

## Job Description

# Specialist Teacher (Specific Learning Difficulties)

Reference: ES006

Date: June 2026

<b>Job Family:</b>	Education, SEND & Skills/ Education Inclusion Support
<b>Level:</b>	3
<b>Band:</b>	<b>MPS/UPS (Teacher's Pay &amp; Conditions)</b> <small>[OBJ]</small>
<b>Career Track:</b>	Technical, Professional, Managerial,

## Job Purpose

Provide advice and support to colleagues on teaching pupils with specific literacy difficulties, including delivering direct teaching where appropriate. Work collaboratively within a multi-professional team to promote inclusion and effective support for pupils with SpLD. The role is peripatetic, with an office base at NCC County Hall.

## Service Purpose

The Low and High Incidence Needs Teams in Northumberland provide the statutory duties, specialist advice, assessment, intervention and training to support children and young people with SEND across schools and settings. They address a wide range of needs, from speech, language, communication and social-emotional difficulties to more complex sensory, physical and medical conditions. The service works with education providers, families and professionals to assess needs, recommend strategies and deliver targeted support. It promotes inclusive practice, early intervention and effective use of adaptations and specialist provision, enabling children and young people to access the curriculum, participate fully in their education and achieve the best possible outcomes within their local setting.

## Duties and Responsibilities

### Supporting the aims and ethos of Northumberland Education SEND & Skills Service

- Promote inclusive practice and uphold the values and priorities of the SEND & Skills Service.
- Work collaboratively within a multi-professional team and wider partnerships to meet pupil needs.
- Contribute to service development, training programmes, and continuous improvement initiatives.
- Engage in professional development, performance management, and team meetings.
- Share expertise through modelling best practice, mentoring, and internal training.

### Supporting the inclusion of pupils with specific literacy needs (dyslexia)

- Advise on identification, assessment, and evidence-based interventions for pupils with SpLD.
- Assess pupils' needs and progress, providing clear written recommendations and resources.

- Contribute to individual plans and pupil profiles with targeted strategies and outcomes.
- Liaise with families, professionals, and external agencies, including participation in multi-agency meetings and TAF processes.
- Raise awareness of SpLD and promote inclusive practices across educational settings.

### **Supporting schools to set high expectations which inspire, motivate and challenge pupils**

- Support schools to adapt teaching to meet diverse learning needs and promote pupil independence.
- Deliver training and guidance to staff (including leaders and SENCos) to improve provision for pupils with literacy needs.
- Support the development of whole-school approaches to literacy and numeracy-friendly environments.

### **Demonstrating knowledge of how pupils learn and applying this to practice**

- Plan and deliver teaching for individuals, groups, and whole classes, applying specialist knowledge of literacy and numeracy difficulties.
- Advise and build staff capacity to implement effective, evidence-informed teaching strategies.

## **Person Specification**

### **Professional and Technical Requirements**

#### Qualifications

- Qualified Teacher Status (QTS) and an honours degree.
- Additional qualification and ongoing professional development in Specific Learning Difficulties (SpLD), particularly dyslexia.

#### Knowledge, Skills and Experience

- Up-to-date knowledge of SEN and SpLD legislation, guidance, and evidence-based practice.
- Extensive experience supporting pupils with SpLD in mainstream educational settings.
- Experience working across different school phases.
- Experience delivering training on literacy and numeracy difficulties to education staff.
- Ability to assess a range of specific learning difficulties and monitor pupil progress.
- Ability to plan and implement targeted interventions that support inclusion and curriculum access.
- Ability to produce clear, concise written reports to a high standard.
- Strong organisational skills, including meeting statutory deadlines and managing workload effectively.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to undertake continued professional development and meet the travel requirements of the role.

### **Core Competency Requirements**

**Communication:** Communicates across services to influence outcomes. Adapts style across organisational contexts and manages sensitive communications.

**Collaboration:** Facilitates collaboration across teams, services, and external partners to deliver joined-up solutions.

**Service Delivery:** Aligns delivery with strategic priorities and maintains high performance.

Improves services using innovation and effective use of resources to deliver value for money.

**Decision-Making:** Balances risk and impact in decision-making across teams or projects.

**Digital & Data Literacy:** Uses digital systems to manage performance and inform decisions. Applies ethical judgement and explores new data sources. Analyses complex data to improve service outcomes.

**Adaptability:** Leads teams through change using structured approaches that support clarity and resilience. Builds team cohesion and sustains service culture during transitions.

**Problem-Solving** Enables collaborative problem-solving and challenges existing practices to address cross-service challenges.

**Community & Customer Focus:** Applies community insight and customer feedback to shape responsive and inclusive services.

**Leadership:** Aligns team capability and resources to deliver meaningful outcomes. Leads projects and services within areas of expertise and across disciplines.

## Strengths

**Analytical:** You seek and analyse information to inform your decisions, based on the best available evidence.

**Enabler:** You see the potential in everybody and encourage them to learn, progress and develop.

**Inclusive:** You recognise everyone as an individual. You accept people for who they are and treat everyone fairly. You actively encourage and provide opportunities for others to share ideas and contributions.

**Learner:** You are inquisitive, seek out new information and look for new ways to develop yourself.

**Organiser:** You make plans and are well prepared. You seek to maximise time and productivity.

## Desirable

- Postgraduate qualification in SEND and a current Assessment Practising Certificate (APC) in specific learning difficulties (e.g. dyslexia or dyscalculia).
- Experience working with pupils with specific learning difficulties in a specialist or special educational setting.
- Experience of working within multi-agency frameworks supporting pupils with additional needs.