Northern Lights
LEARNING TRUST

READING AMBASSADOR: INTERVENTION LEAD

IAN RAMSEY CE ACADEMY

APPLICATION PACK



Northern Lights
LEARNING TRUST

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We are a Multi-Academy Trust currently comprising 12 schools – primary and secondary – and over 4,600 children and young people in an area stretching from Teesside through to Wearside.

Northern Lights
TEACHING SCHOOL HUB

We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.

Northern Lights
EARLY YEARS
STRONGER PRACTICE HUB NORTH EAST

Northern Lights
LITTLE STARS EARLY YEARS
STRONGER PRACTICE HUB NORTH EAST

We have two (out of 36 nationally) Early Years Stronger Practice Hubs, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

Northern Lights
INITIAL TEACHER TRAINING

We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS

- **Benedict Biscop CE Academy**
  Sunderland
- **Dame Dorothy Primary School**
  Sunderland
- **Firthmoor Primary School**
  Darlington
- **Grange Primary School**
  Hartlepool
- **Hart Primary School**
  Hartlepool
- **Holley Park Academy**
  Washington, Sunderland
- **Ian Ramsey CE Academy**
  Stockton-on-Tees
- **St. Aidan's CE Academy**
  Darlington
- **St. Helen's Primary School**
  Hartlepool
- **St. Peter's Elwick CE Primary School**,
  Hartlepool
- **Tilery Primary School**
  Stockton-on-Tees
- **Venerable Bede CE Academy**
  Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust

Welcome from the CEO



Thank you for your interest in the position of Reading Ambassador within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 9 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4600 pupils and employ over 700 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton OBE
Chief Executive Officer

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Welcome from the Headteacher



I am privileged to be Headteacher at Ian Ramsey CE Academy. It is my pleasure to welcome you to our school.

Ian Ramsey CE is a popular and oversubscribed secondary school at the heart of the Stockton community and its surrounding villages. There are approximately 1187 pupils on roll in years 7-11. In 2022, Ofsted described our academy as a place where 'Pupils and staff have positive relationships. There is an inclusive culture built on a Christian ethos.'

The Christian ethos shapes the daily culture of our school so our children feel safe and are cared for. Our Academy's mission statement, 'Together to learn, to grow, to serve', encompasses our commitment to ensuring all members of our community use the gifts we have been given to serve others to learn as individuals and build the confidence to achieve their aspirations.

We provide a broad and inspiring academic experience, which is interesting, challenging, and relevant to the needs of our pupils. We want all our children to reach their full potential, to give them the opportunity to flourish, to recognise and develop their individual gifts and talents and approach the outside world with confidence. Our DEEP curriculum, offers all pupils a first class education based on high-quality teaching and a range of experiences outside of the classroom.

The 2025/26 academic year will be an exciting one for all those involved. Whilst the most recent Ofsted inspection judged the academy to be 'good' in all areas, there is still so much potential that is yet to be recognised and harnessed.

Each member of staff plays an essential role in the day to day running of the school and each can positively impact the children and young people in our care; and this post will be no different and is a vital role in the whole academy team.

Thank you for your interest in our academy.
Kind regards

Donna Park
Headteacher

Reading Ambassador: Reading Intervention Lead
Fixed Term Contract until 31st December 2027
NJC SCP 8-11
£27,709 - £29,071 FTE
37 hours per week, Term Time Only

Northern Lights Learning Trust are looking for a Reading Ambassador to provide daily support in the school's reading provision at Ian Ramsey CE Academy.

The suitable candidate should be enthusiastic, organised and welcoming.

The successful candidate should have:

- Excellent communication skills
- A positive attitude, flexibility and adaptability
- High expectations of self and others
- Work well as part of a team

If so, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: 5pm, Sunday 13th December 2026

Shortlisting will take place on: W/c Monday 14th December 2026

Interviews will take place on: W/c Monday 14th December 2026

Please note we reserve the right to close this vacancy early if we receive sufficient applicants for the role.

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to recruitment@nllt.co.uk or by post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR.

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, contact the Recruitment Team on recruitment@nllt.co.uk, or on 0191 594 7033, option 2.

Details of the school can be found on the school website:
https://www.ianramsey.org.uk/

JOB DESCRIPTION

Post: Reading Ambassador: Reading Intervention Lead
Responsible to: Deputy Headteacher
Salary band: NJC SP 8-11
Start date: As soon as possible

Key purpose of the role:

The Reading Ambassador will lead and promote a whole school approach to reading, fostering a positive reading culture and improving reading outcomes for all students. The role involves managing the reading environment, coordinating and leading reading interventions, and supporting staff and students through access to high quality reading resources and initiatives that enhance engagement, enjoyment, and academic achievement.

