

DYSLEXIA TEACHER LEVEL 5/7

Harris Academy Peckham

MPS/UPS (Inner London)

How To Apply

Please visit www.harriscareers.org.uk to apply online 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 young people, 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 and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving 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 we serve.

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 young people and communities are at 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 have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share 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, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of 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 guide to empower you to do your best work.

What Sets Harris Apart

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 have ownership of running their schools 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, Sixth Form 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 around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress 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 will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at 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 also have access to a variety of benefits, support programmes and initiatives. [Visit our website](#) to discover more.

Diversity and 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, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices 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 and delivery of ambitious and appropriate programmes of work, resources and teaching strategies for dyslexia and word level interventions
- To proactively work within the Assess, Plan, Do, Review cycle of the SEN Code of Practice 2015.
- To ensure that students with identified dyslexia/word level needs are receiving appropriate high quality interventions
- To ensure that the skills students are developing in interventions are transferred into learning within the curriculum.
- To advise on matters relating to dyslexia and word level difficulties
- To lead on Academy dyslexia friendly culture

Curriculum Provision

- To develop and lead appropriate interventions to address dyslexic and word level needs across the Academy
- To disseminate good practice in learning support and SEN across the designated Academy, with particular reference to dyslexia.
- To advise on and contribute to all classrooms being dyslexia friendly at 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 a member 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 line with 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 effectively with 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 learning can take place.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- 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 these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Teaching

- To undertake an appropriate programme of teaching in liaison with the Secondary SEN Consultant and Academy SENCO
- To teach students according to their educational needs
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards in line with teaching and learning policy
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in 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 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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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 continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Qualifications & Training	- University graduate (Good Honours degree) - Postgraduate teaching qualification - Level 7 Dyslexia Qualification - Level 5 Dyslexia Qualification - Graduate in relevant subject and DfE recognised Qualified Teacher Status. - Successful teaching experience at secondary level (can be teaching practice).	Further Training including In- Service Training 2 years level 7 post qualifying experience
Experience & Knowledge	- In depth knowledge and understanding of dyslexia - Understand phonics and learning how to read/spell - SEN specialist with clear ability/experience in Dyslexia/literacy teaching and interventions - Understanding of theory/practice of effective teaching and learning for students who have SEND, in particular SPLD - Working knowledge of the SEND Code of Practice 2015 and Assess Plan Do Review. - Knowledge of national curriculum requirements at KS3/KS4 - Understanding of the importance of having high expectations for all students, both of behavior and academic achievement. - Understanding of inclusive practices which offer equality of access to the curriculum for all - Knowledge and experience of writing lesson plans, developing resources and assessing students work - Evidence of on-going successful specialist dyslexia teaching experience - Evidence of consistently good teaching and learning - The ability to use ICT effectively to engage students - An understanding of how to use specialist assessments to inform planning for good teaching and learning - The ability to differentiate materials to meet the needs of learners - Evidence of pastoral experience - An interest in the wider curriculum	Evidence of supporting the transference of skills developed in interventions within the wider curriculum Evidence of or willingness to lead on developing a dyslexia friendly culture within the classroom and / or school Evidence of or willingness to provide coaching/supervision to colleagues undertaking dyslexia qualification training
Personal Qualities Academy Ethos	- Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels - Motivation to work with children and young people - Ability to build & sustain professional standards, relationships & personal boundaries with young people - Emotional maturity & resilience in dealing with challenging behaviours - Ability to contribute towards creating a safe & protective environment	

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| <ul style="list-style-type: none">• Empathy with the aims and objectives of Harris Federation• Willingness to continue professional development• Commitment to maintaining high standards & expectations• Commitment to contributing to academy life as a whole• Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students |
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We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of 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 only accept 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 Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to 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 and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

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