicable.
- A commitment and willingness to contribute to meeting the needs of all children across Northumberland.

#### **Liaison with families and external agencies**

- Including parents/carers in assessment of a pupil with specific literacy/numeracy needs as appropriate.
- Liaising with parents/carers and providing training when appropriate in order to keep them informed of their child's progress and to provide advice and support relating to the difficulties the child encounters as a result of their literacy needs.
- Attending and contributing to multi-agency meetings, as required

#### **Professional Development**

- Providing and taking part in relevant training devised by or for the High Incidence Needs Team
- Contributing to Specialist Training programmes, as appropriate.
- Participating in Performance Management and any relevant development programmes
- Attending team meetings, as appropriate.

#### **Contribution to NIES**

- Supporting the aims and ethos of the High Incidence Needs Team within Northumberland Inclusive Education Services.
- Provide training for staff within the team on subjects relating to specific literacy and numeracy needs
- Work in partnership with colleagues and developing skills through shadowing and modelling best practice.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis and in line with The Teachers' Standards which can be found on the DfE website: [www.education.gov.uk/publications](http://www.education.gov.uk/publications)

#### **Work Arrangements**

Transport requirements: Working patterns: Working conditions:	Current driving licence and the ability to meet the transport requirements of the job. As per Teachers' Pay and Conditions of Service. Holiday: as schools. Peripatetic with a central office base.
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**PERSON SPECIFICATION Appendix 2**

<b>Post Title:</b> Specialist Teacher for Specific Learning Difficulties - Dyslexia and Dyscalculia		<b>Director/Service/Sector:</b> Children’s Services	Ref:
<b>Essential</b>	<b>Desirable</b>		<b>Asses s by</b>
<b>Knowledge and Qualifications</b>			
<ul style="list-style-type: none"><li>Teaching qualification (qualified teacher status)</li><li>Honours Degree</li><li>Additional qualification and evidence of professional development in the area of Specific Learning Difficulties (Dyslexia)</li><li>Additional qualification and evidence of professional development in the area of Specific Learning Difficulties (Dyscalculia)</li><li>Current knowledge of initiatives and practice in education, specifically in relation to SEN and SpLD (literacy and numeracy)</li><li>Willingness to share knowledge with the rest of the team</li></ul>	Post graduate qualification in SEND		A
<b>Experience</b>			
<ul style="list-style-type: none"><li>Extensive and relevant experience of working with pupils who have SpLD (literacy and numeracy needs) in a mainstream setting.</li><li>Experience of working across school phases in mainstream settings.</li><li>Experience of providing training to school staff and other professionals about SpLD (literacy and numeracy) needs</li></ul>	<ul style="list-style-type: none"><li>Experience of working with pupils who are identified as having specific literacy and numeracy needs in a special educational setting.</li><li>Experience of multi-agency working.</li></ul>		A I
<b>Skills and competencies</b>			
The post holder should be able to: <ul style="list-style-type: none"><li>work as a team member in partnership with teachers and parents</li><li>communicate effectively with pupils, colleagues, parents and other professionals, both verbally and in writing</li><li>assess a wide range of specific learning difficulties associated with literacy and numeracy</li><li>plan interventions in relation to pupils with literacy and numeracy needs taking account of curriculum needs and enabling inclusion</li><li>advise and train involved professionals and colleagues</li><li>work alongside and support parents</li></ul>			A I P

<ul style="list-style-type: none"> <li>• write reports concisely and clearly demonstrating good standards of written English</li> <li>• demonstrate effective guidance and management skills</li> <li>• understand and adhere to the need for confidentiality</li> <li>• develop multi-professional working, where appropriate</li> <li>• plan effective management strategies within the context of educational settings.</li> <li>• Use basic IT skills.</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Ability to work under pressure and respond flexibly to changing situations.</li> <li>• Ability to meet statutory deadlines.</li> <li>• Ability to remain calm in response to challenging behaviour.</li> <li>• Ability to deal effectively with people facing emotionally challenging situations.</li> <li>• Ability to support colleagues experiencing emotionally challenging situations within their professional role.</li> <li>• To promote the Safeguarding and welfare of children and young people.</li> </ul>		I A P
<b>Other</b>		
<ul style="list-style-type: none"> <li>• A commitment to supporting pupils with specific learning difficulties (SpLD) in educational settings.</li> <li>• A willingness to participate in identified training.</li> <li>• Highly motivated and well organised.</li> <li>• Ability to use own initiative and work independently.</li> <li>• A willingness to develop innovative working practices.</li> <li>• Adherence to evidence-based practice.</li> <li>• To adhere to the high standards of personal and professional conduct as outlined in the DfE Teachers' Standards.</li> <li>• Ability to meet the travel requirements of job.</li> </ul>		R I A

Key to assessment methods; (A) application form, (I) interview, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.