



The Charter School East Dulwich

LITERACY LEAD: JOB DESCRIPTION

Post title: Literacy Leader

Salary/Grade: Teachers Pay Scale (Inner London) + TLR 2b

Responsible for: Literacy and EAL Provision across the School

Reporting to: Senior Leadership Team Academic

Purpose of the job

The role is responsible for leading and coordinating all aspects of our school's literacy interventions, developing a comprehensive reading and writing curriculum, and providing curriculum support and professional development for teachers. The Literacy Lead will oversee the school EAL provision and play a key role in improving students' literacy skills, fostering a culture of reading and writing, and enhancing teaching practices across the curriculum.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Key Responsibilities

- Leadership of Literacy Interventions and programmes
- Leading of EAL Interventions and programmes
- Curriculum Literacy Support and Staff Development
- Developing a strong reading and writing Culture

Specific Responsibilities

1. Literacy Interventions and programmes:

- Oversee the use of Key Stage 2 and other reading assessments to understand the reading abilities of students.
- Communicate data regularly to students, families and staff in an impactful manner.
- Identify students in need of reading intervention through assessments, data analysis, and staff recommendations.
- Lead and coordinate targeted evidence-based literacy interventions for students who require additional support in reading. Ensure they are tailored to individual student needs.
- Oversee the engagement of families of students who require additional support in reading.
- Monitor and track the progress of students receiving interventions, adjusting strategies as necessary.
- Collaborate with staff, families, and external specialists to provide a holistic and coordinated support system for struggling readers.
- Line manage and oversee the Literacy staff team

2. EAL interventions and programmes:

- Develop and oversee the school's EAL policy and provision.
- Promote inclusion and celebrate linguistic and cultural diversity across the school.
- Coordinate the Assessment of language proficiency and literacy attainment of new EAL students on entry.
- Ensure EAL data is shared and used effectively with students, families and staff.
- Coordinate small-group support following whole-school literacy practices.
- Coordinate literacy interventions, track student progress, and liaise with families as appropriate.
- Liaise with the Communications Faculty Leader and MFL teams to develop a strong programme of community languages qualifications for EAL Learners
- Monitor attainment and progress of EAL learners across subjects.
- Model effective EAL strategies for classroom teachers.

3. Curriculum Support and Teacher Development:

- Identify and select appropriate teaching resources for reading across the curriculum.
- Provide curriculum support and guidance to teachers in implementing effective reading and writing teaching.
- Collaborate with teachers to align teaching materials, resources, and assessments with the literacy curriculum.
- Deliver professional development opportunities, workshops, and training sessions to enhance teachers' knowledge and skills in literacy teaching, including phonics, fluency and comprehension.
- Conduct regular classroom observations and provide constructive feedback to teachers on their teaching practices.
- Participate in the quality assurance programme of the school.
- Support teachers in analysing student data to inform teaching decisions and differentiate teaching to meet diverse learning needs.
- Continuously evaluate and revise the curriculum to reflect best practices and meet the evolving needs of students.

4: Reading and Writing Culture:

- Develop and foster a culture of a love of reading and writing throughout the school.
- Lead on ensuring students have opportunities to build up their 'reading miles'.
- Lead on implementing space on the timetable for every KS3 child to read.
- Design engaging and differentiated learning experiences that promote reading comprehension, critical thinking, and effective writing skills.
- Collaborate with the librarian to organize and promote reading and writing initiatives, such as book clubs, author visits, writing contests, and literary events.
- Collaborate with the librarian to ensure a well-equipped and engaging library that supports reading and research activities.
- Implement strategies to motivate and engage students in reading and writing, including the use of technology, multimedia, and real-world connections.
- Work with families and the wider community to promote literacy awareness and involvement.

