

**JOB DESCRIPTION:
Level 7 Specialist Assessor & Teacher for Literacy Related Difficulties**

The following job description is for the guidance of candidates as to the requirements of the post.

PURPOSE:	To lead the identification of SEND need through appropriate assessments and make recommendations of provision. To provide specialist teaching to students in line with EHCPs.
RESPONSIBLE TO:	The SENCo
DISCLOSURE LEVEL:	Enhanced
SALARY/GRADE:	MPS / UPS to reflect current level and experience, plus SEN1 Allowance, pro rata
WORKING TIME:	3 days per week

Main (core) duties:

Level 7 Specialist Assessor Duties:

- Ensure the efficient and effective provision of examination access arrangements screenings, using an appropriate range of recognised standardised testing tools (including Lucid Exact) provided by the school.
- Advise the school on suitable testing tools for purchase assessment.
- Keep up to date on best practice in assessment and Access Arrangements, including knowledge of all relevant JCQ regulations
- Administer pre- and post-intervention literacy screenings as directed by the Deputy SENCo.
- Support teaching and support staff to interpret results and identify gaps in learning where specific intervention can be targeted.
- Work alongside the Learning Support team to ensure students with SEN receive targeted support, according to their needs (sometimes outlined in EHCP provision).
- Support in the delivery of SEN specialist teaching as required
- Support the Assistant SENCos and the Exams Access Arrangements Coordinator to interpret diagnostic reports from external professionals, such as educational psychologists, and help ensure appropriate recommendations are implemented.
- Carry out literacy screenings as required by the SENCo and communicate findings in a way that is accessible to wider school staff. Produce follow up reports if necessary.
- Raise awareness of learning difficulties to the wider staff if necessary.

Level 7 Specialist Teacher for Literacy Related Difficulties Duties:

- Plan, prepare and coordinate programmes of structured learning activities teaching programmes, as part of a student's EHCP provision or those who are SEN Support.
- Teach students with a range of additional learning needs, including but not limited to dyslexia/literacy difficulties.

- Prepare, adapt and differentiate resources and teaching materials.
- Contribute to the management of the SEN Classroom.
- Implement programmes linked to local and national learning strategies.
- Maintain intervention records; monitor and evaluate success of interventions.
- Liaise with parents, external agencies and other professionals such as educational psychologists as necessary
- Liaise as necessary with teachers and other colleagues in the school (curriculum and behaviour).
- Offer support and advice to teaching staff on supporting students with additional learning needs through quality first teaching.
- Contribute to PLP and Annual Review processes as required. This could be in the form of a brief report.
- Assist with the development and implementation of Individual Education/Behaviour Support Plans, and/or Communication, Sensory and other programmes.
- Offer appropriate training and support to Learning Support Assistants.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification: Level 7 Specialist Assessor & Teacher for Literacy Related Difficulties

Education and Training

- A current Level 7 SpLD assessment qualification as approved by the Joint Council for Qualifications (JCQ)
- Qualified Teacher Status
- A track record of excellent practice
- Evidence of appropriate in-service training.

Skills/Professional Qualities

- Up to date knowledge of JCQ regulations in regard to EAA
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- Experience in using testing and assessment tools for EAA
- Classroom teaching experience essential
- The willingness to deliver (under supervision as required) SEN Specialist teaching to students, as part of EHCP requirements or those who are SEN Support.
- Experience of effective planning, monitoring assessment and record keeping, and reporting of student progress to promote high quality teaching and learning.
- Ability to develop teaching and learning strategies to support students with additional learning needs
- Ability to plan, tailor and deliver recognised programmes of study for a range of literacy related learning needs, including dyslexia.
- Good knowledge of strategies which encourage students to use approved access arrangements effectively.
- Good understanding of child development and learning.
- Organisation and initiative, punctuality and attendance.
- Ability to support, motivate and inspire our students.
- Experience of liaison with parents.
- Understanding of all issues and responsibilities with regard to SEND and Safeguarding
- Commitment to pastoral care and the promotion of high standards of positive behaviour.
- Good numeracy skills and the ability to interpret educational data.
- Excellent communication skills, both written and oral, including the use of ICT; familiarity with electronic databases (e.g. SIMS).

Personal Qualities

- A vision for the success of students with additional learning needs, including dyslexia
- Committed to supporting the School's unique Jewish ethos, and equality for all
- Resilience, and a 'can do' positive approach
- Always prepared to put the students' needs first
- An effective, flexible and enthusiastic practitioner
- Able to listen and effectively communicate and negotiate and maintain effective relationships
- Able to act quickly and sensitively under pressure.
- A team player, respected by others
- Able to keep calm in difficult situations, deal with stress and absorb pressure
- Open and constructive, accepting of feedback and always willing to learn
- Energetic and enthusiastic with an excellent sense of humour
- Excellent attendance and punctuality record