

Fulbourn Primary School

Dare to Discover



Candidate Pack—Reading Ambassador

Fulbourn Primary School
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Introduction from the Chair of Governors



A very warm welcome to our school. At Fulbourn Primary School we want to be at the heart of the village community, working together to make both the school and the village a great place to be. All schools have their own distinctive feel, which makes each one unique.

We believe that what makes our school unique is the way our children are encouraged to be independent; that they have something to offer which is valued and that their learning journey is something that they can shape. Visitors often reflect on the wonderful atmosphere which combines this curiosity for learning with compassion, enthusiasm for creativity, and permanent emphasis on building courage and self-belief.

The school was last inspected by Ofsted in October 2022 and the overall performance was judged to be good. We are proud of our very good academic results. Overall attainment is above both local and national averages and high achievers are leaving with results which show that they are being stretched.

We are proud of our school environment that will in time, enable us to expand to two-form entry, accommodating building developments in our village.

We look forward to welcoming you to our wonderful school.

Jennifer Caisley
Chair of Governors
jcaisley@fulbourn.cambs.sch.uk



Section 1

An introduction by the Head Teacher

At Fulbourn Primary School, we believe that children learn best when they feel happy, safe and secure. We create a nurturing environment and set challenging targets for pupils and staff. As a result, children at our school thrive and fulfil their potential. We want all children to feel that they have something to offer that is valued. We believe they should be excited about and enthralled by learning, brimming with further questions that they want to explore. When you visit our school, you will find children are motivated, inquisitive and keen to extend their learning.

Reading is at the heart of our curriculum and permeates all that we do. We want every child to leave our school as a confident, competent reader, with a positive reading identity.

We know that when our staff thrive, the children in their care do too. We work hard to ensure our team feel valued, are able to balance their workload with their life outside of school and feel part of a team that are achieving great things for the children of the school. Our staff team tell us Fulbourn Primary School is a great place to work.



Vision and Values

Our vision statement, 'Making aspirations achievable', reflects our commitment to ensure all pupils leave the school equipped with the skills and knowledge necessary to pursue their dreams. Four core values underpin our decisions and actions and are symbolised in our school logo. These are known as the 4Cs:



We have chosen these as core values because we believe that:

Children who have **courage** and self-belief are most likely to achieve their aspirations.

Children who are **curious** about learning will question the world around them and always challenge themselves and others.

Children who have **compassion** will be, and teach others to be, better human beings.

Children who are **creative** will be able to solve the problems of the future.

To enable children to achieve these qualities there are four key aims for school staff. The first is to provide children with memorable learning experiences. Secondly, children must be nurtured as individuals and helped to recognise what they have to offer as members of society. Thirdly, we must motivate and inspire children to achieve the highest standards in basic skills. Finally, staff must ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent.



Temporary Maternity Leave Reading Ambassador (60%)

Thank you for your interest in our vacancy for a temporary Reading Ambassador (maternity leave). We are pleased to share with you the candidate pack for this post. In addition to the information already shared, you will also find the following:

- A copy of the job advertisement
- Job description and person specification

Accompanying this pack, as separate documents, are

- The School's Safeguarding and Child Protection Policy
- Application form
- Privacy Notice for Job Applicants

We warmly welcome and encourage visits to the school.

Applications must be submitted on the official application form and should be accompanied by a covering letter telling us how you meet the requirements of the person specification. Please return your completed application by email to hr@fulbourn.cambs.sch.uk. You can also post your application or hand it into the school office.

If there is anything further that you would like to know, or to arrange a visit to the school, please email Jo Bouttell, Business Manager at hr@fulbourn.cambs.sch.uk

We look forward to hearing from you.



Join our team and make a difference.

Reading Ambassador

Part Time (60%), Temporary Appointment

Start date Monday 1st June 2026 (maternity leave cover)

Suitable for teachers with a minimum of two years experience

We reserve the right to interview on receipt of applications.



