



HUTT VALLEY HIGH SCHOOL

JOB DESCRIPTION LITERACY SPECIALIST

POSITION: The role would include; identifying and assessing students with literacy needs, determining which literacy support would suit each student, developing individual programmes, communicating IEPs with teachers and parents, running information sessions for parents of children with SLDs, teaching small groups of students, being involved in training and/or supporting staff around students diagnosed with SLDs, teach a Specific Learning Differences class (that specialises in dyslexia programmes).

NO. OF JOBS OF THIS TITLE: One.

CONDITIONS: Maternity Leave - 1 year

RESPONSIBLE TO: The Head of English

The position exists under the terms and conditions of the Secondary Teachers' Collective Agreement (16th January 2013 to 30th June 2015). Because this is a maternity leave position, the incumbent retains rights under 6.3.3. You can view the Collective Agreement on <http://www.ppta.org.nz/index.php/collective-agreements>

Primary Skills

The appointee will demonstrate:

1. Knowledge and understanding of the issues around literacy difficulties and an empathy for the students who face learning challenges.
2. The ability to analyse and deconstruct students' literacy difficulties (in both reading and writing) and create programmes that address the gaps to produce specific and measurable improvement.
3. Knowledge and understanding of dyslexia, dyspraxia, ADHD and other conditions, and an understanding of the factors around delayed development.
4. The ability to mentor and listen to students.
5. The ability to set high expectations of attitude, behaviour, achievement and participation within the programmes offered.
6. Computer skills at a level required to be able to use core programmes.

Responsibilities

To foster the proactive support needed to further the goals and objectives of the school as specified in the Charter, Strategic and Annual Plans' vision of the school supporting students to be the best they can be.

- Work with other specialist staff to identify learning needs within the school, especially at Year 9 and 10.
- Establish testing regimes that assure the ability to describe targeted students' levels of performance, track their progress, report on their improvement, and recommend next steps (which might include further work, or a cessation of specialist support).
- Produce an annual report which describes the number of students supported and the gains they made, referencing those gains to cohort or national norms.
- Support the literacy work of junior Hubs (meetings of core teachers of students) to identify strategies and teaching styles that will assist with specific students' ability to process their learning.
- Liaise with the Head of English to develop an overview of the support being offered to students.
- Maintain a database of students being supported.
- Record in Kamar the nature of work done with individual students and relevant test results and/or recommendations to support classroom teachers.
- Continue to develop a knowledge and use of evolving e-learning tools that offer increased support to students with learning needs and support students with the use of technology.
- Liaise with deans, curriculum heads and/or counselling staff as required in support of students' literacy needs.
- To take part in the school's appraisal support process and professional learning process.
- Attend parent evenings or other forums where the opportunity for parents/caregivers to access specialist advice is helpful to advance the aims of the event.