



The Role of the Link Teacher in Every Child a Reader (ECAR) and Every Child Counts (ECC)

The role of the Link Teacher in ECaR/ECC is a very important but often overlooked role. The choice of person for the link role needs to be carefully considered as it needs to be a person of sufficient seniority to be influential through the school.

The main elements of the Link Teacher Role are:

- to be highly knowledgeable about the Reading Recovery/Numbers Count programmes.
- to test the children when they are ready to be discontinued from the RR/NC programme. Training is provided for this, usually at the beginning of the second term of the school being involved in ECaR/ECC. It may be delivered as two half days or in a single, full day, session. Practice in administering the tests is important. They are quite detailed and take skill to deliver well. Link teachers should observe a RR/NC session before doing the assessments. This is especially important if the link teacher does not know the child well and provides the opportunity for the child to become familiar with the link teacher so they are more at ease when the test is administered. In addition, listening to the interaction between teacher and child can give an idea of the child's capabilities.
- to observe RR/NC sessions in school to inform their knowledge and understanding.
- to support the senior leadership in strategically planning which interventions will be supported by the school, for which children and determining who will deliver them.
- supporting the senior leadership in monitoring and tracking the progress of all children to identify those children in need of additional support and matching the interventions available to the needs of the child.
- ensuring that the role of systematic phonics teaching and the simple view of reading is understood and developed and that Reading Recovery is aligned with this. **is there an equivalent numbers count?**
- to be the supportive 'friend' of the RR/NC teacher who is able to knowledgeably discuss the programmes as well as support the senior leadership to ensure there is a strategic approach to the ECaR/ECC programmes.
- to evaluate which RR/NC techniques can be used in a whole class situation. The link teacher can support this by trialling elements in their own classroom. For example, the use of the practice page when writing, levelling of books etc.