

**Application Pack -**   
**Literacy and EAL Manager**

**Full/Part-Time Post**

Thank you for your interest in our vacancy.

The following information contains further details including the job description and person specification.

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| **Appointment Type** | Permanent |
| **Start Date** | As soon as possible |
| **Hours** | Consideration will be given to applications for both full and part time hours.  39 weeks per year (Term time plus Inset days) |
| **Salary Scale** | Sandbach High School and Sixth Form College pay scale  Grade 5 £25,001.01-£27,711.94 pro rata |
| **Closing Date** | Monday 12th May 2025 |
| **Interview Date** | To be confirmed |

The successful candidate will liaise with teaching and support staff to enhance the learning environment and education for all students and ensure any additional needs are met. They will be working with a group of enthusiastic, conscientious and compassionate staff in the Literacy, English and Learning Support Department.

**Sandbach High School and Sixth Form College is committed to the safeguarding and promoting the welfare of children and young people and we expect all our employees and volunteers to share this commitment.  This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful candidate will be subject to an enhanced check by the “Disclosure and Barring Service” along with other stringent vetting and induction processes.**

Application forms can be accessed from www.sandbachhigh.co.uk

**Job Description Literacy and EAL Manager**

**Responsible to:** DHT Curriculum / DCL English

The Literacy manager role will form a crucial part in the whole school vision of adaptive teaching and Literacy. The Literacy manager will work alongside the other Literacy Manager, the Librarian and the Literacy Co-ordinator to ensure the early identification of key students who require Literacy support and will then use this identification data to provide targeted intervention. They will then use the data to monitor the impact of this and will record and analyse the data surrounding Literacy. They will also work one to one with EAL students to support them in accessing our Curriculum using current systems and resources.

**Main Responsibilities-Literacy and EAL Manager (Intervention):**

* To use the data provided from KS3 (Y7-9) and KS4 (Y10-11) reading ages data to identify key students who require further intervention.
* To use the adapted Bell Foundation Assessment to determine support for EAL students.
* To liaise with form tutors and the pastoral team to inform and support staff with students with low reading ages.
* To arrange timetables for students who require literacy intervention and to provide the staff for this.
* To collate and prepare resources for reading and literacy intervention sessions.
* To deliver reading and literacy interventions either one to one or to small groups.
* To YARC test students regularly to measure the impact of progress that the intervention process is having.
* To liaise with the Literacy Co-ordinator regarding key students who require Literacy intervention and to make staff aware of this.
* To liaise with the SENCO and PP lead in regards to disadvantaged students who have weaker reading ages.
* To train members of the learning support team on phonics and the BR@S programme to aid reading intervention.
* To train members of teaching staff in literacy and EAL strategies for the classroom.

*As part of these roles, the Literacy and EAL Manager will work alongside the Literacy Co-ordinator to ensure that staff are supported and informed about the support and provision available for students with weak literacy skills at Sandbach High School.*

This job description will be reviewed where necessary and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks; it sets out the expectations of the school in relation to the post holder’s professional responsibilities and duties.

**Person Specification**

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| Attributes | Description | Desirable | |
| **Qualifications,**  **Knowledge &**  **Training**                  **Experience** | 5 GCSE’s or equivalent  Basic knowledge of SEND and learning barriers. Some knowledge of strategies in working with young people with challenging behaviours  Knowledge of some of the social issues facing students from disadvantaged backgrounds Awareness of Health and Safety issues in the  workplace.        Experience of working directly with young people in an education or training environment, supporting the learning of students. Experience of establishing and maintaining positive working relationships with a range of stakeholders, at all levels. Experience of managing and being responsible for own workload. | Educated to A’level Evidence of continuing professional development Knowledge of learning and  teaching      Previous experience working in a similar role in a school. Experience of working with students from a range of  backgrounds |
| **Skills & Abilities** | Good literacy and numeracy skills, Good interpersonal and communication skills, with an excellent standard of written and spoken English. Good administrative and  organisational skills. Ability to interest, encourage, motivate and engage children Ability to work as part of a team; working effectively with people across a wide range of levels and responsibilities. Computer literate – must have good ICT skills including a working knowledge of MS packages e.g. Word, PowerPoint, Outlook, Excel etc, as well as using and updating records and databases. Ability to work using own initiative, exercising good judgement where unsupervised. Flexibility of approach to work. Ability to maintain confidentiality; having tact and diplomacy where necessary. |  |
| **Personal Qualities** | Enthusiasm for and commitment to the achievement of the school’s overall vision for success at all levels. Willingness to work hard.  Flexible, adaptable, and able to prioritise, resilient under pressure.  Awareness of and commitment to equal opportunities and valuing diversity.  To command and demand respect from the school community.  Creativity and enthusiasm to promote a positive school image to the local and national community. |  |

**THE REHABILITATION OF OFFENDERS ACT**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2½ years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.\* This job is one of those to which the provisions of the above Act in relation to spent convictions\*, **do not apply**. Applicants **must therefore disclose** whether they have any previous convictions\*, whether or not they are spent.

Should an applicant have a criminal conviction\*, this will be discussed in confidence at interview. However only convictions\* that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

Certain spent convictions\* are ‘protected’ and are not subject to disclosure to employers, and cannot be taken into account by a recruitment manager. Guidance and criteria on the filtering of these convictions\* can be found at the following link:

<http://www.legislation.gov.uk/uksi/2013/1198/pdfs/uksi_20131198_en.pdf>

\*including cautions, reprimands or warnings.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

**DISCLOSURE & BARRING SERVICE (DBS)**

Successful applicants will be asked to apply for an Enhanced Criminal Record Check (Disclosure) from the Disclosure and Barring service.

A copy of the Disclosure and Barring Service Code of Practice is available on request.

Further information about the Disclosure scheme can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

**SAFEGUARDING CHILDREN**

Sandbach High School and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## All staff at Sandbach High School and Sixth Form College are expected:

* To adhere to the school’s corporate standards, policies, systems and procedures in relation to Safeguarding and Child Protection, and health and safety
* To set a personal example that contributes to the positive ethos of the school
* To be committed to the life of the school and to support its distinctive mission and ethos
* To behave at all times in accordance with the school’s values
* To agree annual performance targets with their Line Manager
* To promote the school favourably in the community
* To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
* To participate in training and other professional development learning activities as required.
* To promote equal opportunities and celebrate diversity in all aspects of the school.
* To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
* To adhere to the school’s Staff Code of Conduct and the Dress Presentation Code.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance ‘Keeping Children Safe in Education’ and the school’s Safeguarding/Child Protection policies.
* To be aware of and comply with all school policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

**Safeguarding**

* Sandbach High School and Sixth Form College is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.

**Health & Safety**

* The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.

**Policies & Procedures**

* The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

**Equality Act 2010**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

We will consider any reasonable adjustments under the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post

Applications

Visits to the school, and informal enquiries, prior to application, are warmly welcomed please contact Helen Hulse, School Business Manager, on 01270 765031 to discuss or email [hhulse@sandbachhigh.co.uk](mailto:hhulse@sandbachhigh.co.uk)

To apply for this post, please complete an application form with a supporting statement of no more than two sides of A4 on your suitability for the post and the school.

The closing date for applications is Monday 12th May 2025

Thank you for your interest in our school.

We look forward to receiving your application.

All applications should be emailed to [recruitment@sandbachhigh.co.uk](mailto:recruitment@sandbachhigh.co.uk)

