APPLICANT PACK

DYSLEXIA TEACHER LEVEL 7

Harris Academy Beckenham

MPS (Outer London)

How To Apply

Please visit**www.harriscareers.org.uk** to applyonline and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and youngpeople, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders.**

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas andinitiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies arewidely recognised as a force for social mobility. We are immensely proudof the role that our alumni are now beginning to play in the world and of what webelieve ourcurrent generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment inachieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils weserve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country.We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our youngpeopleand communities areat the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We haveexceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills,but they allshare a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, wehave four core values which arecentral to successfully achieving our vision: **Excellence, Collaboration, Support,and Innovation**. We are proudof our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guideto empower you to do your best work.

What Sets HarrisApart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies,but Principals haveownershipof running theirschools to determine the best curriculum and other local policies to suit the context of their school,staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, SixthForm and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and aroundLondon. Our focus is to take on the mostchallenging schools and turn them into exceptional places of learning whereeveryone – staff and students – thrives.

We strive to deliver an excellent education to our youngpeopleso they canprogress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as 'outstanding', and all of us are committed to growing our expertise and sharing it with each other.

Sir Dan Moynihan
Chief Executive

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you willbe making a differenceto young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of workingat Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will alsohave access to a variety of benefits,support programmes and initiatives. Visit our website to discover more.

Diversityand Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitableand mutually supportive learningand workingenvironment for our students and staff.

Our work will impact many generations to come, and our staffcome from allbackgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuableand enriching contribution that allof our community make. We continue to be proactivein uplifting and supporting allvoices at Harris.

Job Purpose

- To provide high-quality individual assessment and intervention for learners with specific learning difficulties, including dyslexia and dyspraxia.
- To use professional judgement and training expertise to support with the accurate identification of students for dyslexia/word level interventions
- To plan, prepare and deliver high-quality intervention lessons for individuals and small groups with dyslexia and/or word level needs
- To set ambitious targets and outcomes for student learning and structure the intervention to enable students to achieve these targets/outcomes
- To closely and regularly review progress of students attending dyslexia/word level interventions, providing individual reports to parents/carers and keeping the Academy Assess Plan Do Review spreadsheet up-to-date at all times.
- To track attendance to timetabled lessons, following up any absences.
- To be familiar with and advise on relevant assistive technology for students on case load and with a dyslexic profile.
- To advise on Quality First Teaching strategies and relevant strategies for Student SEN Profiles/Personal Learning Passports for students on case load.
- To contribute to EHC Needs assessment applications and Annual Reviews, as appropriate.
- To be qualified to undertake access arrangements assessments and applications
- To provide whole Academy training so that staff know how to make their classroom a dyslexia friendly classroom and are aware of student need and are able to plan for these needs within the curriculum
- To plan and organize activities to celebrate dyslexia awareness week at the academy
- To stay abreast of the latest educational research and teaching with regard to Dyslexia and have an in depth knowledge of dyslexia.
- To maintain a stimulating and vibrant classroom environment
- To support staff undertaking Level 5 or 7 dyslexia specialist training, providing coaching and supervision.
- To write twice yearly individual student and Academy impact reports.

Reporting to: Secondary SEN Consultant
Liaising With: SENCOs, Academy Staff and Parents
Disclosure Level: Enhanced CRB

Main Areas of Responsibility

Operational/Strategic Planning

- To be responsible for the development anddelivery ofambitiousand appropriate programmes ofwork, resources and teaching strategies for dyslexia and word level interventions
- To proactively workwithinthe Assess, Plan, Do, Review cycleof the SEN Code of Practice 2015.
- To ensure thatstudents with identified dyslexia/wordlevel needs arereceiving appropriate highqualityinterventions
- To ensure thatthe skills students are developingin interventions aretransferred into learning withinthe curriculum.
- To advise onmattersrelatingto dyslexiaandwordlevel difficulties
- To lead on Academy dyslexia friendly culture

Curriculum Provision

- To develop andlead appropriate interventions toaddressdyslexic andwordlevel needs acrossthe Academy
- To disseminate good practice inlearningsupportand SEN across the designated Academy,with particular referenceto dyslexia.
- To advise onandcontributeto all classrooms beingdyslexiafriendlyat the Academy
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Staff Development: Recruitment/Deployment of Staff

- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To work as amember of a designated team and to contribute positively to effective working relations within the Academy.
- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.

Quality Assurance

- The help to implement Academy self-evaluation and review procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area/tutor programmes in linewith agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students as both teacher and tutor using the information to inform teaching and learning and academic monitoring.

Communications

- To communicate effectivelywith the parents of students as appropriate. Following agreed policies for communications in the Academy.
- To attend all appropriate meetings.

- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.

Management of Resources

- To contribute to the process of the ordering/booking and allocation of equipment and materials.
- To assist line managers to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy,subject area and the students.

