



Information for candidates applying for the role of:

Learning specialist – literacy

Permanent, term time (33 hours x 38 weeks per year).

Salary NJC scale 5: (actual salary range £24,326 - £26,169 p.a. inc).

Required: September 2025



Highlands
School & Sixth Form

School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.



The role: Learning specialist - literacy

Job Purpose

Work within the learning support department as part of a team. Undertake activities with either individuals or groups of children to facilitate their physical, emotional and educational development. Carry out pre-planned activities to support the development of students with literacy difficulties, both socially and academically, following the graduated response. Work to establish a supportive relationship with a caseload of students and parents concerned. Encourage acceptance and inclusion of children with special educational needs. Promote and help build students' self-esteem.

Job Details

The position is permanent, term time, 33 hours per week x 38 weeks per year.

The successful candidate will report to the assistant SENCo.

The salary is NJC scale 5 (actual salary range: £23,176 - £25,019 p.a. inc).

The post starts September 2025.



Job description

Key accountabilities

- Assist in the educational and social development of students under the direction and guidance of the SENCo, Assistant SENCo and other professionals.
- Assist in administrative duties including timetabling support staff.
- Provide support for individual students for them to fully participate in all activities within the School.
- Conduct lesson observations on students with potential numeracy difficulties and feedback to the Assistant SENCo, supporting the access-plan-do-review process.
- Observe students with numeracy difficulties in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan contributing to student profiles.
- Work with other professionals and external agencies, such as Educational Psychologists and Dyscalculia/Dyslexia specialists as necessary, offering feedback and implementing recommendations.
- Regularly review student progress data to support appropriate selection of interventions.
- Support students with emotional and/or mental health challenges in collaboration with other relevant departments and external agencies.
- Plan, carry out and review interventions with small groups and/or individuals to provide high quality tutoring on targeted areas of need.
- Complete tracking data and records of involvement with each student, evidencing the graduated response.
- Promote resilience and harness students' independence in order to prepare them for learning post 16 and adulthood.
- Attend whole school, department briefings and INSET training sessions, with the desire to continuously improve your practice and share best practice.
- Liaise with other educational settings, parents and students to deliver effective transitions from both primary and to post-16 settings.
- Utilise the school's management system (Bromcom) to analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Keep up to date with relevant research and findings on specific learning difficulties (e.g. Dyslexia) within young people and how best to support students with this need, both academically and socially.
- To collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students with your specialism.
- Provide evidence to support relevant access arrangements for exams. Work directly with students to facilitate access arrangements, such as acting as a reader/scribe.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for students with speech and language challenges.
- Undertake appropriate training to support students with physical needs and carry this out as required.
- Set a good example in terms of professional dress, punctuality and attendance
- To liaise with class teachers on student progress and advise on appropriate strategies.
- To act as a key worker for a caseload of nominated students and liaise as necessary with parents and school staff.

Job description

Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this job description from time to time and will consult with the postholder at the appropriate time.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment as and when required.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Skills and Knowledge and Experience

- GCSE A*-C in English, maths and science or equivalent qualification.
- Excellent communication skills (written, oral and utilising I.T.).
- An understanding of different types of special educational needs.
- Experience of working with students with literacy difficulties.
- Experience of working with students with specific learning difficulties e.g. Dyslexia
- Experience of working with students with DLD
- Experience of supporting students with special educational needs and/or vulnerable students to achieve the very best educational outcomes.
- Experience of supporting the welfare and wellbeing of students.
- Experience of running literacy interventions.

Personal Qualities

- Integrity.
- Trustworthiness.
- Good work ethic.
- Adaptability.
- Ability to work under pressure.
- Excellent interpersonal skills.
- Good organisational skills.
- Calm and professional manner.



Dare to
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The application process

Candidates wishing to apply should submit a letter of application of no more than two sides of A4, addressed to Vincent McInerney explaining how they feel they have the knowledge, skills and experience to be successful in this role. The letter should be emailed to Trudi Steiner. Candidates do not need to complete an application form.

Closing date: 9am on Wednesday 13th August 2025. Interviews will be held shortly afterwards.

If you have any questions, please contact Trudi Steiner, HR Officer, at hsjobapp@highlearn.uk or **020 8370 1166**.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.



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