

Job Description

Role: Literacy Leader (All Through) and Class Teacher

Grade: MPS/UPS and TLR2b

Reporting to: a member of the Senior Leadership Team

Responsible for: Class Teacher responsibilities, in line with other Middle Leaders, and leading the literacy strategy across the school to support pupils with low literacy levels to gain greater fluency, enabling them to fully access the curriculum and reducing the pupil disadvantage gap.

Purpose of Post

To drive and deliver the school's literacy vision of fluency for all, developing pupil oracy and working with leaders to instil a love of reading. To support Classroom Teachers in raising literacy levels for pupils with below expected proficiency (including those transitioning from primary to secondary) to improve their academic outcomes.

Main Duties

- Class Teacher responsibilities in line with the STPCD, see general class teacher job description on the school website.
- Line management and appraisal of the school's EAL Co-Ordinator and Librarian, as key staff in the driving and development of improved literacy levels across the school.
- Work closely with SENDCos, the EAL Co-Ordinator and Middle Leaders responsible for English and Phonics to fully understand the needs of identified pupils.
- Deliver appropriate and regular CPD to support Class Teachers and Learning Support Assistants across all phases to improve pupils' literacy levels and remove barriers to learning, including raising the profile of oracy across the school and across subjects.
- Coordinate administration of the Reading Test in Autumn Term for identified year groups and assess progress of non-fluent readers.
- Identify pupils in need of additional literacy support and intervention with Phase and Team Leaders and SENDCos.
- Determine appropriate targeted support for identified pupils, and share key information and strategies with staff.
- Plan and oversee delivery of intervention/implement literacy programmes, within the context of the school's plans, curriculum and schemes of learning, both 1:1 and small groups.
- Plan appropriate teaching and learning objectives; produce effective, targeted resources within an organised learning environment.
- Evaluate and adjust lessons/work plans/interventions against baselines and objectives.
- Contribute to IEPs and Pupils Passport reviews.
- Monitor student data and use it to inform practice.

- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide evidence to demonstrate progress and provide accurate feedback/reports.
- Record and monitor progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Administer and assess/mark tests and invigilate exams/tests.
- Use ICT and assistive technology to effectively support learning activities and develop pupils' competence and independence.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Work within the school's Behaviour and Relationship Policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Promote the inclusion and acceptance of all pupils within the classroom taking account of pupils' interests, needs and cultural backgrounds.
- Support pupils in a consistent manner whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Support the role of parents/carers in pupils' learning; contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc.
- Liaise with pupils, staff and families to review progress and promote success.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Establish productive working relationships with SENDCos, Middle Leaders responsible for English and Phonics Class, Teachers and Support Staff.
- Be an advocate for pupils with low levels of literacy.

Other Duties

Developing Self and Working with Others

- to attend training sessions and meetings as required;
- to keep up to date with developments and changes in legislation and guidance, and to seek, consider, and act upon professional support and advice as required;
- recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
- to continuously develop your own role, taking responsibility for identifying and addressing training and development needs ensuring all staff have the expertise needed to support all children with their reading

Strengthening Community

- to develop and promote the services of the school to meet the needs of the community;

- support and enable colleagues to flourish and develop in their roles, engendering a cohesive and cooperative approach to best support the ethos and values of the school;
- support and encourage the school's ethos, its objectives, policies and procedures.

Contribute to:

- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- promoting the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

- to support the Senior Leadership team, to ensure a safe and supportive culture in the school;
- to support the Senior Leadership team, to ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Executive Headteacher and Heads of School (Secondary and Primary). Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Executive Headteacher.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School and Borough Equality Policies. To take responsibility, appropriate to the post for tackling racism and discrimination of any kind, promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.

Person Specification

The successful candidate is likely to possess a significant number of these skills and qualities. (Essential requirements shown in bold)

Qualifications & Experience	<ol style="list-style-type: none"> 1. Educated to at least GCSE grade C standard or equivalent in English and Maths; completion of Higher-Level Teaching Assistant programme or equivalent. 2. Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc. 3. Further or higher education qualification/s in relevant field.
Knowledge & Skills	<ol style="list-style-type: none"> 1. Experience of planning, under supervision, learning activities for either individuals or small groups of children. 2. Computer literacy: ability to carry out a variety of general ICT tasks e.g. upload photographs, assess pupils using ICT tools. 3. Basic knowledge of First Aid.
Personal Qualities	<ol style="list-style-type: none"> 1. Resilient, Proactive, flexible and adaptable. 2. Punctual and conscientious. 3. Ability to show initiative and prioritise one's own work and that of others even when under pressure. 4. Able to follow direction and work in collaboration with Executive Headteacher and Heads of School. 5. Able to work flexibly to support others and respond to unplanned situations. 6. Able to attend evening meetings as required. 7. Desire to enhance and develop skills and knowledge through CPD. 8. Commitment to the highest standards of child protection and safeguarding. 9. Recognition of the importance of personal responsibility for health and safety. 10. Commitment to the school's ethos, aims and its whole community.