Pastoral System

- To be a form tutor to an assigned group of students.
- To apply the Behaviour Management systems consistently so that effective learningcan take place.
- To promote the general progress and well-being of individual students and of the form tutor group as awhole.
- To participate in assemblies.
- To undertake duty at times specified in the duty rota.
- To participate in after-hours activities with students.
- To register students, accompany them to assemblies,encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To contribute to the preparation of Student Action Plans and progress files and other reports.
- To be responsible for students' personal learning plans, this to include setting up and reviewing regularly during academic monitoring time.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how thesemay be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfareof individual students, after consultation with the appropriate staff.

Teaching

- To undertake anappropriate a programme ofteachingin liaison with theSecondarySEN Consultant andAcademy SENCO
- To teachstudents according totheireducational needs
- To assess, recordandreporton the attendance, progress,development andattainment ofstudents andto keep such records as are required.
- To provide, orcontributeto, oralandwritten assessments,reports and references relatingto individual students and groups of students.
- To ensurethatICT, Literacy, Numeracy andAcademy subject specialism(s)are reflected intheteaching/learningexperienceof students.
- To ensure a highquality learningexperience forstudents which meets internal andexternal quality standardsin line with teaching and learning policy
- To maintaindisciplinein accordance withtheAcademy's procedures andto encourage good practice with regardto punctuality, behaviour,standardsof workand homework.
- To undertake assessment ofstudents asrequested byexternal examination bodies,the subject area andAcademy procedures.
- To mark, grade andgive written/verbal anddiagnosticfeedbackas required.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engageactivelyin the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Employees will be expectedto comply with anyreasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleaguesandprovide a welcoming environment to visitors andtelephonecallers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continuedemployment forany employeewho develops a disabling condition (asdefinedin the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changesin thejob which are commensurate with thesalary and jobtitle.

Person Specification

Area	Essential	Desirable
Qualifications & Training	• University graduate (Good Honoursdegree) • Postgraduate teaching qualification • Level 7 DyslexiaQualification • Level 5 DyslexiaQualification • Graduate in relevant subject andDfE recognised Qualified Teacher Status. • Successfulteaching experience atsecondary level(can be teaching practice).	Further Training including In- Service Training 2 years level 7 post qualifying experience
Experience & Knowledge	• In depth knowledge and understandingof dyslexia • Understand phonicsandlearninghow toread/spell • SEN specialistwith clear ability/experience in Dyslexia/literacy teaching and interventions • Understandingof theory/practice ofeffective teachingand learning for students who have SEND, in particular SPLD • Workingknowledge ofthe SEND Code of Practice 2015 and Assess PlanDo Review. • Knowledgeof national curriculumrequirements at KS3/KS4 • Understandingof theimportanceof having high expectations for allstudents,both ofbehavior andacademicachievement. • Understandingof inclusive practices which offer equalityof access to the curriculum for all • Knowledgeandexperience ofwritinglesson plans,developing resources and assessing students work • Evidence ofon-going successful specialist dyslexiateaching experience • Evidence ofconsistentlygood teachingand learning • The abilityto use ICT effectivelyto engage students • An understandingof how touse specialist assessments to inform planning for good teaching and learning • The abilityto differentiate materialsto meet theneeds of learners • Evidence ofpastoralexperience • An interestin thewider curriculum	Evidence of supporting the transferenceof skills developed in interventions within the wider curriculum Evidence of or willingnessto lead on developing adyslexia friendly culture within the classroom and / or school Evidence of or willingnessto provide coaching/supervision to colleagues undertakingdyslexia qualification training
Personal Qualities **Academy Ethos**	• Enthusiasm for and commitment to theachievement of theAcademy'soverall vision for success atall levels • Motivation to work with children and young people • Ability to build & sustain professional standards, relationships & personal boundarieswith young people • Emotionalmaturity & resilience in dealing with challenging behaviours • Ability to contribute towards creating a safe & protective environment	

- Empathy with theaims andobjectivesof Harris Federation
- Willingness to continue professionaldevelopment
- Commitment to maintaining high standards & expectations
- Commitment to contributing to academy life as a whole
- Commitment to equality of opportunity,valuing diversity and thesafeguarding andwelfare of all students

We will consider any reasonable adjustments underthetermsof theEquality Act (2010)to enable an applicant with a disability (asdefinedundertheAct) to meet therequirements of thepost. The job-holder will ensure thatacademy policiesare reflected in all aspectof his/her work,in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018)and Data Protection Act (2018)
4. Safeguarding children

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we onlyaccept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start YourApplication

Please remember to check your junk mail folders for our email communications andadd us to your safe senders list to ensure all future email communication is received. This is important to ensureyou are kept upto date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help andSupport

For ourHelp and Supportcompleting your application, visit **www.harriscareers.org.uk**

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