

Reading Lead – Secondary Schools

Candidate Pack

Location: **Essex**
Start Date: **June 2024**

Welcome letter from our CEO

Welcome to Bridge Academy Trust. We are excited to offer a new role as Reading Lead for Secondary Schools.

At Bridge Academy Trust we aim to appoint and develop professionals who have high expectations, are highly motivated and wish to work collaboratively with others to ensure our children have the best possible provision. In return the successful candidate will be part of a forward-thinking, collegiate, and collaborative Trust where first and foremost, each school is a place of high-quality learning, where young people ENJOY, ENRICH, ACHIEVE & ASPIRE.

Our core purpose is to provide high quality education for all children in our schools.

We recognise that our staff are a precious resource, and we are committed to excellence and ensure our staff are supported individually and collectively, building strong partnerships, to help us to achieve our aims and goals.

Mark Farmer
CEO

About us

Here at Bridge Academy Trust, we are dedicated to bringing about significant improvement to the life chances of our children. We want them to be safe, happy,

well-educated and rounded young people who are active citizens and are fully prepared for the world beyond school; not just to cope with the world they will be part of, but to shape it.

Our commitment to achieving these goals for our children begins with the work of our amazing school leaders, teachers, support staff, trustees, and governors. It is our collective responsibility to develop schools capable of delivering truly world-class education in the 21st Century. This is why we are fully committed to supporting and developing every member of staff to be the best that they can be.

It is the responsibility of the Bridge Executive Board working with and alongside school leaders, central staff, and all school staff to deliver this strategy and to bring it to fruition. The Board of Trustees and Bridge Executive Board will receive regular information and feedback from staff at all levels to reflect and to monitor the impact of this strategy.

We are here to inspire, empower and educate. We are here with the knowledge, guidance, and resources to enable you to become the best you can be. Welcome to your Bridge Academy Trust journey.



Join us and be part of our trust

Bridge Academy Trust wants schools to work with each other in localities for the benefit of the local children and communities.

High quality continuity of every child's journey through education.

High quality and effective transition work between key stages and school transfers, ensures that children are 'ready', academically, socially, and emotionally for the next stage of their learning journey.

Our Vision: Enjoy, Enrich, Achieve, Aspire

First and foremost, each school within the trust is a place of learning, where young people (from three to nineteen years):

- **ENJOY** coming to school and learning experiences available to them.
- Are **ENRICHED** with a wealth of opportunities inside and outside of lessons and the curriculum, so that all talents are identified and nurtured.
- **ACHIEVE** high standards:
 - academically, in terms of examination results.
 - personally, through their respect for others and their environment
 - socially, through their contribution to the life of the school and wider community.
- **ASPIRE** to be the best they can be.



Acorn Academy



Chipping Ongar Primary School



High Ongar Primary School



Mildmay Primary School



Moulsham High School



Notley High School
& Braintree Sixth Form



Oaklands Infant School



Ongar Primary School



Richard de Clare Community
Academy



The Ongar Academy



The Ramsey Academy

Our People Strategy

Bridge Academy Trust wants schools to work with each other in localities for the benefit of the local children and communities.

We aim to transform teaching, leading, and learning to fulfil our commitment to giving our children, young people and our communities, the high-quality education they deserve. Each facet of our improvement strategy recognises the need for schools and the wider MAT to recruit, nurture, grow and plan for the succession of a high-quality workforce.



We recognise the development (support and challenge) of leadership at all levels as the key to sustainable school improvement and this is evident in our ongoing financial and resource planning. Frequent and regular time with core improvement team members provides our school leaders and those with leadership responsibility with mentoring, coaching and additional capacity to drive school improvement day to day and over time. There is a shared understanding that school leaders will then work with us to similarly develop staff within their schools, creating a high-quality, committed workforce across our Trust.



Job Description

Scale / Point:	Scale 7, Point 19-24, Term Time only
Responsible to:	Director of Secondary/School Reading Leads
Line Management:	2x Higher Level Teaching Assistants (Reading)
Liaison with:	Staff, children, parents
Responsible for:	Accelerating the reading age of children (Years 6,7 & 8)

Job Purpose:	The Reading Lead's role is to work across the trust schools (4 x secondary) to work with identified children on a 1:1 (or very small group) to accelerate their reading age. The lead will work with a team of two HLTAs Reading staff (who report to this role) to bring about the desired improvements. This will involve using the school's reading schemes and liaising with the school-based reading leads to ensure the staff, parents and children are all engaged in the reading intervention programme. The aim is for these children to have a reading age in-line with their biological age as soon as possible.
Duties:	<ul style="list-style-type: none"> • Develop and implement plans to ensure the following expectations are met over time, utilising the 2 Reading HLTAs and this role to be effective and efficient. The expectation is that the two Reading HLTAs will work across 2 secondary schools each. • Deliver intervention reading acceleration sessions to individual students or very small groups of children across Years 7 & 8 (and a small number of Year 6 children in the final half term as part of their transition to their secondary school). • Use detailed knowledge of the accelerated reading scheme in the school and specialist skills to support and progress Childrens' reading and comprehension development. • Provide feedback to pupils (& staff/parents) in relation to progress and achievement. • Establish productive working relationships with children, acting as a role model and setting high expectations. • Promote the inclusion and acceptance of all pupils within the learning environment. • Support children consistently while recognising and responding to their individual needs.





