

Job Description



Job Title: SPLD -Dyslexia and Dyscalculia assessor	Service Area: Complex needs and Dyslexia Service, Specialist Education and Support Service (SESS)	
Directorate: CYPS- Education, Inclusion and Achievement	Post Number:	Evaluation Number: 7806
Grade: PO4	Date last updated: 22 April 2026	

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 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.

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:

As a Dyslexia and/or Dyscalculia Assessor you will:

Conduct comprehensive diagnostic assessments for dyslexia and dyscalculia using established assessment tools and frameworks.

Provide detailed written reports that meet professional and legal standards,

Work with children, young people, tailoring assessments to their specific needs.

Maintain accurate records and ensure compliance with GDPR and professional guidelines.

- 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 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 – SPLD Assessor

- Provide specialist assessment-informed advice and guidance to schools and educational settings to support the planning, implementation and review of provision for children and young people with Dyslexia and Specific Learning Difficulties (SpLD), ensuring recommendations reflect evidence-based practice.
- Advise schools, SENCOs and teaching staff on appropriate individual support plans and strategies, supporting the monitoring of progress and the evaluation of outcomes through agreed action planning and review processes.
- Provide guidance on the selection, adaptation and effective use of accessible teaching and learning materials for learners with Dyslexia/SpLD, including advice on dyslexia-friendly presentation, alternative formats, assistive technology and reasonable classroom adjustments.
- Provide professional advice and contribution to schools and settings regarding examination access arrangements, including the provision of specialist assessment evidence and guidance in line with statutory frameworks and awarding body requirements.
- Work in partnership with schools, SENCOs and examination officers to promote inclusive and effective access arrangements, ensuring that learners' needs are clearly understood and appropriately supported.
- Offer consultation and advice to schools on issues relating to attendance, engagement and participation where these are impacted by Dyslexia or associated learning difficulties, working collaboratively with relevant staff and services.

- Advise schools on approaches to support the social, emotional and wellbeing needs of learners with Dyslexia, promoting confidence, resilience, self-esteem and positive learner identity.
- Contribute to the development, evaluation and dissemination of specialist dyslexia-related guidance, resources and best practice to support inclusive provision across schools and educational settings within the local authority.

Person Specification

Job Title: Specialist Teacher – Dyslexia Advisory	Team: Complex Needs and Dyslexia Service
Post Number:	Job Evaluation Number: 7806
Grading: PO4	Date last updated 22 April 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
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<p>KNOWLEDGE:</p> <p>A clear understanding of equal opportunities.</p> <p>Specialist knowledge and understanding of the relevant issues (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>Application Form/Interview/Test</p> <p>Application Form/Interview/Test</p>
<p>QUALIFICATIONS/ EXPERIENCE:</p> <p>Experience of planning, delivery and evaluation of training to a range of audiences</p> <p><i>For Specialist Teachers:</i></p> <ul style="list-style-type: none"> • Level 7 qualification in dyslexia and/or dyscalculia assessment and support. • Active AMBDA (Associate Membership of the British Dyslexia Association) for dyslexia. • A valid Assessment Practising Certificate (APC) from BDA, PATOSS, or The Dyslexia Guild. <p><i>For Educational Psychologists:</i></p> <p>HCPG registration as a Practitioner</p>	<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>Psychologist.</p> <p>Relevant experience and training in SpLDs.</p> <ul style="list-style-type: none"> • 	
<p>SKILLS AND ABILITIES:</p> <p>Proven experience in conducting diagnostic assessments for dyslexia and/or dyscalculia in children, students, and/or adults.</p> <p>Strong knowledge of DSM-5 diagnostic criteria for Specific Learning Difficulties (SpLD).</p> <p>Proficiency in using standardised assessment tools, such as:</p> <p>For Dyslexia: WIAT-III or WIAT-4, WISC-V / WAIS-IV or WAIS-V, CTOPP-2, TOWRE-2, GORT-5, DASH.</p> <p>For Dyscalculia: WIAT-III or WIAT-4 (maths components), WISC-V / WAIS-IV or WAIS-V, Dyscalculia Screener, Number Sense Screener, KeyMath-3, or other relevant tools.</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>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>High level of competence in ICT and good awareness of the use of ICT across the curriculum</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>This post is exempt from The Rehabilitation of Offenders Act (1974).</p> <p>Able to travel between schools</p>	<p>Application Form/Interview</p> <p>Satisfactory clearance at conditional offer stage</p> <p>Application Form</p>