



Literacy Intervention Lead – Grade 6

Job Description May 2022

Working alongside the Director of SEND and SENDCo the Literacy Intervention Lead has the following responsibilities:

Leading Literacy provision

- Contribute to the development of policy and provision for students with Dyslexia and Literacy issues including the Literacy Intervention programme
- Support the mainstream delivery of English and other literacy based subjects.
- Plan, deliver and coordinate Dyslexia and Literacy interventions
- Advise colleagues on appropriate strategies to use with students with Dyslexia and Literacy issues
- Ensure accurate literacy screening and signposting for students and parents throughout their education as and when appropriate
- Ensure effective communication and feedback about learning and progress which inform future planning and provision for students with Dyslexia and Literacy issues
- Ensure that the needs of students with Dyslexia and Literacy issues are communicated across the school
- Encourage inclusive practice in learning and teaching across the team and throughout the school
- When necessary, provide input into the planning, evaluation and modification of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans to include students with Dyslexia and Literacy issues
- Prepare and maintain learning resources for students with Dyslexia and Literacy issues
- Liaise with parents and carers and be the point of contact for students with Dyslexia and Literacy issues and their parents
- Plan, deliver and coordinate the Nurture curriculum and interventions to bridge the gap for lower attaining students
- Ensure accurate screening and monitoring of the nurture students demonstrating impact and progress and provide data to complement the annual review process
- Ensure that the evolving needs of the Nurture students are planned for and inclusive practise is factored in to the teaching
- Coordinate the IDL provision in learning support, and take the operational responsibility of the intervention.

Team responsibilities

- To contribute significantly to the Learning Support Development Plan and Faculty Review
- To contribute to the Performance Management of colleagues within the Learning Support Team
- Contribute to the planning for and implementation of the efficient and effective deployment of staff and resources
- Maintain and develop up-to-date knowledge of National and local initiatives which may impact upon policy and practice with respect to with Dyslexia and Literacy
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning
- When needed, contribute to faculty meetings
- Be an active part of the Whole School and faculty CPD programme
- Provide opportunities for observation of colleagues in order to share and develop best practice



- Build effective relationships and work in partnership with practitioners to respond to pupils needs as effectively as possible
- Contribute towards the Annual Review process under the guidance of the SENCO

Day to Day responsibilities

- Teach an appropriate allocation within Learning Support as required
- Work collaboratively with the Learning Intervention team and other professionals and agencies to effectively manage the learning of students with Literacy issues
- Interpret and anticipate pupil's behaviour and respond in line with school policy
- Implement agreed behaviour management strategies to promote positive behaviour and support and encourage pupils to manage and take responsibility for their own behaviour
- Attend staff and other meetings and participate in staff training as required
- Maintain accurate and up to date records using centralised recording and reporting systems
- Liaise with external agencies and teams within the school as appropriate
- To be a key point of contact for students, staff, parents and carers
- Contribute appropriately to lesson cover and duties
- To contribute to the school Mentoring Programme

Progress achievement and attainment of students

- Monitor, evaluate and review the achievements, progress and attainment of students, particularly those with Dyslexia and Literacy issues, using whole school reporting systems
- Collect and interpret assessment data gathered on students with Dyslexia and Literacy issues and use this to inform practice
- Work with students, home, subject leaders, class teachers with tutorial and pastoral responsibilities to ensure realistic and challenging expectations of progress, attainment and achievement is set for students with Dyslexia and Literacy issues
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Review School Focused Plans, Strategy Sheets and Education and Health Care Plans with students, parents, and teachers and agree and communicate new targets

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Job holders will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Notwithstanding the detail in this job description, in accordance with the school's Flexibility Policy the job holder will undertake such work as may be determined by the Head teacher/Governing Body from time to time, up to or at a level consistent with the Principal Responsibilities of the job.