

Reading Manager - Job Description

Pay Scale/Grade:	L1-L5 £42,195 - £46,566
Reports to:	Head of Teaching & Learning/Senior Leadership Team
Responsible for:	Class Teachers/Support Staff
Liaison with:	Phase Teaching Staff, Phase Support Staff, Staff in other phases, Headteacher, Senior Leadership Team, Pupils, Parents/Carers
Job Purpose:	You will be an expert in your field providing strong leadership that results in the provision of first class teaching and learning opportunities for pupils and staff in Reading. To develop an innovative approach to Reading that will stimulate all pupils to achieve their potential. Working with other subject leaders to provide an integrated coherent approach to teaching and learning.

Key Responsibilities and Accountabilities

Strategic Management

- To develop and implement the school's strategy for Reading so that it integrates with the major objectives of the school development plan and takes the curriculum forward to meet the targets set.
- In conjunction with the Head of Teaching and Learning, you will formulate the aims and objectives of the subject, setting strategic targets for teaching and learning and pupil outcomes in Reading. You will also establish policies for achieving these aims and objectives.
- To develop and implement partnerships to support the Reading curriculum and other activities so that wider expertise enriches the holistic learning experiences of the pupils and the wider community.
- Evaluate the quality of teaching and learning within the subject and use this to identify effective practice and areas for improvement; taking action to further improve the quality of teaching and learning.

Subject Management

- To be an expert practitioner in Reading across the primary age range, including EYFS.
- Through the delivery of a range of continual professional development via INset, staff training, joint planning, modelling of outstanding lessons and team teaching, influence the practice of colleagues to ensure outstanding provision and outcomes in Reading across all year groups, and particularly at end Key Stages, via statutory testing.
- Play a major role in school improvement and the school self-evaluation planning process.
- Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards.

- Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.
- Work as part of the senior leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.
- Work with the Head of Teaching and Learning to raise standards through staff performance management.
- Set targets for pupil achievement in Reading.
- Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set.
- Ensuring that there is an effective assessment, recording and reporting system of pupil progress and prepare reports for the SLT and Governing Body on a half termly basis, and on request when necessary.
- Design a broad curriculum in Reading that meets the aims of the school and the needs of all pupils, ensuring that the resources required to teach the subject are available for staff to utilise.
- Ensure that innovative and appropriate approaches to learning are made available to all pupils, paying particular attention to those who are deemed vulnerable, i.e., disadvantaged, SEN&D, EAL etc.
- Evaluate National and International initiatives to promote learning and incorporate appropriate elements into the school's strategy for Reading.
- Work with other subject Managers to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broader understanding of Reading and its links with other fields of study.
- Ensure that the statutory requirements of the National Curriculum are met.
- Evaluate the design and delivery of the curriculum for Reading; continuously striving to improve all aspects.
- Monitoring and evaluate the Reading curriculum in 'value for money' terms.
- Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.
- Lead by example when implementing and managing change initiatives;

Financial Management

- Set long term and short-term budgets for resourcing Reading appropriately and effectively.
- Monitor actual spend against forecast.
- Ensure that 'Best Value' principles are applied to all appropriate purchasing decisions.
- Evaluate use of financial resources to ensure that desired outcomes are met.
- Advise the School Business Manager of potential additional funding for Reading and support with any funding applications or bidding processes.

People Management

- Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.
- Create an environment of open-mindedness, fairness and harmony between groups and individuals.

- Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- Evaluate the staff development programme and liaise with the Headteacher to modify as appropriate.
- In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).
- Ensure all staff, including short- and long-term temporary staff, receive an induction within your subject area and fully understand all relevant policies and their implementation.
- Provide support to staff to enable them to effectively implement the school policies and specifically Reading related policies.

Community

- Create an environment where there is visible acknowledgement that everyone's contribution is valued.
- Organise and promote Reading events during the school year
- Participate in or lead parent workshops

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS with Child Barred List check will be requested.

Reading Manager - Person Specification

FACTORS	MEASURED BY
<p><u>ESSENTIAL QUALIFICATIONS AND SKILLS</u></p> <ul style="list-style-type: none"> • Qualified Teacher status • Clear communication/questioning skills – precise approach to written communication • ICT competent – Able to use IWB • A full Enhanced Disclosure with Child Barred List check from the Disclosure and Barring Service (DBS) • Right to Work in the UK 	<p><i>Candidates will be measured by their Application form, References, Observation, Interview and statutory pre-employment checks</i></p>
<p><u>ESSENTIAL TEACHING ABILITY and CURRICULUM UNDERSTANDING</u></p> <ul style="list-style-type: none"> • Evidence of successful classroom practice • Knowledge of strategies to support learning, progress and standards across the curriculum • A clear understanding of the National Curriculum and of modern truly interactive primary school teaching techniques. • Knowledge and experience of curriculum planning and assessment. • Effective classroom management skills – able to provide an effective environment for learning • Ability and willingness to teach across all Key Stages. • Commitment to the involvement of parents in their children’s learning. • A commitment to the integration of children with SEND in the mainstream school environment. • Understanding of child development and ability to recognise and respond to the individuality of pupils. 	<p><i>Candidates will be measured by their Application form, References, Observation and Interview</i></p>
<p><u>ESSENTIAL OTHER QUALITIES</u></p> <ul style="list-style-type: none"> • Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils. • Ability and commitment to work closely as part of a team. • Willingness to contribute to all areas of school life. • Strong commitment to the importance of the school as part of the community. • A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child. • Excellent organisational skills. 	<p><i>Candidates will be measured by References, Observation and Interview</i></p>