

## Job Description

<b>Job Title</b>	Teacher of English and Reading Lead	<b>Salary</b>	MPS/UPS
<b>Responsible to:</b>	Headteacher		
<b>Purpose of the post:</b>			
<ul style="list-style-type: none"> <li>To carry out the professional duties of a teacher in accordance with the School Teachers' Pay and Conditions Document and Teachers' Standards.</li> <li>To teach English across the school and lead the strategic development of reading, phonics and literacy interventions to improve outcomes for all pupils, particularly those with significant gaps in literacy development.</li> <li>To contribute to the pastoral care and wellbeing of pupils with SEMH needs and support positive engagement with families and external agencies.</li> <li>To teach an additional subject to contribute to the curriculum offer of the school.</li> </ul>			
<b>Teaching and Learning:</b>			
<ul style="list-style-type: none"> <li>Plan and deliver high-quality lessons that meet the needs of all learners.</li> <li>Assess, monitor and report on pupil progress in line with school policies.</li> <li>Set high expectations for behaviour, attendance and achievement.</li> <li>Adapt learning effectively to meet a wide range of needs and abilities.</li> <li>Use assessment information to inform planning and intervention.</li> <li>Contribute to curriculum development within English.</li> </ul>			
<b>Reading Lead:</b>			
<ul style="list-style-type: none"> <li>Lead the development, implementation and evaluation of the school's reading strategy.</li> <li>Develop and monitor effective reading and phonics provision across the school.</li> <li>Coordinate literacy interventions and ensure their impact is measured and evaluated. Analyse reading data and use findings to inform strategic planning.</li> <li>Support staff in developing effective literacy practice across the curriculum.</li> <li>Promote a culture of reading for pleasure and literacy engagement.</li> <li>Maintain oversight of reading assessment systems and intervention programmes.</li> <li>Work with leaders to identify pupils requiring additional literacy support.</li> <li>Keep abreast of current research and best practice in reading and literacy development.</li> </ul>			
<b>Pastoral:</b>			
<ul style="list-style-type: none"> <li>Build positive, trusting relationships with pupils.</li> <li>Support pupils' emotional wellbeing and personal development.</li> <li>Contribute to behaviour support planning and restorative approaches.</li> <li>Act as a key tutor for identified pupils where required.</li> <li>Work collaboratively with families to support attendance, engagement and progress.</li> <li>Participate in multi-agency meetings and reviews as required.</li> <li>Contribute to safeguarding and child protection procedures.</li> </ul>			

**Behaviour and Inclusion:**

- Maintain high expectations of behaviour through consistent implementation of school policies.
- Use de-escalation and restorative approaches effectively.
- Support pupils in developing self-regulation and resilience.
- Promote inclusion and equality of opportunity for all learners.

**Professional Responsibilities:**

- Fulfil all duties expected of teachers under the Teachers' Standards and School Teachers' Pay and Conditions Document.
- Participate fully in performance management arrangements.
- Attend staff meetings, training and professional development activities.
- Contribute to school improvement planning and self-evaluation.
- Undertake duties and responsibilities reasonably required by the Headteacher.

## Person Specification

Criteria	Essential	Desirable
Qualified Teacher Status	✓	
Degree or equivalent qualification	✓	
Experience teaching English across Key Stages 3 and 4	✓	
Experience of raising attainment in English and literacy	✓	
Experience of leading reading, literacy or phonics initiatives		✓
Experience working with pupils with SEMH needs	✓	
Experience in alternative provision, PRU or special education settings		✓
Understanding of reading development and evidence-informed literacy practice	✓	
Knowledge of phonics assessment and intervention programmes	✓	
Understanding of safeguarding responsibilities	✓	
Knowledge of SEND and inclusive teaching strategies	✓	
Ability to build positive relationships with pupils and families	✓	
Ability to manage and de-escalate challenging behaviour effectively	✓	
Ability to analyse data and evaluate intervention impact	✓	
Ability to work collaboratively with colleagues and external agencies	✓	
Strong communication and interpersonal skills	✓	
Resilience, patience and emotional intelligence	✓	
Commitment to inclusion and improving life chances for vulnerable learners	✓	
Willingness to contribute to wider school life	✓	

## **Personal Qualities**

The successful candidate will:

- Be committed to the belief that all pupils can succeed regardless of their starting points.
- Demonstrate empathy, compassion and professionalism.
- Show resilience and emotional robustness when working in challenging circumstances.
- Be reflective and committed to continuous professional development.
- Maintain high expectations while fostering positive relationships.
- Be an enthusiastic advocate for literacy and reading.