



JOB DESCRIPTION: TLR – KS2/3 TRANSITION & PHONICS LEAD

Responsible for: Engaging and working with feeder primary schools in the local area to plan for a robust and successful KS2/3 transition in English with a specific focus on the early identification of students' reading abilities. The lead will also be responsible for the implementation of suitable systematic synthetic phonics programme/s to ensure all students, including those of a very low reading ability, can make progress.

Purpose: To work collaboratively with the Assistant Headteacher and the HLTA literacy coordinator to provide professional leadership and management for the coordination of all activities relating to improving reading comprehension, prior knowledge and specifically, improving the provision for students with the lowest reading ages across the school.

Particular duties: Under the direction of both the Headteacher and Assistant Headteacher with responsibility for KS2/3 transition in English and the planning, implementation and monitoring of suitable systematic synthetic phonics programmes.

Key functions: To work collaboratively with the Assistant Headteacher to plan, produce and coordinate, on behalf of the school, a successful phonics programme.

To take an active interest in the latest educational research surrounding literacy and take joint responsibility for the development and implementation of the intervention plan for literacy.

To monitor progress made towards achieving targets and use this information to plan future developments.

To liaise with the Assistant Headteacher regarding the support offered to students; and to provide relevant information to the Senior Leadership Team.

Netherhall Road, Maryport, Cumbria, CA15 6NT

Tel: 01900 813434 Ext. 0 (Main Reception) | **Email:** office@netherhall.cumbria.sch.uk

Head Teacher: Mr. David Tromans BA(Hons), PGCE, NPQH, MEd

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Specific responsibilities:

To work collaboratively with the Assistant Headteacher and the HLTA literacy coordinator to make decisions regarding the implementation of literacy interventions in the LSD.

To engage and work with feeder primary schools in the local area to plan for a robust and successful KS2/3 transition in English with a specific focus on the early identification of students' reading abilities.

To use evidence-informed approaches and educational research to make recommendations to the Senior Leadership Team, Heads of Department, and classroom teachers regarding literacy programmes and initiatives.

To oversee phonics resources for LSD staff to use.

To attend appropriate INSET in order to disseminate to staff in the LSD.

To assist in the monitoring of educational progress of all students in regard to literacy skills and programmes.

Other professional requirements:

To establish effective working relationships with a) students, b) parents c) professional colleagues.

To set a good example to the students through personal presentation and professional conduct. To support and carry out policies and practices to promote positive student behaviour and effectively promoting the importance of literacy.

To take responsibility for personal professional development, including knowledge of school policies and procedures.

To liaise effectively and sensitively with students.

To ensure compliance with all statutory Health and Safety requirements.

To undertake other duties as the Headteacher may reasonably direct. The responsibilities outlined above do not form an exhaustive list and may be subject to modification at any time at the reasonable discretion of the Headteacher/Assistant Headteacher in consultation with the postholder.

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