STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

BOOK CULTURE LEAD

JOB DESCRIPTION

JOB PURPOSE

To lead on developing an inspiring book culture in school where the whole-school community understands the value and importance of learning to read and reading to learn.

To provide a robust programme of support for struggling readers that enables all pupils to unlock the curriculum and achieve academic success and personal happiness.

JOB SUMMARY

1. Ensure all pupils are fluent and enthusiastic readers.

2. Lead on developing a world-class book culture in school ensuring a vibrant universal offer for all pupils.

3. Work closely with the teaching staff, support staff and parents to bring to life a world-class book culture within the school.

4. Ensure a skilled reading workforce is in place, through a high-quality professional development programme ensuring staff are well equipped to meet pupils' needs.

5. Administer reading assessments and use the information to classify all readers in school to ensure support meets their specific needs.

6. Track reading data to monitor the impact of reading support and interventions.

7. Monitor the implementation of the reading programme (universal and targeted) and swiftly address any shortfalls.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1.   Main Duties

1.1.   Provide inspiring and purposeful leadership of book culture within a caring and secure environment.

1.2.   Secure a vibrant book culture throughout the school to stimulate pupils' curiosity about books and engender a love of reading.

1.3.   Work in partnership with Form Tutors, Librarian, SENCo, Teaching Assistants, Teachers, Reading Leaders and parents to ensure a world-class book culture.

1.4.   Provide a powerful and impactful intervention programme for struggling readers to read fluently.

1.5.   Develop pupils' ability to read increasingly complex texts by fostering their motivation to read widely for different purposes.

1.6.   Administer reading age assessments to pupils and compile and report upon the outcomes.

1.7. Work closely with teaching and support staff to use appropriate data to identify cohorts of pupils requiring literacy and reading interventions.

1.8. Promote Star Readers and Star Subject Readers ensuring all pupils are reading books which are age-related, appropriately challenging and engaging.

1.9. Introduce Star's Read-Aloud programme to help close the gap between advantaged and disadvantaged readers.

1.10. Raise the profile of reading throughout the school, so that pupils 'read for pleasure'.

1.11. Plan and deliver bespoke interventions for individual pupils and small groups of pupils.

1.12. Support the school's home and community liaison work through the appropriate participation in events.

2. Leadership

2.1. Be a dynamic and supportive member of the school, supporting SLT in its drive to become a leading edge, innovative and high performing reading school.

2.2. Ensure the school is known for its 'book culture'.

2.3. Lead the whole-school initiative on book culture ensuring the Standard Operating Procedure (SOP) and toolkit are implemented consistently and successfully.

2.4. Liaise with feeder primary schools to plan and deliver transition activities linked to reading and literacy development.

2.5. Work closely with the SENDCo to ensure reading deficits are highlighted in a pupil's Star Map and communicated to all teachers and support staff.

2.6. Engage with a wide variety of evidence to identify best practice. Use it during practice clinics and instructional coaching.

2.7. Support Directors of Learning to strategically plan and implement regular meetings to support, mentor, coach and challenge subject staff to ensure they are working in unison on the book culture programme.

2.8. Assist colleagues in the planning and delivery of the schemes of work and provide guidance on reading instruction and pedagogy.

3. Support for Pupils

3.1 Promote and incentivise all pupils to access the vocabulary programme to encourage fluent reading and good understanding.

3.2 Initiate and foster extra-curricular activities which widen pupils' appreciation of reading.

3.3 Bring to life the Star Readers programme in form time through the Read-Aloud programme.

3.4 Encourage the use of reading to help acquire rich knowledge within each subject domain through Star Subject Readers.

3.5 Encourage and support the habit of reading widely and often, for information retrieval and pleasure.

3.6 Support pupils to expand their vocabulary, so that their ability to engage readily with unfamiliar texts and develop their own proficiency as speakers and writers increases.

3.7 Develop proficiency in reading skills such as skimming to gain the sense of a text, scanning to locate details, and revisiting for clarification.

3.8 Support pupils with low attainment in reading, pupils with special educational needs and pupils who are new to English.

3.9 Develop pupils' knowledge of grammar so that they understand how sentences are constructed.

3.10 Develop pupils understanding in how to recognise authorial voice, including by differentiating between author and narrator in fiction texts.

3.11 Encourage pupils to develop critical insight, based on wide reading. Pupils read to learn.

4. Management of Resources

4.1 Work with staff to ensure all classrooms and the wider school environment are stimulating and help to influence pupils' attitudes positively towards reading.

4.2 Develop displays to support literacy and reading, to encourage pupils' participation, both within the library and across the school.

4.3 Promote wider reading in all subjects of the curriculum (subject specific sections in departments and the library, supplementary reading lists and challenges).

4.4 Display inspirational quotes from renowned authors throughout the school.

4.5 Develop the library as the *beating heart* of the school, well-stocked with books of different genres and readily accessible to pupils.

