

## Job Description

**Job Title:** Literacy Lead Practitioner

**Grade/Salary Scale:** L1 – L5

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**Reports to:** Assistant Headteacher and Head of English

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### Job Purpose

The Birkenhead Park School operates in an area of extreme economic and social deprivation. Approximately a quarter of our students join the school with a reading age of 7 years or below. Our school's ethos is 'Ambition and Excellence for All' so we are keen to address this issue head on.

This role will ensure that students in Key Stage 3 have the essential building blocks for literacy so that they can successfully access the secondary curriculum and go on to achieve academic outcomes that will help improve their life choices.

### Critical Responsibilities

This role will ensure that students in Key Stage 3 have the essential building blocks for literacy so that they can successfully access the secondary curriculum and go on to achieve academic outcomes that will help improve their life choices.

There are two elements to the Literacy Lead Practitioner role:

1. Working with students - teaching English and implementing appropriate, evidence-based interventions to develop reading skills with a cohort of students in Year 7 and 8 who have been identified for extra support.
2. Working with teaching staff – firstly, through instructional coaching methods, enabling other subject specialists to develop students' literacy skills in the classroom. Secondly, working with the Assistant Headteacher and Head of English to develop and deliver whole school literacy training.

The successful candidate will:

- Be an outstanding practitioner with up to date knowledge and experience of developing reading in Key Stage 1 and have the ability to apply this expertise in a secondary setting
- Shape the whole school literacy approach
- Work with internal stakeholders to ensure that literacy development is championed throughout the school and that strong practice is shared
- Contribute to the development of a strategy and implementation plan that not only delivers a consistent approach to literacy across the school, but one which inspires students and colleagues alike
- Implement evidence-based teaching strategies to raise achievement in English for all students in conjunction with the Head of Faculty



- Support, guide and motivate teachers within the English faculty, promoting a positive staff culture, good practice and continuing professional development
- Develop and share teaching ideas and strategies that impact on classroom learning and raising achievement
- Role model best practice in teaching and learning and deliver consistently good and outstanding lessons
- Analyse and interpret relevant research and documentation to inform future practice, expectations and teaching methods
- Be a highly visible presence around the English faculty and model the highest standards and expectations to staff and students
- Contribute to the monitoring of progress made in implementing relevant improvement plans, evaluate the effect on teaching and learning, and use this analysis to guide further improvement
- Contribute to quality assurance within the English faculty, providing challenge and support for staff as required
- Seek out best practice in English beyond the school through links with other schools and organisations
- Contribute to the development of teaching and learning across the school. This will include:
  - Implementing coaching/mentoring techniques to develop the practice of teaching staff
  - Working with senior leaders to contribute to cross-curricular teaching and learning CPD across the school
  - Engaging in professional dialogue with a cohort of colleagues to facilitate improvements in teaching and learning, resulting in a positive impact on student learning

**Monitoring:** As specified by the Headteacher and in accordance with the School's Performance Management Policy for all staff

**Meeting attendance:** As reasonably directed

**Other:** Undertake such whole-School duties and perform other tasks commensurate with the post as reasonably requested by the Headteacher



## Person Specification

| Category            | Essential   | Desirable  |
|---------------------|---|--|
| Qualifications      | <ul style="list-style-type: none"> <li>• QTS</li> <li>• First or second class degree in area relevant to subject teaching</li> <li>• English and Mathematics pass at A/GCSE/O Level or equivalent</li> <li>• Other training/qualifications relevant to post</li> </ul>  | <ul style="list-style-type: none"> <li>• Master's degree or evidence of further professional study</li> </ul>  |
| Experience          | <ul style="list-style-type: none"> <li>• Up to date knowledge and experience of developing reading in Key Stage 1</li> <li>• Successful experience of involvement in whole school initiatives with demonstrable positive impacts on key indicators e.g. attainment, attendance, behaviour</li> <li>• A role model of strong classroom practice and behaviour management</li> <li>• Proven record of accelerated progress and high achievement for all students</li> <li>• Proven track record of the effective use of data in identifying priorities, implementing interventions and evaluating outcomes.</li> </ul>  | <ul style="list-style-type: none"> <li>• Successful experience in leading and developing effective teams that have secured improved standards</li> </ul> |
| Skills              | <ul style="list-style-type: none"> <li>• Ability to establish and sustain professional relationships and lead a team</li> <li>• Ability to communicate effectively in a variety of situations</li> <li>• Ability to work creatively and promote creativity within teams</li> <li>• Ability to develop genuine, empathetic relationships with young people</li> <li>• High level of ICT and organisational skills</li> <li>• Good communication skills, both written and spoken</li> <li>• Solution focused disposition and a positive attitude, particularly to challenge and change</li> <li>• Ability to work as part of a broader inclusion and student support system</li> <li>• Ability to work as a team player and supportive of team working</li> <li>• Ability and willingness to develop own understanding and capability through advice and training</li> <li>• Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of effective partnership working</li> <li>• Successful use of ICT to enhance learning</li> </ul>       |
| Personal Attributes | <ul style="list-style-type: none"> <li>• Ability to use initiative and motivate others</li> <li>• Evidence of personal commitment to continuous improvement and raising standards</li> <li>• Commitment to safeguarding and the promotion of the physical and emotional health and well-being of young people</li> <li>• Flexibility and adaptability</li> <li>• Ability to demonstrate effective time and line management</li> <li>• Ability to work in line with the vision of the School and Trust</li> <li>• High personal standards in terms of attendance, punctuality and meeting deadlines</li> <li>• Energy, resilience, vision and enthusiasm and the ability to perform well under pressure</li> <li>• Commitment to inclusive education</li> </ul>  |  |