5 English Teaching and Form Tutor

- Lead by example by planning and delivering high-quality English lessons.
- Ensure all assigned classes experience a challenging and purposeful learning environment, following agreed schemes of work and syllabuses to a high standard.
- Strategically monitor and record student achievement for allocated classes to identify and close learning gaps.
- Take personal responsibility for the progress of specific cohorts in taught classes, particularly Pupil Premium, SEND, and high-achieving students, using data to inform intervention and adaptive teaching.
- Maintain rigorous standards of marking and feedback for all allocated classes.
- Model the school's Behaviour framework, positive praise and standard routines (such as line-ups and welcome routines) to foster a calm, inclusive classroom culture.

- As a Form Tutor, lead on the academic and pastoral welfare of students, ensuring high levels of attendance, punctuality, and engagement.
- Actively contribute to the collective development of the English and Communications faculty through co-planning, resource creation, and instructional coaching.
- Support the wider school community through extra-curricular promotion, supervisory duties, and the active display of school values.

General

- Actively contribute to a safe school environment where all students are safe and staff responsibility for safeguarding is paramount.
- Follow all safeguarding expectations and guidelines as set by the school, Trust, KCSIE (Keeping Children Safe in Education), and Government Guidelines.
- Fully engage with the staff induction programme, completing all allocated tasks and seeking clarification and support as needed.
- Read and actively engage with all school and trust policies, seeking guidance if aspects are not understood and adhering to the expectations.
- Participate in the school's Appraisal and Professional Development policy, including any related support plans.
- Contribute to, through team activities and staff voice, the faculty and year group development plans, linking in to the School Development Plan.
- Take personal responsibility for professional delivery and use line management effectively to seek support.
- Undertake specific duties as agreed with the Subject or Faculty Lead or as reasonably required by the Head Teacher.

Person Specification

Qualifications

- Educated to degree level (Essential)
- Qualified teacher in secondary school education (Essential)
- Bachelor's degree in English or a related subject (Essential)
- Relevant recent professional development

Knowledge, Skills and Experience

- Teaching of GCSE level and A Level English Courses (Essential)
- Excellent lesson planning and design
- Effective design of curriculum schemes of work and long-term plans
- Knowledge of DFE Literacy guidance and other Literacy research
- A successful track record in raising student attainment in English
- Experience of contribution to department strategies and work
- Understanding of EAL provision and its relationship to Literacy development
- Experience of line management and developing others
- Evidence of impact on student provision beyond the current role or sphere.
- Experience of strong student behaviour and culture in the classroom and beyond

Professional Leadership Behaviours

- Ability to lead a team with a genuine passion and an unwavering belief in the potential of every child, regardless of background or personal characteristics
- A clear understanding that all leadership actions and departmental roles must be strategically focused on student achievement and potential.
- A proven commitment to inclusive education, with the ability to lead staff in closing attainment gaps for Pupil Premium students, those from diverse backgrounds, and students with SEND.
- A visible commitment to Equality, Diversity, and Inclusion, ensuring these values are embedded in team culture and curriculum delivery.
- Strong awareness of safeguarding and KCSIE, with the ability to lead a team in taking appropriate, timely action and maintaining a culture of vigilance.
- High levels of honesty and integrity, with the ability to manage sensitive information with total confidentiality and professional discretion.
- A professional, detail-oriented outlook with the ability to lead a team to multitask effectively and meet rigorous deadlines.
- The ability to foster close harmony and effective working relationships across the team and wider school staff.
- Ability to provide clear evidence of, and lead others in, the school values of Working Hard, Care, Curiosity, and Integrity.
- The passion, energy, and optimism to lead a team through day-to-day challenges with resilience and a solution-focused approach.
- A sophisticated understanding of how leadership decisions impact the workload of others, with a commitment to managing the team efficiently and considerately.
- Excellent listening skills and a reflective mindset, with a proven ability to seek, accept, and act upon feedback to improve departmental performance.
- A commitment to leading Continuous Professional Development, including a readiness to self-evaluate and the flexibility to drive change and improvement.
- The ability to manage personal and departmental workloads through effective forward-planning and high-level organisational skills.
- Confidence and self-motivation, with the ability to be decisive and remain calm and professional when under pressure.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- All staff participate in the school's performance management scheme.
- The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.
- The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.
- We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.