

# Literacy/Numeracy Specialist Teacher



**Contract:** Full time, permanent

**Salary:** MPS/UPS as appropriate for qualified teacher; appropriate NJC scale point for non-teachers dependant on experience and qualifications.

**Member of:** Academic Team

**Reports to:** SENDCo

## Core purpose

To plan, resource and deliver programmes to support the literacy and numeracy of students in Key Stage 3 and Key Stage 4 (where students in Key Stage 4 at working at Key Stage 3 level). To support key students with regards to their literacy and numeracy and to advise on literacy and numeracy support and development throughout the school. To lead on provision for EHCP students with primary needs in cognition and learning, under the school's SENDCo. To lead on alternative English and Maths qualifications for Key Stage 4 students. To staff the school's SEND 'Hub'; passively supervising students accessing the room during lesson times.

## General Responsibilities (all staff)

- To perform duties and attend meetings as reasonably required
- To participate in the school's performance management scheme
- To undergo in-service training where required
- To contribute to the school's pastoral system
- To observe and implement current school policies and good practice
- To carry out such particular duties as the Headteacher may reasonably direct from time to time

## Support for Students

- To plan and deliver literacy intervention classes and numeracy intervention classes for identified pupils in Key Stage 3 and to monitor the impact of the interventions, reporting to the relevant staff member on the progress being made with pupils.
- To plan and deliver other small group intervention classes as required, dependant on the needs of the school's students.
- To plan and deliver alternative qualifications in English and Maths to small numbers of Key Stage 4 students for whom the mainstream GCSE curriculum is unsuitable. To plan and deliver literacy and numeracy intervention classes for Key Stage 4 students who are working below Key Stage 4 level.
- To plan and deliver learning activities to groups of pupils adjusting activities according to pupils' needs, providing feedback in order to support pupils' learning.
- To use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion, and working to support pupils consistently whilst recognising and responding to individual needs.
- To monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies.
- To maintain appropriate records relating to students' progress and provide feedback to parents/carers, students and relevant staff.
- To contribute to students' pupil profiles, education and health care plans and other records as required.
- To lead on provision for students with EHCPs with primary needs in cognition and learning, under the school's SENDCo. To act as keyworker for a number of these students.
- To staff the school's SEND 'Hub', providing passive supervision for students with agreements to come out of normal lessons to work independently or access the school's CUBBIE.

## Support for the Curriculum

- To develop students' literacy/numeracy skills in order to raise standards and promote access to all areas of the curriculum.
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student needs.
- To help students access the curriculum and achieve positive outcomes in their learning and engagement with school.
- To develop materials to support students, assist students in their use, and build a range of departmental resources for future use.
- To support designated students' use of ICT in the classroom .
- To plan, lead and deliver staff training on supporting students with specific literacy and numeracy needs.

### **Support for Teachers**

- To create and maintain a purposeful, orderly and supportive environment when running small group classes.
- To prepare and maintain equipment/resources for small group classes.
- To use strategies to support students to achieve learning goals.
- To monitor students' responses to learning activities and accurately record achievement/progress as directed.
- To undertake routine marking of targeted students' work and accurately record achievement/progress.
- To provide regular feedback to relevant staff on students' achievements, progress and problems.
- To promote good student behaviour, dealing promptly with conflict and incidents in line with school policy.
- To establish constructive relationships with parents and carers, contacting them as directed by line manager(s).
- To provide clerical/administrative help when directed (e.g. photocopying, typing, filing).
- To gather and report information from/to parents as directed.
- To undertake examination invigilation and/or student support in exams as directed.

## **Person Specification**

### **Experience – the successful candidate will have:**

- Experience of working in a school or a similar role- *highly desirable*
- Experience of working with young people in a school or extra-curricular context - *essential*

### **Professional knowledge – the successful candidate will know:**

- How to develop students' literacy and numeracy skills.
- How to deal with challenging behaviour.
- The most effective methods of using ICT to improve learning in their subject area.
- The implications of the Special Educational Needs Code of Practice.
- The Health and Safety requirements for teaching and learning in the subject.
- How effectively to support students' pastoral and emotional needs and ensure the care of the "whole child".
- The importance of current educational issues and developments in improving standards.

### **Skills – the successful candidate will be:**

- Able to motivate and encourage pupils.
- Able to observe and monitor progress and maintain records.
- Able to display good judgement; acting on initiative or referring issues to management as appropriate.
- An outstanding practitioner who leads by example.
- An effective and supportive team member.
- Skilled at mentoring and working with young or vulnerable people

### **Attributes – the successful candidate will:**

- Support the Christian ethos and values of the school.
- Be flexible and resourceful.
- Be an effective member of a team.
- Display moral, intellectual and personal integrity and authority.

- Show determination, optimism and resilience in the face of challenges and set-backs.
- Be committed to equality of opportunity, community cohesion and student social mobility.

**Qualifications – the successful candidate will have:**

- GCSE or equivalent (NVQ level 2) passes in English and mathematics (literacy and numeracy) –*essential*
- Relevant first aid knowledge and training- *desirable*
- Qualified teacher status or the commitment to work towards this - *desirable*