Fulbourn Primary School is a **fabulous place to work!** We have an experienced and supportive staff team who enjoy working together and are not afraid to try new things. Staff wellbeing is important to us as we believe children are best supported by adults who are happy, motivated and enjoy their job. Staff tell us they feel well supported by leadership and each other; they love working at our school.

Our children are certainly the best thing about our school: they are interesting and interested. They enjoy our personalised curriculum, built upon a series of essential experiences that aim to make learning meaningful. Our beautiful school site is the perfect setting for lots of outdoor learning so we make good use of the natural environment around us. Our ecology curriculum supports children to connect with the natural environment and makes good use of our pond, allotment and forest school areas. Our inside spaces are just as creative with a reading 'Hive', design and technology room and community art gallery.

We are looking for a Reading Ambassador to join our knowledgeable and supportive team. We are interested to hear from practitioners who are determined to ensure every child becomes a reader. We are committed to staff professional development and will provide you with the right support to help you thrive at work. In return, we are seeking energy, positivity and a commitment to supporting the very best outcomes for each and every pupil.

Visits are encouraged and we will be keen to welcome you. Please email our School Business Manager, Jo Buttell, to arrange an appointment—hr@fulbourn.cambs.sch.uk



Job Description—Reading Ambassador (temporary maternity leave cover)

Reports to: Assistant Headteacher—Curriculum

Grade: Main Scale

Hours: 60%

Job purpose

The Reading Ambassador will champion the school's core aim: to ensure that every pupil can read fluently, confidently, and with understanding for both purpose and pleasure. Through strategic leadership, expert teaching, and a relentless focus on equity and excellence, the Reading ambassador will drive high standards in reading attainment and cultivate a rich, school-wide culture that celebrates reading as the foundation of learning and life.

The postholder will provide clear vision and direction for the teaching of early reading, phonics, fluency, comprehension, and reading for enjoyment across the school. They will design, implement, and monitor a coherent reading curriculum that ensures progression, inclusion, and high-quality practice in every classroom.

A key aspect of the role is staff development and professional learning. The Reading Ambassador will deliver high-quality training, coaching, and modelling to teachers and support staff, ensuring consistent, evidence-informed practice in reading instruction. They will monitor teaching and outcomes, provide constructive feedback, and support colleagues to refine pedagogy so that all pupils, including the most vulnerable, make strong progress.

The Reading Ambassador will play a central role in building a positive reading culture across the school community. This includes promoting reading for pleasure through events, high-quality texts, engaging reading environments, partnerships with families, and pupil voice initiatives. They will ensure that books and reading opportunities reflect diversity, inspire curiosity, and foster a lifelong love of literature.

Central to the role is supporting pupils to develop authentic reading identities, seeing themselves as readers with agency, preferences, and purpose. The Reading Ambassador will ensure children encounter texts that reflect their backgrounds, experiences, and interests, while also broadening their horizons. They will promote choice, discussion, and meaningful engagement with texts so that pupils not only learn to read, but come to understand themselves as capable, motivated, and lifelong readers.

In addition to strategic leadership, the Reading Ambassador will undertake direct work with pupils, including modelling exemplary teaching, leading targeted interventions, supporting early readers, and working closely with children who require additional support to become confident, independent readers.

Through rigorous monitoring, thoughtful leadership, and a passion for literacy, the Reading Ambassador will ensure that every child leaves our school as a capable, enthusiastic reader, equipped to access the full curriculum and to enjoy the transformative power of reading throughout their lives.



Main Responsibilities

Strategic Leadership and Vision

- Champion the school's core aim that every pupil reads fluently, confidently for both purpose and pleasure.
- Develop, implement and regularly review a clear, evidence-informed reading strategy across the school.
- Ensure a coherent and progressive reading curriculum from Early Years to Year 6.
- Analyse reading data and use it to inform priorities, interventions and whole-school improvement planning.
- Report on reading standards and developments to senior leaders and governors.

