

Job Description



Job Title: Specialist Teacher –Dyslexia	Service Area: Complex needs and Dyslexia Service, Specialist Education and Support Service (SESS)	
Directorate: CYPS- Education, Inclusion and Achievement	Post Number: 35959	Evaluation Number: FROM HRMI SYSTEM
Grade: Main payscale + TLR 2b+ 1 SEN or 2 SEN depending on experience and qualifications	Date last updated: March 2014	

We are a small team of advisory teachers enabling the inclusion of young people in mainstream schools through a traded offer. We offer advice and support to staff in mainstream schools ensuring they have the confidence and skills to support pupils with literacy difficulties by undertaking dyslexia assessments, exam assess arrangements and bespoke intervention.

You need to be well organised and above all, an amazing communicator and skilled practitioner We deliver training on a range of interventions. We deliver whole school INSET.

We have developed a dyslexia pathway which we offer training and support on. We work in close partnership with other specialist teams in the borough and with our partners in the health service

We will have vacancy from September 2026, following retirement of the present post holder. We are keen to recruit a skilled and experienced teacher who can work in an advisory capacity and is familiar with working in a diverse multi-cultural environment.

An ideal candidate would have experience of work across the age range. You may have a wider knowledge of special educational needs and will show a commitment to supporting successful inclusion. You will also appreciate the importance of teamwork and be able to show evidence of supporting colleagues.

For candidates with the right qualifications, skills, and experience, we are offering these posts as **Main scale / UPS at Inner London rates + TLR 2B max + SEN min.**

You will be expected to work in a variety of locations across the borough

Please see the attached job description for full details. If you believe you have the right skills and experience for this post, and you want to come and work in a dynamic borough like Newham, then we would like to hear from you.

Please email Gina.kopsis@newham.gov.uk if you would like more information

Overall Purpose of Job

To ensure that children, young people and families in Newham receive a first class service that fulfils their potential, and when they need additional support, provide services that are local and easily accessible.

To support managers in the development delivery and review of planning, performance, commissioning services for children, young people, their families and carers so that overall costs are reduced but the life chances of children and young people are maximised.

To meet standards for teachers including demonstrating high quality teaching, modelling and demonstration of lessons, and within this role to act as a member of the SEN service

To work proactively with SENcos, headteachers and other staff to promote the achievement of dyslexic children and young people with and to do this in a way which fosters partnership working and successful transition between settings.

To work proactively and in partnership with professionals across the children and young people's service, the local authority, outside agencies (including the voluntary sector) to ensure cohesive service delivery to families, schools and settings

To lead specialist training sessions for teachers, TAs parents/ carers and other professionals across the range of children and young people's services.

To work in a multi-integrated way alongside Specialist Speech and language therapists and SEN practitioners and take lead responsibility for selected projects within the service

Ensure all practice complies with safeguarding, SEND legislation, and local inclusion strategies.

Job Context

1. The post holder reports to the Group manager
2. The post holder has no budget responsibility.
3. The post holder may be required to work occasional evenings, weekends and public holidays in order to meet service requirements

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately.

Applicable contract terms and duties

All teachers are required to undertake the duties of school teachers as set out in the School Teachers' Pay and Conditions document. The post is otherwise subject to the Conditions of Service for school teachers in England and Wales (the "Burgundy Book") and locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment.

Key Tasks and Accountabilities:

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

To undertake all responsibilities listed below as required:

- To be responsible for the provision of specialist assessment, professional advice and guidance for children and young people with Dyslexia and/or Specific Learning Difficulties across maintained schools and settings within the local authority.
- To prepare high-quality, accurate written reports for schools, SENCOs, parents/carers, commissioning bodies and awarding bodies, including clear recommendations to inform provision, reasonable adjustments and Access Arrangements.
- To advise and support schools in the planning, implementation and review of individual learning programmes arising from assessment outcomes, monitoring progress and providing professional feedback and guidance to SENCOs and teaching staff.
- To work in partnership with school staff, senior leaders and SENCOs to develop and embed effective dyslexia-friendly practice, providing strategic

advice, modelling of approaches and guidance to support learners in the classroom and, where appropriate, through targeted one-to-one intervention.

- To contribute to inclusive practice across the local authority by advising on evidence-based strategies, reasonable adjustments and whole-school approaches to supporting learners with Dyslexia and Specific Learning Difficulties.
- To be responsible for the provision of specialist assessment, professional advice and guidance for children and young people with Dyslexia and/or Specific Learning Difficulties across maintained schools and settings within the local authority.

