

## JOB DESCRIPTION

**Designation:** Specialist Dyslexia Teacher for Specific Learning Difficulties (Dyslexia)

**Reports to (Designation):** Lead Teacher SpLD Team

**Directorate:** Children and Young People

**Section:** STEPS (Specialist Teachers and Educational Psychology Service)

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### **Main Purpose of Job:**

To write diagnostic reports using appropriate tests and assessments to identify pupils with a Specific Learning Difficulty – Dyslexia and make relevant and appropriate recommendations for intervention and meeting needs.

To support schools in identifying and meeting the needs of pupils with literacy difficulties and dyslexia.

To contribute to the development of inclusive approaches and practices across schools.

To provide advice on adaptations, resources, assistive technology, strategies and interventions that will support pupils with literacy difficulties and dyslexia in their learning.

To provide training for schools relating to learners with dyslexia and literacy difficulties. To provide training which covers all aspects of literacy, reading, writing, spelling and assistive technology.

To be able to work across all settings - mainly primary schools, some secondary schools, and very occasionally further education or special schools.

### **Summary of Responsibilities and Personal Duties:**

#### **Personal Duties**

To carry out appropriate tests and assessments to identify children and young people(CYP) with literacy difficulties and to report the findings in a detailed report for schools and parent/carers.

To carry out training, consultation and direct work with teachers, teaching assistants, children and young people and parent(s)/carer(s) in relation to the needs of CYP with literacy difficulties . To support CYP's entitlement to a broad and balanced educational experience with access to the curriculum.

To support schools in meeting the needs of CYP with literacy difficulties and specific learning difficulties in mainstream settings through giving advice, training and modelling of good practice.

To complete referrals received by the STEPS Service and allocated by the Lead Teacher in the SpLD Team.

To identify CYP's specific needs and to advise on adaptive teaching, suitable resources, intervention plans and the use of assistive technology.

To support schools in meeting the needs of CYPs with literacy difficulties by offering consultation to teachers and classroom assistants and by demonstrating appropriate teaching skills, differentiation, resources and strategies.

To support schools and parent(s)/carer(s) in understanding and supporting the educational, social, emotional and mental health needs of CYPs with literacy difficulties.

To develop and deliver training programmes for teachers, teaching assistants, parent(s)/carer(s) and governors aimed at promoting a greater understanding and awareness of dyslexia and literacy difficulties and their impact on CYP and their learning.

To keep careful records of all work activities and using team's forms and protocols on a regular basis and when requested.

To provide appropriate management information at the request of the Lead Teacher.

To keep up-to-date and informed of current and changing legislation with respect to pupils with Special Educational Needs and Disabilities. To keep abreast of current research, thinking and use of technology with respect to CYP's needs within this context. To continually research and develop new strategies for improving support, outcomes and interventions for CYP with SEND.

To undertake appropriate CPD and other activities relating to personal professional development needs as agreed with the Lead Teacher.

Carry out any other duties appropriate to the post as set out in the current Teachers' Pay and Conditions document.

**This job description is not necessarily a comprehensive definition. It will be reviewed at least once each year and may be modified.**

## PERSON SPECIFICATION

**Job Title: Specialist Dyslexia Teacher for Specific Learning Difficulties (Dyslexia)**

**Directorate: Children and Young People**

The Person Specification is a picture of the knowledge, skills and aptitude needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post.

Those categories marked 'S' will be used for the purpose of the shortlisting. **Please address each specific number in your application.**

<b>Category: Education and Qualifications</b>	<b>Essential requirements</b>
Essential – Qualified Teacher Status Essential – Level 7 qualification in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties Essential – Assessment Practicing Certificate (APC)	<b>S1</b>

<b>Category: Knowledge</b>	<b>Essential requirements</b>
In-depth knowledge of the theories underpinning the diagnosis of dyslexia.	<b>S2</b>
Up-to-date knowledge of appropriate assessments and tests and be able to administer them accurately in order to identify dyslexia.	<b>S3</b>
Knowledge of how assistive technology can be used to support learners with literacy difficulties.	<b>S4</b>
Up to date knowledge of relevant and appropriate interventions for pupils with literacy difficulties.	<b>S5</b>
A clear understanding of current SEN legislation relating to pupils with specific learning difficulties.	
Clear understanding of the issues surrounding safeguarding.	

<b>Category: Skills</b>	<b>Essential requirements</b>
The ability to develop and deliver in-service training in a variety of settings using effective presentation skills.	
The ability to communicate effectively, both orally and in writing.	
The ability to write coherent and relevant diagnostic reports with	

appropriate recommendations.	
The ability to work flexibly and prioritise own work effectively. Have effective time management and be responsible for a case load and be able to work independently.	

<b>Category: Experience</b>	<b>Essential requirements</b>
Experience of devising and delivering training to educational settings.	<b>S6</b>
Experience of teaching and supporting pupils with specific learning difficulties within a mainstream class or other setting.	<b>S7</b>
Experience of assessing pupils for dyslexia and writing diagnostic reports.	<b>S8</b>
Experience of planning structured multi-sensory programmes of work and using relevant resources.	
Experience of effectively prioritising and managing your own workload.	

<b>Category: Personal Qualities</b>	<b>Essential requirements</b>
Ability to establish and maintain good relationships with pupils, parent(s)/carer(s), schools and other agencies and professionals.	<b>S9</b>
Ability to work well within a multi-disciplinary team and contribute to its development.	

<b>Category: Physical</b>	<b>Essential requirements</b>
Generally, must meet London Borough of Lewisham requirements for the post.	

<b>Category: Equal Opportunities</b>	<b>Essential requirements</b>
Commitment to implement the Council's Equal Opportunities Policy.	
Awareness of Equal Opportunities issues and policies and how they relate to the post and learners with literacy difficulties. .	<b>S10</b>