

Job Description and Person Specification

Specialist Literacy Teacher

A Lambeth to be proud of



Job Title:	Specialist Literacy Teacher
Department:	Education Strategy, Access and Inclusion
Division:	Children's Services
Grade:	M4 – U3 (Main Pay Range 4 to Upper Pay Range 3), commensurate with experience
Reports to:	Senior Strategic Area SENCO

Context

This job description is intended as a guide and is not an exhaustive list of the duties and responsibilities of this role, such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

About the role

Reporting to the Senior Strategic Area SENCO, you will deliver staff training in evidence-based literacy practices and coordinate literacy interventions and parent workshops across the borough. You will model high-quality teaching, support schools to select and interpret literacy assessments, and advise on adapting the curriculum for pupils with dyslexia and other literacy-related needs.

Alongside your strategic and training responsibilities, you will maintain a small caseload of pupils with the most complex literacy needs conducting detailed assessments and producing targeted, evidence-informed recommendations for schools.

Job Purpose

To build capacity within schools by delivering staff training in evidence-based literacy practices and coordinating the development of literacy interventions and parent workshops across the borough. To respond to all service-based queries within the local community, while maintaining a small caseload to provide direct support for pupils with more complex literacy needs and advise schools as required.

Responsibilities

Professional Responsibilities:

- To model high-quality literacy teaching in schools across the Authority, in line with evidence-based practice.
- To build capacity within schools by training and supporting school staff to select, administer, and interpret appropriate literacy assessments, reducing the need for external involvement over time.
- To design and deliver bespoke literacy interventions for individuals and small groups, including precision teaching, fluency programmes, and structured literacy approaches.
- To provide specialist advice to class teachers and SENDCOs on adapting the curriculum for pupils with dyslexia and other literacy-related needs.
- To deliver staff training (CPD) on evidence-based literacy practices, including phonics phases, early reading, vocabulary development, and reading for pleasure.
- To support schools in the implementation of validated SSP programmes and ensure fidelity to the chosen scheme.
- To develop and lead parent workshops on supporting reading and spelling at home, including phonics for parents.
- To work with school leaders to audit literacy provision and develop action plans for improvement.
- To contribute to the Authority's Literacy Strategy and termly review of outcomes.

- To maintain a small caseload of pupils with the most complex literacy needs, including conducting detailed assessments using a range of standardised tools, and to produce reports with targeted, evidence-informed recommendations for schools.
- To maintain accurate records of all school visits, pupil progress, and training delivered.

Performance Management

- To work within and be part of a team which develops systems for effective monitoring of performance and attainment in schools.
- To demonstrate high expectations of performance leading to better outcomes for all children and young people with literacy difficulties and their families.
- Provide and write reports in a timely way, as needed, required, or directed by the Service and the line manager.
- To contribute to the work connected to continuing professional development within the team, including the delivery of consistent training and workshops in a cluster of schools on evidence-based literacy practice.

Information and IT

- Ensure that data protection standards, information sharing and access to files protocols are in place and are fully complied with, within the legal framework.
- To ensure that information technology is used to its fullest potential to provide information on literacy outcomes and to inform future service delivery.
- To advise and support schools in the selection and implementation of assistive technology to support pupils with severe and persistent literacy difficulties/dyslexia.
- To model and train school staff on the use of text-to-speech software (e.g., ClaroRead, Read&Write, Speechify and Clicker), speech-to-text tools, word prediction software, and audiobooks (e.g., BorrowBox, Listening Books).
- To work with SENDCOs and school IT leads to ensure equitable access to assistive technology for pupils with Education, Health and Care Plans (EHCPs) and those on the SEND register.
- To maintain up-to-date knowledge of emerging assistive technologies and low-tech solutions (e.g. reading rulers, dyslexia-friendly fonts) and share best practice across the Authority.