Key Tasks and Accountabilities – Dyslexia Advisory Teacher

- To provide specialist advice and guidance to schools and settings on planning, implementing and reviewing support for children and young people with Dyslexia and Specific Learning Difficulties, based on assessment outcomes and evidence-based practice.
- To advise schools on appropriate individual support plans and strategies, supporting SENCOs and teaching staff to monitor progress and review outcomes through agreed action planning and evaluation processes.
- To advise on the selection, adaptation and effective use of accessible teaching and learning materials for learners with Dyslexia/SpLD, including guidance on alternative formats, dyslexia-friendly presentation, assistive technology and reasonable classroom adjustments.
- To provide professional advice to schools and settings regarding examination access arrangements, contributing specialist guidance to support applications where required, in line with statutory guidance and awarding body requirements.
- To work in partnership with schools, SENCOs and examination officers to promote effective and inclusive access arrangements, ensuring that learners' needs are appropriately understood and supported.
- To provide consultation and advice to schools on attendance, engagement and participation issues where these are affected by Dyslexia or related learning needs, working collaboratively with relevant staff and services.
- To support schools in addressing the social, emotional and wellbeing needs of learners with Dyslexia by advising on approaches that promote confidence, resilience, self-esteem and positive learner identity.
- To contribute to the development, evaluation and dissemination of specialist dyslexia-related resources and guidance to support inclusive practice across schools and settings within the London Borough of Newham.

Person Specification

Job Title: Specialist Teacher – Dyslexia Advisory	Team: Complex Needs and Dyslexia Service
Grading: Main payscale + TLR 2b+ 1 SEN or 2 SEN depending on experience and qualifications	Date last updated February 2026

IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

CRITERIA	METHOD OF ASSESSMENT
EQUALITY AND DIVERSITY We are committed to and are champions of equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.	

CRITERIA	METHOD OF ASSESSMENT
KNOWLEDGE: A clear understanding of equal opportunities. Specialist knowledge and understanding of the relevant issues	Application Form/Interview/Test Application Form/Interview/Test

<p>(including national and local initiatives) in both education generally and SEN</p> <p>Ability to undertake work of a variety of advanced tasks which require detailed knowledge and skills in a specialist discipline to enable the post holder to provide advice and support to others;</p> <ul style="list-style-type: none"> • Have relevant experience in a similar role • Extensive working knowledge of assessing the needs of young people and adults and the implementation of strategies to support their development • Attention to detail and ability to present data in a user friendly format; • Ability to work to deadlines and liaise appropriately with staff, at all levels, in order to support the assessment findings for learning across the school. 	
<p>QUALIFICATIONS/ EXPERIENCE:</p> <p>Experience of planning, delivery and evaluation of training to a range of audiences</p> <ul style="list-style-type: none"> • Accredited Training: Level 5 Diploma (e.g., [PATOSS], [Dyslexia Action]) or Level 7 Postgraduate Diploma (AMBDA). • Teaching/SEN Experience: Proven experience teaching students with SpLD, • Qualified Teacher Status (QTS) • Assessment Abilities: Proficient in assessing and diagnosing dyslexia and implementing Access Arrangements (e.g., extra time). • Specialized Knowledge: Understanding of 	<p>Certificates</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/Test</p> <p>Application Form/interview</p>

<p>structured, multi-sensory teaching</p>	
<p>SKILLS AND ABILITIES:</p> <p>Well developed problem solving and negotiation skills.</p> <p>Excellent organisational skills.</p> <p>Ability to develop and sustain partnerships.</p> <p>Excellent interpersonal /communication skills.</p> <p>Ability to produce high quality reports</p> <p>Ability to meet deadlines</p> <p>High level of competence in ICT and good awareness of the use of ICT across the curriculum</p>	<p>Application Form/Interview</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/Test</p> <p>Application Form/Interview/</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p>
<p>PERSONAL STYLE AND BEHAVIOUR:</p> <p>Able to work co-operatively as part of a team.</p> <p>Able to demonstrate a strong commitment to public service.</p> <p>Has a high degree of integrity. Able to demonstrate fairness and openness.</p> <p>Strong commitment to team working. Ability to work under pressure.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p>
<p>OTHER SPECIAL REQUIREMENTS:</p> <p>This post is subject to an enhanced DBS check.</p>	<p>Application Form/Interview</p>

<p>This post is exempt from The Rehabilitation of Offenders Act (1974).</p> <p>Able to travel between schools</p>	<p>Satisfactory clearance at conditional offer stage</p> <p>Application Form</p>
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