4.6 Utilise the library to its full potential to provide reading enrichment opportunities.

4.7 Incentivise pupils to read through a robust rewards programme.

5. Monitoring and Evaluation

5.1 Administer National Group Reading Test (NGRT) assessments to pupils.

5.2 Triangulate all available data to ensure that pupils are placed in the correct category. For example, the NGRT, CATs verbal score and SATs reading score.

5.3 Use the information to classify pupils into 4 categories: fluent readers; struggling readers; early readers and new to English. These categories inform the support and interventions.

5.4 Use data analysis to identify areas where individuals or groups of colleagues may need support to improve reading outcomes for pupils.

5.5 Work alongside the SENCo to provide more targeted follow-up testing for those with SEN.

5.6 Track the progress of pupils receiving reading intervention through NGRT reassessment at different points throughout the year in order to check the impact of the intervention programmes and determine best next steps.

5.7 Ensure pupils receive rewards that promote the school's book culture*.

6. Communication and Liaison with Other Colleagues

6.1 Ensure a skilled reading workforce is in place, through a high-quality professional development programme ensuring staff are well equipped to meet pupils' needs.

6.2 Arrange appropriate activities to engage pupils in reading and literature such as author visits, writing competitions, spelling bee etc.

6.3 Encourage the sharing of best practice by delivering practice clinics and instructional coaching.

6.4 Maintain effective relationships with middle and senior leaders in the school.

6.5 Maintain appropriate links with form teachers, teaching colleagues in all sections of Star Schools.

6.6 Maintain appropriate links with all feeder schools, particularly during the phase of KS2 to KS3 transition.

6.7 Create opportunities for 'readers to become writers,' and 'writers to become readers' such as through projects to encourage and publish pupils' writing, which can then be read by multiple audiences (school magazines, poetry anthologies, collections of essays or short stories.

6.8 Ensure the whole-school community promotes and engenders a passion and appreciation for reading.

6.9 Ensure all form teachers and subject teachers engage with the 'Reading Wise' vocabulary programme and input subject-specific vocabulary for pupils to practise as home as a homework activity.

7. Communication with Parents and the Wider Community

7.1 Establish a partnership with parents to involve them in their child's reading.

7.2 Promote the recognition that learning takes place outside the classroom context and provide opportunities to develop pupils' understanding by promoting events such as World Book Day, National Poetry Day etc.

7.3 Timetable the Read-Aloud programme for the whole-school community.

7.4 Participate in local and national competitions and initiatives, such as the summer library challenge.

7.5 Implement social action projects within the community linked to reading.

8. Other Responsibilities

8.1 Participate in training and professional development opportunities as required to fulfil the role.

8.2 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

8.3 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

8.4 Contribute to the wider life of the Trust and the Star community.

8.5 Carry out any such duties as may be reasonably required by the Trust.

9. Records Management

9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

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PERSON SPECIFICATION

| No | CATEGORIES | Essential/ Desirable | Assessed by: | |
			App Form	Interview / Task
QUALIFICATIONS				
1.	A degree (2ii or above) in relevant subject.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Recognised reading CPD accreditation.	D	✓	✓
4.	Middle Management qualification.	D	✓	
EXPERIENCE				
5.	Track record of delivering 'outstanding' teaching.	E	✓	✓
6.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
7.	Evidence of successful leading of reading within a department or school.	D	✓	✓
8.	Evidence of implementation of effective and accurate reading assessment across a school	D	✓	✓
9.	Use of data to plan and implement intervention strategies to close gaps.	E	✓	✓
10.	Evidence of engagement and involvement with leading reading organisations.	D	✓	✓
11.	Effective management of people and team of professionals within a school setting.	E	✓	✓
12.	Leading the delivery of coaching and INSET sessions to support the professional development of others.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Ability to teach to GCSE standard.	E	✓	✓
14.	Ability to teach to A Level standard.	D	✓	✓

No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
			Assessed by:	
15.	A commitment to undertake and use evidence-based research to promote the continuous growth and development of reading.	E	✓	✓
16.	Excellent knowledge of reading instruction.	E	✓	✓
17.	Excellent pedagogical understanding of the teaching of reading.	E	✓	✓
18.	Excellent knowledge of latest research into the teaching and learning of reading.	E	✓	✓
19.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
20.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E	✓	✓
21.	Ability to communicate, verbally and written, with a range of people and groups.	E	✓	✓
22.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	E	✓	✓
23.	Ability to prioritise conflicting demands.	D	✓	✓
PERSONAL QUALITIES				
24.	Innovation and creativity to engage, enthuse and progress learners through reading.	E	✓	✓
25.	A strong belief in the value of education in developing citizens.	E	✓	✓
26.	Highly organised, literate and articulate.	E	✓	✓
27.	Highest levels of professional and personal integrity.	E	✓	✓
28.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
29.	Personal resilience, persistence and perseverance.	E	✓	✓
30.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
31.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
32.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
33.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
			Assessed by:	
34.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
35.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
36.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
37.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