General Accountabilities

- To work within and be part of a team (including the Area SENCO & Educational Psychology Teams) which develops systems for effective monitoring of performance and attainment in schools.
- To demonstrate high expectations of performance leading to better outcomes for all children and young people with literacy difficulties and their families.
- Provide and write reports in a timely way, as needed, required, or directed by the Service and the line manager.
- To contribute to the work connected to continuing professional development within the team, including the delivery of consistent training and workshops in a cluster of schools on evidence-based literacy practice.

Communication

- To work within and be part of a team which develops systems for effective monitoring of performance and attainment in schools.
- To demonstrate high expectations of performance leading to better outcomes for all children and young people with literacy difficulties and their families.
- Provide and write reports in a timely way, as needed, required, or directed by the Service and the line manager.
- To contribute to the work connected to continuing professional development within the team, including the delivery of consistent training and workshops in a cluster of schools on evidence-based literacy practice.

Personal Qualities

- To be solution-focused and committed to continuous development of own knowledge and skills in order to maintain expert status within the Service.

- To demonstrate flexibility in managing a diverse workload in an environment of constantly shifting priorities, including complex legislative changes and operational demands.
- To value other professionals and be able to make professional relationships work to secure co-operation, achieve partnership working and better outcomes for children and young people.

Equalities and Diversity

- At all times, carry out the duties of this post with due regard to Equal Opportunities Policy, Bullying and Harassment Policy, and Valuing Diversity.

Health and Safety

- To ensure that you carry out the duties of the post in accordance with the Health and Safety at Work Act 1974, the Data Protection Acts 1984 and 1998 the Federation Against Software Theft Guidelines, Corporate IT standards, The Computer Misuse Act 1990, The Council's Equal opportunities Policies, The Council's security policy, the Freedom of Information Act 2000 and other relevant legislation, as well as Council policies, procedures, Standing Orders and Financial Regulations.
- To maintain an awareness of the risks to the department and the Council and take necessary action to minimise risks and ensure that the actions of staff comply with the Council's policies and procedures.

Experience

- Qualified Teacher Status (QTS) with a Level 5 specialist qualification in literacy difficulties/dyslexia accredited by the British Dyslexia Association (BDA) or Dyslexia Action.
- Proven track record of improving reading outcomes for struggling or disadvantaged pupils.
- Experience delivering systematic synthetic phonics programmes (e.g., Read Write Inc., Little Wandle, Sounds-Write) with the ability to be flexible and responsive to individual learner needs when planning and implementing interventions, tailoring support to the specific strengths and challenges of each pupil.
- Experience coaching or mentoring colleagues to improve classroom literacy practice.
- Knowledge of interventions for dyslexia and reading fluency (e.g., Precision Teaching, Toe by Toe, Lexia, Nessy).
- Experience working in partnership with school leaders and SENDCOs.
- Experience of working in a socially and culturally diverse environment.
- Experience of working in situations where different agencies and disciplines have been required to work together collaboratively.

PERSON SPECIFICATION

Specialist Literacy Teacher

It is essential that you can meet the following requirements for the role and be able to give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A). You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted. If you are applying under the Disability Confident scheme, you will need to give evidence or examples of your proven experience in the areas marked with "Ticks" (✓) on the person specification when you complete the application form.			Shortlisting Criteria
<i>For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade.</i>			
Key Knowledge	K1	Demonstration of effective co-ordination and planning of multiple tasks, school visits, and appointments across a caseload.	
	K2	In-depth knowledge of the diagnostic process for dyslexia and specific literacy difficulties (including standardised assessments).	
	K3	Knowledge of a range of structured literacy interventions (e.g., Precision Teaching, Toe by Toe, Lexia, Nessy, Sounds-Write).	
	K4	Knowledge of national literacy strategies, including the Year 1 Phonics Screening Check and KS2 reading SATs.	
Relevant Experience	E1	Minimum of 3 years' experience teaching literacy/English in a primary or secondary educational setting.	✓A
	E2	Experience of working and liaising with other agencies in a multi-disciplinary setting (e.g., Educational Psychologists, Speech and Language Therapists).	✓A
	E3	Experience of delivering training/workshops to school staff and parents on evidence-based literacy practices.	✓A
	E4	Experience of coordinating early intervention for children and young people with literacy difficulties	✓A
	E5	Experience of coaching or mentoring classroom teachers to improve literacy provision.	✓A
	E6	Experience of conducting diagnostic reading assessments (e.g., YARC, LASS, Dyslexia Portfolio, WRAT).	✓A
Qualification	Q1	Qualified Teacher: PGCE or Equivalent	✓A
	Q2	A Level 5 specialist qualification in literacy difficulties/dyslexia accredited by the British Dyslexia Association (BDA) or Dyslexia Action.	✓A