Quality of Teaching and Learning

- Lead the development of high-quality teaching in phonics, early reading. Fluency, vocabulary and comprehension.
- Monitor planning, teaching and assessment in reading to ensure consistency and high expectations.
- Model exemplary practice in classrooms and provide constructive feedback to colleagues.
- Ensure effective assessment systems are in place to identify pupils at risk of falling behind.

Staff Development and Training

- Design and deliver high-quality professional development for teachers and support staff.
- Provide coaching, mentoring and instructional support to improve classroom practice.
- Keep staff informed of current research and best practice in reading education.
- Support new staff to understand and implement the school's reading approach.

Intervention and Inclusion

- Oversee targeted reading interventions to ensure timely and effective support.
- Work directly with individuals and small groups of pupils, particularly early readers and disadvantaged learners.
- Ensure pupils with SEND and those from vulnerable groups receive appropriate, evidence-based support.
- Monitor the impact of interventions and adapt provision accordingly.

Reading Culture and Community Engagement

- Lead the development of a vibrant reading culture that promotes reading for pleasure.
- Curate and develop high-quality, diverse reading materials that reflect pupils' backgrounds and broaden their experiences.
- Organise reading events, author visits, book promotions and family engagement initiatives.
- Promote pupil voice in sharing reading provision and book choices.

Developing Authentic Reading Identities

- Ensure pupils see themselves as readers with agency, preferences and purpose.
- Promote meaningful discussion about texts to deepen engagement and personal response.
- Encourage choice, independence and sustained reading habits across the school.
- Foster inclusive reading environments where every child feels represented, valued and capable.

Resources and Environment

- Oversee the development and organisation of reading resources, including library and classroom book areas.
- Ensure high-quality texts are accessible, well-matched and appealing to all learners.
- Identify and apply for external grants and funding opportunities to enhance and diversity the school's book stock.
- Manage allocated budgets effectively to maximise impact on reading provision.

This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with their line manager. This job description will be reviewed regularly in the light of changing requirements and any such changes will be discussed with the post holder.



Person Specification

Criteria	Essential	Desirable
Qualifications and experience		
<ul style="list-style-type: none"> Degree Qualified Teacher Status Successful primary teaching experience (minimum 2 years) Specialist reading CPD e.g. NPQLL 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓
Skills and knowledge		
<ul style="list-style-type: none"> Knowledge of the National Curriculum Knowledge of the Early Years Foundation Stage Understanding of quality in learning and teaching and how to achieve excellence Good understanding of the different ways that children learn Ability to adapt teaching to meet pupils' needs Ability to build effective working relationships with pupils Ability to motivate and stimulate pupils of all abilities to enjoy learning Ability to create a happy, challenging and effective learning environment Knowledge of effective behaviour management strategies Good ICT skills, particularly using ICT to support learning Ability to communicate effectively orally and in writing to a range of audiences, deal sensitively with people and resolve conflicts Knowledge of best practice and procedures for safeguarding children and young people Ability to use research to inform practice Good knowledge of children's literature 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓



Person Specification contd

Criteria	Essential	Desirable
Personal qualities		
<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • A solution-focussed mindset and determined “no excuses” approach to raising standards • High expectations for children’s attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Builds excellent rapport with all • Prepared to be involved in the whole life of the school • Is adaptable to changing circumstances and new ideas 	<ul style="list-style-type: none"> ✓ 	



Safeguarding statement

Fulbourn Primary School is committed to safeguarding and promoting the welfare of children and young people and all staff and volunteers must share this commitment. All posts are subject to pre-employment checks and the successful candidate will need to undertake an enhanced DBS check.



We hope that you have found our Candidate Pack a useful introduction to Fulbourn Primary School. Please remember that there is much more information available on the [website](#) and further questions can be answered by speaking to Leanne, Aisling or Jo at the office.

We look forward to meeting you!

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