



Part C – Roles and responsibilities of Secondary Literacy Specialists

This document outlines the role and responsibilities of the Secondary Literacy Specialists and how, following an audit using the Secondary Challenge Checklist, Literacy Specialist days may be used to support partner secondary schools.

English Hubs are able to utilise the expertise of different Literacy Specialists during literacy specialist days to support schools in specific areas. The examples in this guidance are not exhaustive, and the audit outcomes will be the best indicator of how Literacy Specialist days should be used.

There will not be a KPI for the secondary offer, as it is a pilot. However, Literacy Specialists will be expected to record information (for example audit outcomes, the focus of any LS days) to provide to DfE to enable monitoring of the secondary pilot. DfE will provide further information on data to be collected.

The role and responsibilities of a Secondary Literacy Specialist

Secondary Literacy Specialists will focus on strengthening understanding of reading in secondary schools among leaders, teachers, and teaching assistants.

This includes:

- **Expert planning and support:**
 - **Creating a bespoke action plan:** Developing an action plan based on the results of the audit to address identified areas of need from the challenge checklist.
 - **Reviewing existing identification processes and reading programmes:** Supporting staff responsible for leading reading to review any existing programmes used and the impact of these.
 - **Supporting with identifying reading needs:** Supporting the school with processes to identify pupils who require additional reading support
 - **Supporting with intervention planning and identifying resource needs:** Supporting staff responsible for leading reading to put targeted interventions in place, including addressing any barriers to establishing these, such as timetabling, and identifying any resource needs.
- **Building capacity and motivation:**
 - **Ensuring senior leadership buy in:** Working with senior leaders on a whole school approach (this may be supported by RISE teams, hub leads or others).



- **Ensuring staff buy in:** Raising awareness of how all staff can support reading, including steps to strengthen baseline understanding of the key components of reading, relevant evidence around reading, the role of reading motivation and classroom strategies to support pupils with reading needs.
- **Expert training and CPD:**
 - Providing expert CPD, or advice on finding the correct CPD.
 - Working with senior leaders on a whole school CPD strategy.
 - Building the skills and understanding of staff responsible for reading, including their knowledge of processes to identify and diagnose reading needs, their understanding of different targeted interventions and their understanding of strong universal strategies.
 - Using coaching strategies and practice sessions to build the skills and understanding of key staff, modelling good practice in the teaching of reading.
- **Engaging with the Expert Advisory Group (EAG):** where required, liaising with DfE's EAG for the secondary pilot.

Guidance on the use of Secondary Literacy Specialist days

Secondary Literacy Specialists can use their days to address the areas listed above, based on audit findings and the bespoke action plan.

An audit day – and, if allocated, subsequent Literacy Specialist support – should include at a minimum a meeting with staff leading on reading and the headteacher (or, if unavailable, an assistant or deputy headteacher), to support the school in embedding reading as a strategic priority. This will include identifying a manageable number of steps for the school to take to enhance their universal and/or targeted offer.

Other activities may include (but are not limited to) activities related to:

- **Assessment support:** Assisting relevant staff in putting screening and diagnostic processes in place and ensuring those delivering assessments and diagnostics have appropriate training. Supporting the school with how data from these assessments are used, including how to ensure subject teachers are aware of pupils' reading needs.
- **Intervention planning:** Providing support in selecting and planning interventions that target specific reading components pupils struggle with; are effective (if possible, purchased programmes should have had an independent evaluation); and are feasible within the school's context, to ensure long-term sustainability.



- **Logistics planning:** Collaborating to plan the logistics of conducting assessments and providing targeted support, including how to address timetabling challenges and any training needs.
- **Resource support:** Supporting the school in reviewing their current programmes and resources, evaluating their effectiveness, and making informed decisions regarding which programmes and resources the school chooses to prioritise for investment. For example, ensuring the school has evidence-based assessment and diagnostics tool in place.
- **Collaborative planning:** Encouraging a joined-up approach among staff, for example by helping to plan regular meetings between staff leading on reading, senior leaders and subject leaders.
- **Whole school professional development strategy:** Working with staff leading on reading and/or senior leadership to develop a whole school professional development strategy.
- **Teacher professional development:** Supporting the school to plan and implement professional development sessions. These may cover areas including word reading, fluency, comprehension and reading motivation. Sessions could also focus on reading within the context of each subject. The Literacy Specialist may decide to deliver the CPD developed by Professor Jessie Ricketts to a group of staff, and, once available, new CPD commissioned by DfE, which will be developed by FFT.
- **Observations:** Observing lessons and reading interventions, to understand how pupils are supported with reading across various subjects and provide constructive feedback.
- **Parental engagement:** Assisting in planning communication or meetings for parents to discuss strategies for supporting pupils' reading at home.