We are looking for someone who:

- Understands **systematic synthetic phonics (ideally Little Wandle)**
- Is passionate about ensuring **all students become confident, fluent readers**
- Can deliver high-quality intervention and **measure impact effectively**
- Is committed to developing **reading engagement and reading for pleasure**

In this role, you will:

- Lead **phonics and fluency interventions**
- Develop and manage an engaging **reading room environment**
- Build a culture where reading is **valued, visible and celebrated**

Key Responsibilities

Reading Intervention Leadership

- Lead a structured reading intervention programme focused on **Little Wandle CODE**
- Identify students requiring support through **diagnostic assessment**
- Plan, deliver and monitor **targeted phonics and fluency interventions**
- Track progress and ensure **accelerated reading improvement**

Phonics (Little Wandle CODE)

- Deliver high-quality **systematic synthetic phonics sessions**
- Ensure fidelity to the **Little Wandle approach, routines and progression**

- Address gaps in **decoding, phoneme recognition and blending**
- Adapt provision for **older struggling readers**

Fluency Development

- Plan and deliver sessions focused on:
    - Reading accuracy
    - Automaticity
    - Prosody (expression and meaning)
- Use strategies such as **modelled reading, repeated reading and guided practice**
- Develop students' **confidence, stamina and comprehension readiness**

Whole-School Reading Culture

- Promote a **culture of reading for pleasure and purpose** across the school
- Lead reading initiatives, campaigns and events
- Develop **student engagement with reading beyond intervention**
- Support departments in embedding **reading within subject areas (disciplinary literacy)**

Reading Room (Library) Leadership

- Lead and manage the reading room / library space
- Create a welcoming, inclusive and purposeful reading environment
- Curate and maintain a high-quality, diverse book stock • Monitor usage and engagement to maximise impact
- Ensure the space supports both:
    - Intervention delivery
    - Independent reading and study

Support for Teaching Staff

- Work collaboratively with staff to:
    - Support **reading strategies in lessons**
    - Share best practice in **phonics, fluency and comprehension support**
- Contribute to the development of **whole-school literacy approaches**
- Provide guidance on supporting **struggling readers in the classroom**

Assessment and Monitoring

- Use Little Wandle and other tools to:

    - Establish baselines
    - Monitor progress
    - Adapt provision
- Maintain accurate intervention records
- Report on impact to senior leaders

Student Engagement

- Build positive relationships, especially with **reluctant and struggling readers**
- Promote confidence, independence and motivation
- Support reading-related extracurricular opportunities where appropriate

Administrative & Technical Duties

- Manage borrowing systems and associated admin.
- Support ICT use for research and reading.
- Assist with school communications.

Safeguarding and Professional Responsibilities

- Safeguard students in line with policy.
- Maintain confidentiality.
- Engage in CPD.
- Participate in appraisal.

PERSON SPECIFICATION Reading Ambassador: Intervention Lead

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSENT
APPLICATION FORM	1. Well-presented and complete application form		Application
QUALIFICATIONS	1. GCSE Grade C/4 or above (or equivalent) in English and Mathematics. (A, I, C) 2. Evidence of good literacy and numeracy skills appropriate to a whole-school literacy role, (A, I, C)	1. Qualification or training related to literacy, education support, libraries, or child development. (A, I, C) 2. Relevant professional development in reading, literacy intervention, or library practice.	Application Certificates
EXPERIENCE	1. Experience of supporting, coordinating, or delivering reading or literacy provision for children or young people (A, I) 2. Experience of working independently with responsibility for a defined area of activity (A, I) 3. Experience of supervising students and supporting positive engagement and behaviour (A, I) 4. Experience of working with pupils to support reading development (e.g. guided reading,	1. Experience of working in a school or academy environment (A). 2. Experience of supporting or managing a library, learning resource centre, or similar resource area (A, I) 3. Experience of supporting or coordinating reading initiatives, reading clubs, or literacy events (A, I) 4. Experience of working with reading	Application Interview

	interventions, reading support). (A, I)	or literacy programmes or digital systems. (A, I) 5. Experience of supporting volunteers or student leaders (e.g. reading ambassadors). (A, I)	
SKILLS AND KNOWLEDGE	1. Strong organisational skills, with the ability to plan, prioritise, and manage competing demands. (A, I) 2. Good IT skills, including the ability to use digital systems to support learning and administration. (A, I) 3. Strong communication skills, with the ability to engage positively with students, staff and parents. (I) 4. Ability to work using initiative and judgement, with minimal supervision, (A, I) 5. Ability to supervise students safely and effectively within a school environment (I) 6. Understanding of the importance of reading and literacy in raising pupil achievement. (I)		Application Interview Certificates
PERSONAL QUALITIES	1. High levels of enthusiasm, motivation, and commitment to		Application Interview

	supporting children and young people. (I) 2. Professional role model with appropriate boundaries with pupils. (I) 3. Integrity, reliability, and commitment to safeguarding and confidentiality. (A, I) 4. Emotional resilience and ability to manage day-to-day responsibility. (I) 5. Commitment to upholding the Christian ethos and values of the Academy. (I)		
OTHER	1. Satisfactory references (which will be requested for all candidates progressed to interview under Safer Recruitment practices) 2. Enhanced DBS with barred list check 3. Willingness to undertake relevant training and professional development. (I)		Interview References DBS Certificate

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been

offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process

- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: hradmin@nllt.co.uk