	<ul style="list-style-type: none">• Procure effective strategies so that all children engage in activities/the reading programme.• Promote independence and employ strategies to recognise and reward achievement of self-reliance.• Organise and manage an appropriate learning environment and resources.• Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.• Monitor the effectiveness of the Reading HLTAs and the progress made with children identified in the programme.• Share best practice across the schools, identifying opportunities or changes for schools to make.• Record progress and achievement in sessions/activities systematically and provide evidence of range and level of progress and attainment. Report on the children's progress to the Schools' Reading Leads and Director of Secondary as required.• Work within an established behaviour and relationships policy to anticipate and manage behaviour constructively, promoting self-control and independence.• Use IT effectively to support learning activities where relevant.• Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.• Comply with and assist with the development of policies relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.• Contribute to the overall ethos/work/aims of the schools and trust.
General:	<p>The duties may be varied by the Reading Lead, Trust, or school to meet changed circumstances in a manner compatible with the post held.</p> <p>The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment</p>



	<p>It is a requirement to:</p> <ul style="list-style-type: none">• Participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.• Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
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APRIL 2024

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills, and grade.

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder

Person Specification

Criteria	Qualities	Essential/ Desirable
Qualifications & Training	<ul style="list-style-type: none"> Experience in reading schemes used in schools 	D
Knowledge & Experience	<ul style="list-style-type: none"> Knowledge of the National Curriculum or Reading programme Knowledge of effective teaching and learning (or reading) strategies to support inclusion and progress Ability to adapt teaching of reading to meet pupils' needs Ability to build effective working relationships with pupils Knowledge of guidance and requirements around safeguarding children Knowledge of effective behaviour management strategies including de-escalation and restorative reflection Good reading and writing skills Good ICT skills, particularly using ICT to support learning Experience of performance management procedures Experience of leading and directing a professional team 	D D E E E E E E D D
Communication	<p>Written:</p> <ul style="list-style-type: none"> Ability to report effectively on monitoring, standards, and outcomes Ability to propose and articulate effective, clear School/Provision development plans Ability to compose a professional email/letter <p>Verbal:</p> <ul style="list-style-type: none"> Ability to articulate information clearly with children and adults Excellent inter-personal skills <p>Negotiating:</p> <ul style="list-style-type: none"> Ability to consult with school and Trust colleagues Ability to effectively negotiate with external professionals Effective liaison with parents and carers 	D D D D D E D E





Working with children	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy • Understand and promote the ethos, values, and vision of the school • Understand the importance of physical and emotional wellbeing 	E E E
Working with others	<ul style="list-style-type: none"> • Ability to lead and manage a team of colleagues, including other leaders • Understand the roles of in the school and Trust • Ability to work effectively with others working in the school • Establish rapport and respectful and trusting relationships with children, their families, carers, and other adults • Ability to provide timely and accurate information, as required 	E D E E E
Skills and attributes	<ul style="list-style-type: none"> • Experience of using data, identifying trends, and providing interventions. • Effective communication skills. Ability to present information clearly, concisely, accurately and in ways that promote understanding • Decision-making skills and ability to balance risks/viability against benefits • Effective interpersonal skills and ability to influence, motivate and engage with others at all levels • Strong planning and organisational skills, able to prioritise workload effectively • Flexible and adaptable 	D D E D E E
Personal qualities	<ul style="list-style-type: none"> • Commitment to promoting the ethos and values of the school and Trust and getting the best outcomes for all pupils • Commitment to acting with confidentiality, integrity, honesty, loyalty, and fairness to safeguard the assets, financial probity, and reputation of the school and Trust • Ability to work under pressure and prioritise effectively • Commitment to always maintaining confidentiality • High expectations for children's attainment and progress • Commitment to safeguarding and equality • Commitment to own continuous personal and professional development 	E E D E E E D

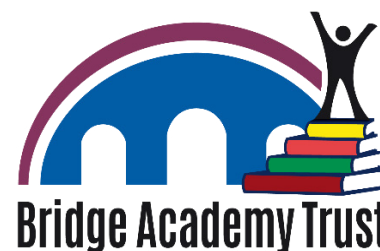
How to apply

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact Mandy Heal, HR Director: healm@bridgeacademytrust.org

Please email your application to: recruitment@bridgeacademytrust.org

Closing date: Thursday 16th May 2024, midnight

Interview dates: Wednesday 22nd May 2024



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