



Woodfield School

Middle Leader - Leader of Literacy (Reading)

Scale: UPS/MPS + TLR 2b + SEN Point 1 or 2 depending on experience
Responsible to: Senior Leader

Job Purpose:

To ensure that all pupils rapidly improve their literacy levels across the whole school.

To lead on a coherent whole school approach to reading which rapidly improves reading age, with a sharp focus on developing early reading schemes.

To ensure that literacy is woven into curriculum planning across the school as whole and pupils develop vocabulary rapidly to support learning.

To ensure that literacy data is collected with accuracy and disseminated accordingly to staff, pupils and stakeholders.

Main Responsibilities:

To lead on literacy development across all phases of the school, rapidly improving our reading provision and outcomes for pupils:

- Developing a **literacy curriculum vision** including non negotiables of delivery in every curriculum area which is planned into discrete subject areas and mapped accordingly.
- Ensure opportunities to develop communication skills of oracy and writing are in place across all curriculum areas.
- Lead a bespoke intervention package of literacy catch up across all phases.
- Ensure that all aspects of literacy are accurately assessed and data is used diagnostically to improve outcomes for pupils.
- Lead our work using 'Lexplore' and 'Read write ink' ensuring interventions and class teaching is appropriately pitched
- Work with teachers to ensure they are tracking literacy progress on a regular basis and it is used to inform **planning and interventions**.
- Ensure **literacy data** is reported on a regular basis to Senior Leaders and Governors and lead on any external assessments
- Lead on **reporting to Parents around literacy and reading progress**.
- Work closely with the AHT Teaching and learning to devise and deliver appropriate staff CPD to support literacy development.
- Work closely with English curriculum leader to map and sequencing the literacy curriculum.
- Develop a love of reading across all phases demonstrating growing numbers of pupils reading for pleasure.
- Ensure that libraries and book corners have appropriate texts which are accessed consistently across all phases.
- Support SLT site leader with day to day running of a named site.

Working with other relevant teachers in the schools, the post holder will:

- Work in partnership with the entire leadership team and relevant staff
- Identify relevant school improvement issues related to Literacy
- Define and agree appropriate improvement targets related to literacy.
- Create and evaluate a literacy action plans
- Coordinate CPD needs and opportunities for all areas of Literacy development.
- Evaluate the impact of all improvement activities around literacy.
- Provide the Leadership team and other post holders with all relevant pupil literacy performance data.

Using the schools central recording & monitoring systems the post holder will:

- Identify appropriate attainment and achievement targets and that they are met
- Monitor pupil standards and achievement against annual targets
- Monitor planning, curriculum coverage and learning outcomes for literacy.
- Lead evaluation strategies to contribute to overall school self-evaluation
- Plan and implement strategies where improvement needs are identified

By leading, developing and enhancing the teaching practice of others the post holder will:

- Maintain personal expertise and share this with other teachers and support staff
- Act as a role model of good classroom practice for other staff, modelling effective strategies with them
- Monitor and evaluate standards of teaching, identifying areas of improvement
- Plan and implement strategies to improve teaching where needs are identified
- Induct, support and monitor new staff

When developing excellent literacy provision the post holder will:

- Identify appropriate courses and resourcing to improve educational outcomes
- Develop the practice of the Learning Support Assistants to ensure consistency.
- Provide CPD where appropriate with support from Teaching and Learning leaders.
- Champion and lead the further development of the Woodfield core principles ERA.
- Lead on the implementation of the literacy curriculum and its impact on learning.
- Liaise with other MAT leaders to share good practice

Other Duties:

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- To participate in performance management arrangements.
- To adhere to published school policies and procedures.
- To attend regular meetings with line manager.
- 80% timetable/teaching commitment (teaching 20/25 lessons)
- Carry out the role as a class tutor supporting the pastoral and academic progress of students.
- Line manage, where necessary, staff

Person Specification		
	Essential	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status preferably primary trained • Satisfactory enhanced CRB • Valid work visa • Evidence of commitment to further professional development 	Application Form, certificates and Police checks
Experience	<ul style="list-style-type: none"> • Consistently good/outstanding teaching and learning observations and work scrutiny feedback • Teaching and improving outcomes for students with SEND • Involvement in work related to raising levels of achievement • Leading the development of a curriculum area or school initiatives • Some experience of managing/leading colleagues 	Application Form, Task, References and Interview
Knowledge and Understanding	<p>1.Assessment</p> <ul style="list-style-type: none"> • Assessment for Learning • Formative and Summative assessments • National attainment expectations at the end of each key stage • Progress measures • Using assessment information to raise standards <p>2.Teaching and Learning</p> <ul style="list-style-type: none"> • High expectations of all learners • Establishing positive, supportive relationships with children • A wide range of teaching & learning strategies and methods • A clear understanding of what good and outstanding teaching and learning looks like • A stimulating and purposeful learning environment appropriate for the needs of the child • Evidence of good pupil achievement and well-being • Outstanding planning, marking and feedback <p>3. Curriculum</p> <ul style="list-style-type: none"> • A sound grasp of the national curriculum • Excellent subject knowledge within the maths curriculum • The importance of a broad and balanced curriculum • Awareness of effective sequencing and progression of knowledge and skills • Child initiated and independent learning • The importance of developing learning and life skills 	Application Form, Interview, lesson Observation and references

Skills and Abilities	<ul style="list-style-type: none"> • Highest level of professional conduct • Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services • Effective communication skills (both orally and in writing) • Maintain good personal relationships within a team • Engage and communicate with a variety of stakeholders: parents, professionals, team members, children • Proven ability to prioritise and organise • Ability to demonstrate impact within their current role • Desire to lead others and share good practice • Skills to lead on an area of the curriculum • Proven ability to appreciate new technology and understand its usefulness within an educational environment • Understand and adhere to school policy • Plan effective learning opportunities that are grounded in sound assessment • Track pupils' achievement and ensure that children make progress within every lesson 	Application form, interview, task and references
Personal Characteristics	<ul style="list-style-type: none"> • Honesty and integrity • Determined and resilient • Positive and enthusiastic • Organised • Resourceful 	Interview & lesson Observation, task and references
Commitment to and awareness of Equal opportunities issues	<ul style="list-style-type: none"> • Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for children, to overcoming obstacles/barriers to this and to review practices which are counter to it 	Application Form, interview, lesson observation and references
Commitment to and the promotion of Health & Safety at work	<ul style="list-style-type: none"> • Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils • Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action 	Application Form, interview, lesson observation and references

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours