



V E N N

VENN ACADEMY TRUST
JOB DESCRIPTION and PERSON SPECIFICATION

Post Title Specialist Trust Lead for Early Reading and Phonics **Grade: Leadership 1-5**

Reporting to: Director of School Improvement **DATE:** Autumn 2021

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE:

- To work as part of the School Improvement Team, providing support to schools within our Trust to secure the highest quality of curriculum, teaching and learning in reading and phonics;
- To work with individual schools or settings to support programmes that improve the curriculum implementation for early reading and phonics with individual teachers or groups of teachers;
- To work with individual teachers and groups of teachers to support and model effective planning, delivery of lessons and quality feedback to pupils;
- To drive the trust's plans for all teachers to be securing good or better outcomes for all pupils.

The Trust's Pay Policy and School Teachers Pay and Conditions Document gives details of the role and professional responsibilities of the staff on the leadership scale. Within that framework, the Trust is seeking to emphasise the following.

PRINCIPAL ACCOUNTABILITIES:

- Exercise high profile leadership and development of curriculum knowledge across the trust to lead, guide and support colleagues in the implementation of early reading and phonics.
- Promote best practice in everyday classroom practice, particularly in early reading and phonics;
- Work with teachers in schools modelling effective curriculum planning and sequencing
- To ensure rapid improvement at Venn academies deemed to need support so that they become at least good at their next inspection in the area of early reading and phonics.
- Work with reading and phonics leaders to support them to translate their curriculum intent into effective implementation and impact, particularly for the lowest 20% of pupils.

Advise on, plan and lead training for teachers and support staff on a variety of issues including:

- How to plan and sequence learning in reading and phonics
- The use of effective teaching strategies;
- The use of new technologies in the classroom;
- Contributing to whole trust training: training days, teaching and learning workshops, trust and governor/ trustee training etc. as appropriate

Liaise with trust and individual school leaders to raise standards through:

- Planning effective interventions to support pupils;
- Producing individualised high-quality planning and teaching materials that raise standards;
- Developing colleagues by monitoring pupils' progress in reading and phonics;
- Fostering collaboration across the trust and partner schools;
- Work with the Heads to support leaders in the action plans within each school.

All duties and responsibilities are to be carried out with regard to the School's Curriculum, Staffing, Health and Safety, Equal Opportunities, Racial Equality Policies and the Extended Schools agenda.

Shaping the Future

The Specialist Trust Lead for Early Years and Phonics will support the Trust and individual Heads in determining the strategic direction and development of the school. They will encourage a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all.

Leading

The Specialist Trust Lead for Early Reading and Phonics is seen as a key role within the trust. There will be an emphasis on working with and leading colleagues towards high quality curriculum planning and learning leading to improved outcomes. This will be achieved through supporting the Heads in leading and demonstrating knowledge and understanding of managing all aspects of the curriculum and learning. They will liaise with the CEO and Deputy CEO to support the strategic plan for supporting the delivery of a highly effective curriculum for each school. The post holder will understand key government and national initiatives on **early reading and phonics** and champion these within the trust.

Developing Self and Working with Others

The Specialist Trust Lead for Early Reading and Phonics will support the Trust and Heads in leading, supporting, challenging and developing the staff by:

- Developing and maintaining a culture of high expectations for self and for others;
- Maximising the contribution of staff to improving the curriculum and learning;
- Motivating and enabling teachers to develop expertise in their respective roles through high quality continuing professional development;
- Supporting and advising colleagues with classroom practice;
- Monitor the effectiveness of curriculum implementation and impact and report the evaluation to the SLT;
- Lead, manage and organise meetings as appropriate in support of the Trust's aims.

This job description may be amended at any time after discussion with the successful candidate.

ORGANISATION CHART:	
<p style="text-align: center;">CEO</p> <p style="text-align: center;">Deputy CEO / Director of School Improvement</p> <p style="text-align: center;">Executive Headteachers</p> <p style="text-align: center;">Heads of School/ Headteacher</p> <p style="text-align: center;">Director of T&L Director of C&L</p> <p style="text-align: center;">Specialist Trust Lead for Early Reading and Phonics</p> <p style="text-align: center;">Teachers and School Staff</p>	

	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
1.1	Graduate with Qualified Teacher Status	√		AF/CQ
1.2	Holds QTS	√		AF/CQ
1.3	Evidence of a commitment to on-going learning and professional development		√	AF/I/CQ
1.4	NPQSL/ NPQMK/ SLE / AST / lead teacher accreditation		√	AF/I/CQ
2.	Relevant Experience:			
2.1	At least four years of successful teaching experience	√		AF
2.2	Ability to plan and consistently deliver strong inspiring lessons	√		AF/I
	Experience of developing other staff to improve their teaching of reading/phonics	√		AF/I/R
2.3	Experience and evidence of successfully leading English, reading or phonics at a whole-school or key stage level	√		AF/I/R/
2.4	Sound knowledge of the EYFS curriculum framework and the National Curriculum	√		AF/I/R
2.6	Experience of working in more than one school		√	AF
2.7	Understanding of what an outstanding reading curriculum looks like	√		I
2.8	Data analysis skills, and the ability to use data to inform provision planning	√		I
2.9	Effective communication and interpersonal skills	√		AF
2.10	Ability to quickly build effective working relationships with a wide range of staff	√		AF
3.	Skills (including thinking challenge/mental demands):			
3.1	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		AF/I/R
3.2	Ability to influence and negotiate	√		AF/R
3.3	Ability to analyse data, present findings and implement targeted improvements to teaching	√		I/R
3.4	Good IT skills	√		I/R
3.5	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	√		AF/R/I

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3.6	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	√		I
3.7	Ability to work under pressure and prioritise effectively	√		I
4.	Knowledge:			
4.1	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		I/AF/R
4.2	Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment	√		AF, I
4.3	Knowledge of the most up to date research about effective pedagogy	√		I
4.4	Knowledge of tracking and target setting to target teaching and learning at individual student, cohort and whole-school level		√	AF, I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
5.1	Ability to communicate effectively, both orally and in writing, to a wide range of people within the trust and school communities	√		AF/R
	Written Skills			
5.2	Excellent written skills/email correspondence appropriate to respondents. Good accurate report writing appropriate to requirements	√		AF
6.	Other:			
6.1	Leads by example, setting high standards of punctuality, dress and conduct – 'can do' attitude	√		R
6.2	Resilience and determination in meeting deadlines and achieving outcomes	√		R
6.3	Ability to challenge and show tenacity	√		I,R
6.4	Clarity of thought and vision with proven ability to finish a task	√		I,R
6.5	Sense of humour (particularly under pressure)	√		I,R
6.6	Determination to promote a culture that celebrates success		√	I,R
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Additional Requirements:			
	Driving licence and willingness to drive between trust and partner school sites with your own transport. (Travel expenses and mileage expenses are paid inline with trust policies)	√		I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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8.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	√	N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record	√	N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only	√	N/A	AF(after short listing)