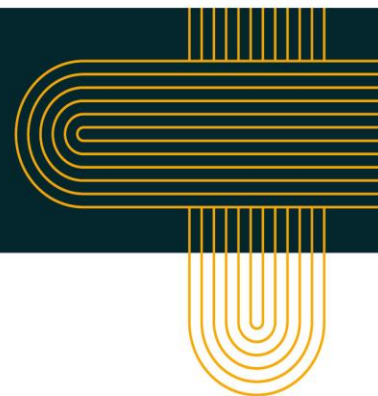




JOB DESCRIPTION

Job Title: Reading Intervention Lead
Grade: SO2 SCP 26–28
Reporting to: Assistant Principal (Teaching and Learning / Literacy)
Responsible for: Reading Team Members (including Higher Level Teaching Assistants and Teaching Assistants)

Job Purpose

In conjunction with the Assistant Principal (Teaching and Learning / Literacy) lead, coordinate and evaluate the academy's approach to reading, ensuring that every pupil develops the skills, confidence and passion required for lifelong literacy. The postholder will oversee the Reading Team, leading targeted interventions, staff development, and the promotion of a rich and engaging reading culture across the academy. The Reading Intervention Lead will manage and develop a specialist reading area within the academy and be responsible for the allocation and monitoring of work, appraisal, and training for Reading Team members.

Key Responsibilities

Strategic Leadership of Reading

- Lead the academy's work to ensure that all pupils develop a passion for reading and a commitment to literacy as a foundation for success.
- Implement and evaluate a strategic plan for reading, ensuring that it aligns with trust priorities and the Academy Improvement Plan.
- Ensure reading is a visible and celebrated part of academy life and that the reading strategy is understood and valued by all stakeholders.
- Lead and coordinate reading initiatives across all curriculum areas, ensuring that reading is discussed and prioritised within departmental meetings.
- Attend trust-wide partnership meetings to share best practice and collaborate with other Reading Leads across the Trust.
- Produce and maintain a concise Reading Data Dashboard providing senior leaders with a clear overview of reading progress across the academy.

Tracking, Assessment and Intervention

- Track and analyse reading age data throughout the academic year, identifying pupils requiring additional input.
- Lead a range of targeted reading interventions, evaluating their effectiveness and ensuring measurable improvement.
- Use assessment information to refine reading strategies and ensure that classroom practice reflects the needs of all pupils.
- Communicate reading progress data and insights to colleagues to inform teaching and intervention planning.
- Undertake pupil voice activities to gather feedback and ensure that reading materials and experiences engage all learners.

Reading Culture and Engagement

- Develop a culture in which reading for pleasure is central to academy life, promoting enjoyment, curiosity and lifelong learning.

- Ensure the importance of reading is celebrated through displays, events and recognition systems.
- Organise initiatives that inspire engagement with reading both within and beyond the classroom.
- Build strong partnerships with parents and carers, providing guidance on how they can promote reading at home.

Leadership and Line Management

- Provide leadership for the Reading Team, ensuring that all colleagues work effectively towards shared goals and act as a point of escalation.
- Lead team meetings, professional development sessions and performance reviews for Reading Team members.
- Liaise with senior leaders and teaching colleagues to ensure coherence between classroom practice and reading interventions.
- Contribute to recruitment, induction and appraisal processes within the Reading Team.

Professional Development and Collaboration

- Provide guidance, coaching and mentoring for colleagues to enhance their literacy and reading practice.
- Plan and deliver professional learning sessions related to reading pedagogy and intervention strategies.
- Maintain up-to-date knowledge of local and national literacy developments and share these within the academy.
- Model exemplary practice in reading development and lead by example in professionalism and engagement.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	E/D
• Minimum of five GCSEs (or equivalent), including English and Mathematics at Grade 4 (C) or above	E

• Level 4 qualification in literacy, reading intervention, or HLTA status (or willingness to work towards)	E
• Further or higher qualification related to education, literacy development, or child development	D
• Evidence of ongoing professional development related to literacy, reading or intervention practice	D
Knowledge and Skills	E/D
• Clear understanding of how pupils learn to read, including phonics, fluency, comprehension, and reading for pleasure	E
• Strong understanding of effective reading intervention strategies and assessment tools	E
• Knowledge of current literacy and reading frameworks, including national and trust priorities	E
• Understanding of how to analyse data to track pupil progress and measure impact	E
• Excellent communication and interpersonal skills, with the ability to inspire and motivate pupils and colleagues	E
• Strong leadership and organisational skills, including planning, delegation, and monitoring of outcomes	E
• Ability to lead and develop others through coaching, mentoring, and professional dialogue	E
• Competence in the use of ICT and data systems to enhance learning and manage interventions	E
• Knowledge of safeguarding, equality and diversity, and relevant education legislation	E
• Understanding of how to foster a positive reading culture across an educational setting	E
• Ability to adapt approaches to meet the diverse needs of pupils	E
Experience	E/D
• Experience leading or coordinating reading or literacy interventions within an educational setting	E
• Experience of managing or line managing colleagues, including appraisals and development planning	E
• Demonstrable impact on improving pupil outcomes in reading and literacy	E
• Experience analysing assessment data to evaluate the effectiveness of interventions	E
• Experience of working collaboratively with teachers, leaders, parents, and external agencies	E
• Experience of developing and implementing strategies to promote reading for pleasure	E
• Experience of leading professional development or training for colleagues	D
• Experience supporting pupils with additional or complex literacy needs	D
Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance	E

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.