CORE VALUES AND BEHAVIOURS

Equity behaviours



One Lambeth
CONNECTED BY PURPOSE

- Listen to the views of others and ask for their opinions making sure that everyone in my team inputs into the things that matter.
- Ensure fairness and justice is at the heart of my decision making and support to my team and others.
- Take time to build trust, building the respect of our stakeholders and ensuring as a team we take accountability for doing what we agree to do.
- Develop others and ensure we work as one team for Lambeth, encouraging everyone to play their part.
- Take positive action to ensure everyone in my team has opportunities to learn and grow at work.
- Encourage everyone to be themselves at work and value who they are.
- I am inclusive and actively celebrate diversity, recognising everyone in my team as individuals.

- Treat each member of my team with respect and dignity just as I would want for myself.
- Encourage each member of my team to do their very best work and am available to them to provide support and guidance.
- Personalise my support to each team members and look out for them, lending a hand wherever I can
- Encourage everyone to try and learn from mistakes and use integrity to take action with my team to put things right together
- Work with empathy seeking to understand each and every member of team, their unique perspective and circumstances and ensure everyone is heard
- Take the time to communicate, being honest, open and genuine and taking the time to get to know team members as individuals.
- Show compassion and patience recognising that everyone in the team has unique experience and celebrating the great work they do for Lambeth.
- Look after the health and wellbeing of my team members and encourage open and regular discussions about the issues that impact on them, working together to find solutions.

Kindness behaviours



One Lambeth
CONNECTED BY PURPOSE

- I encourage and support my team to do the right thing even when it's tough and we communicate our decisions in a timely way.
- I ensure my team and employees take individual and collective accountability for performance and delivery, making sure that they have clear plans and performance objectives.
- I ensure my team plan ahead, getting the basics right and take swift action when problems arise.
- I encourage my team to be risk aware and ensuring that our decisions and actions are informed and understood and communicated to others.
- I provide regular, timely and constructive feedback to my team members on their performance and behaviours and act quickly when performance is not on track.
- I share my learning, knowledge and skills with others through coaching and mentoring and encourage others to do the same.
- I ensure that my team and I put residents, communities, customers and their needs at the centre of everything we do.
- I encourage my team to learn and grow and ask questions to find the information they need to do their jobs.

Accountability behaviours



One Lambeth
CONNECTED BY PURPOSE

Ambition behaviours



One Lambeth
CONNECTED BY PURPOSE

- Am proud of our borough and my team and encourage everyone in the team to aim for the highest possible standards of excellence in everything we do.
- Encourage my team to be flexible and try new things when it's appropriate to do so and tell me what could be improved.
- Promote a one team for Lambeth approach reaching out to our stakeholders to face our challenges together.
- Encourage and support my team to be courageous for our residents and communities and stop at nothing to ensure they have the best possible outcomes.
- I make time for the team to Innovate and look for creative ways to do things better, being curious about possibilities.
- Positively challenge and encourage the team to collaborate and look for solutions together across service and team boundaries.
- Make time for my team to grow and develop taking advantage of opportunities to learn from each other and others. We plan our learning and career growth.