Ysgol y Dyffryn Conwy

Job Description: Teacher of Dyslexia

Teachers' Pay Scale

Post: Teacher of Dyslexia

Post Grade: Teachers' Pay Scale

Accountable to: The Headteacher and the Governing Body through the Additional Learning Needs Coordinator and the Senior Leadership Team

Main Purpose of the Post:

- The teacher will teach in the Additional Learning Needs department.
- Under the direction of the Head of Department, the Teacher will:

- Implement a vision and contribute fully to the strategic direction of the department and the school.
- Act in accordance with the policies, aims and objectives of the department and the school.
- Plan, prepare, teach and assess work of a high standard for the classes they teach.
- Work closely with Progress Leaders, Pastoral Officers, Curriculum Leaders, and other members of teaching and support staff.
- The teacher will have a teaching responsibility of up to 90% of the school timetable.
- The postholder may be required to undertake duties delegated by the Headteacher.

Professional Standards for Teaching and Leadership

The postholder is expected to commit fully to the 'Professional Standards for Teaching and Leadership' and to embody the associated values and dispositions.

- **Professional Standards for Teaching and Leadership:**
- The Pedagogy standard: effective… teaching and learning is paramount
- The Collaboration standard… ensuring effective pedagogy is spread
- The Innovation standard… developing pedagogy
- The Leadership standard… helping to increase effective pedagogy
- The Professional Learning standard… developing pedagogy further

- **Values and Dispositions:**
- Welsh language and culture
- Rights of Learners
- Professional Entitlement
- Role in the system
- Professional Learner

- Literacy, numeracy and digital competence

Responsibilities and Duties

Main Responsibilities of the Post

- **Assessment and Monitoring.** Conduct diagnostic assessments to identify pupils' strengths and difficulties in literacy and phonological processing.
- **Specialist Interventions.** Plan and deliver structured, multi-sensory learning sessions one-to-one or in small groups.
- **Developing Plans.** Collaborate with the Additional Learning Needs Coordinator (ALNCo) to draw up and review Individual Development Plans (IDPs) for learners with dyslexia.
- **Advising Staff and Parents.** Provide training and practical strategies to class teachers and teaching assistants to ensure that the classroom is "dyslexia-friendly".

Qualities and Knowledge

Under the direction of the Additional Learning Needs Coordinator, the Teacher will:

- Communicate the vision of the department and the school effectively.
- Lead by example, develop and communicate clear values and moral purpose, and focus on providing an excellent education for every learner.
- Build positive relationships with every member of the School Community, demonstrating positive attitudes towards them.
- Ensure you keep up to date with developments in education and have a good awareness of education systems locally, nationally and internationally.
- Commit fully to demonstrating excellent performance in the context of the Professional Standards for Teaching and Leadership.
- Give due attention to your own professional learning and professional development.

Learners

Under the direction of the Additional Learning Needs Coordinator, the Teacher will:

- Insist on the highest standards in learners' attitudes to learning and behaviour, creating an appropriate culture within your classroom.
- Establish a transparent, open and supportive culture in your classroom where learners are motivated and supported to develop their skills and knowledge.
- Ensure that excellent teaching takes place within your classroom, by making full use of effective teaching and learning strategies.
- Ensure that appropriate challenge is offered to every learner, regardless of background or ability, by planning and preparing courses and lessons of a high standard.
- Collaborate with ALN and Inclusion Assistants to deliver teaching that offers appropriate

challenge and support to learners with specific Additional Learning Needs.
- Commit to enabling learners to receive constructive and thoughtful feedback that helps them make progress through the effective use of formative and summative assessment strategies.

Systems and Processes

Under the direction of the Additional Learning Needs Coordinator, the Teacher will:

- Act to develop a culture of Excellent teaching and learning within your Department.
- Act in accordance with the school's systems, organisation and processes. This includes:
  - Recording and reporting on learners' development, progress and attainment
  - Regular use of the school's registration and reward/behaviour points systems
  - Regular and purposeful use of the school's internal communication system.
- Provide a safe, orderly and supportive environment for learners within your classroom that focuses on safeguarding learners and insists on the highest standards of behaviour.

The Self-Improving School

Under the direction of the Additional Learning Needs Coordinator, the Teacher will:

- Be eager and open to working with other departments within the school and also with representatives from other schools and organisations to ensure excellent outcomes for their learners.
- Develop effective relationships with colleagues, within and outside the school.
- Inspire and influence others to believe in the core importance of education in young people's lives and to promote the value of education.

General Duties

Under the direction of the Additional Learning Needs Coordinator, the Teacher will:

- Carry out duties in relation to the school's safeguarding and wellbeing procedures.
- Embody the values, culture and ethos of the school.
- Carry out the professional duties of a Main Scale Teacher
- Contribute to relevant meetings.
- Follow school policies in full.
- Newly Qualified Teachers will be expected to follow, and contribute to, the school's induction programme.
- Any reasonable requests at the request of the Headteacher.

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the School Standards and Framework Act 1998, the minimum standards for Qualified Teacher Status and other current legislation.

Ysgol Dyffryn Conwy

Person Specification

Post: Teacher of Dyslexia - Main Scale

Post Grade: Teachers' Pay Scale

Accountable to: Headteacher, SLT, Head of Department and the Governing Body

The successful candidate will be expected to fulfil the following duties:		
Criteria	**Essential Qualities**	**Desirable Qualities**
Qualifications and Training	• Qualified Teacher Status • Current EWC registration • Enhanced DBS check • Relevant Professional Learning / Professional Development in teaching and learning. • Postgraduate qualification in Dyslexia / Specific Learning Difficulties (such as Level 5 or Level 7 AMBDA / APC), or willingness to train towards it.	• Other Professional Qualifications e.g. master's degree in educational practice etc.
Experience	• Evidence of Teaching Practice relevant to the post (within the subject / subjects) including a Teaching Practice course in the main subject / registered Graduate Teacher Programme	• Experience of working within the field of Additional Learning Needs in a current or previous post.
Skills and Knowledge	• Good understanding of curriculum planning, assessment and monitoring learner progress. • Sound awareness of the qualities of effective teaching and learning and a clear commitment to developing them further. • Sound awareness of 'Curriculum for Wales' and its impact on teaching and learning. • Knowledge and experience of using emerging technologies to support	• Awareness and experience of the vision and core principles of Ysgol Dyffryn Conwy. • Ability to contribute to enriching school life through extracurricular activities.

	teaching and learning. ● Knowledge and experience of effective behaviour management strategies. ● Sound understanding of safeguarding and child protection processes and procedures. ● Innovative, flexible and organised practitioner. ● Ability to communicate excellently orally and in writing in both Welsh and English. ● Excellent interpersonal skills and the ability to build effective working relationships. ● Very good ICT skills	
Personal Qualities	● Clear commitment to Welsh-medium education ● Strong personal educational vision and full commitment to learners' wellbeing. ● Commitment and drive to ensure excellent outcomes and inclusion for all learners. ● Commitment to safeguarding and promoting the school's ethos, culture and values. ● Ability to think creatively, solve problems and make decisions based on sound judgement. ● Demonstrates professionalism, loyalty and credibility. ● Full commitment to participating in school life, including extracurricular activities. ● Ability to work effectively under pressure, demonstrate resilience, a positive attitude and prioritise and adapt skilfully. ● Commitment to ensuring confidentiality on all occasions. ● Commitment to safeguarding and equality.	