



Specialist Literacy Lead

Job Description: Specialist Literacy Lead

Line Manager:	Assistant Headteacher: Literacy
Posts directly supervised:	None
Main Purpose of Role:	<p>To support the learning, achievement and behaviour of students within the school.</p> <p>To secure excellent achievement and progress of all students and to ensure gaps are narrowed by working with students, families on their barriers to learning.</p> <p>To implement data systems which effectively identify, assess and monitor students' needs and progress</p>

Accountabilities:

Achievement and Progress

- Ensure all students, including those with SEN make at least good progress across all of the key stages by providing strong and impactful literacy support.
- Ensure variations between the progress made by different groups of students or any areas of underachievement including the variation of groups of students is addressed and the gap is narrowed significantly.
- Ensure achievement and progress of the students who are being supported is at least good when compared to national averages.
- Role model good levels of literacy, communication and numeracy skills to support students' learning in this area.
- Increase stakeholder engagement with 'supporting students with their literacy' through implementing effective communicative strategies and systems.
- Set up and manage data systems which facilitate effective analysis of literacy within the school.

Teaching and Learning

- Promote consistently high expectations of all students and apply whole school policies particularly in relation to the learning, behaviour and attendance policy.
- Support in checking students' understanding of learning activities if required.
- Use well-judged and imaginative strategies to provide support and intervention to meet the needs of individual learners in order that they have good levels of achievement and attendance.
- Promote and generate high levels of enthusiasm for, participation in and commitment to learning all students.
- Promote students confidence and independence so that they are able to tackle challenging activities and can display high levels of resilience.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Perform duties in line with Health & Safety rules.

Behaviour and Safety

- Develop and promote effective partnerships with parents, carers, other staff and students so they are highly positive about the school in terms of achievement, teaching and learning, behaviour and safety.
- Ensure all students show high levels of engagement, courtesy, collaboration and cooperation.
- Ensure student behaviour is managed through a systematic, consistent approach to behaviour management, in line with whole school policy, is applied within all lessons.
- Take active steps to eradicate all forms of bullying.
- Be aware of what constitutes an unsafe situation.

Leadership and Management

- Demonstrate an uncompromising and highly effective drive to improve achievement, or sustain the highest level of achievement, for all students, over a sustained period of time.
- Lead by example and demonstrate passion and ambition for the school and its students.

- Provide highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the year group and their spiritual, moral, social and cultural development.
- Employ highly successful strategies for engaging with students, parents and carers.
- Employ highly effective strategies to improve achievement and progress by: seeking out and modeling best practice and reflection and be open to coaching, dialogue, mentoring and support.
- Seek regular feedback through line management and be positive and active in team meetings to allow for effective communication and dissemination.
- Take part in staff appraisal and absence management meetings.
- Work effectively and positively with the governing body, the leadership team and all other staff.
- Meet the statutory requirements for safeguarding.

General responsibilities

- As a member of support staff contribute to the overall leadership and management of the school and to be proactive in supporting an ethos that recognizes and celebrates success and promotes high expectations and aspirations.
- Contribute to the effective management of the school through the implementation of school policies, code of conduct.
- Attend meetings and parents' meetings relevant to the post.
- Other duties as the Head may reasonable require.

Specific Main Duties:

- To coordinate and lead on the intervention programmes for literacy: Lexonixc and Magraw reading boxes.
- To lead small group classroom based intervention for selected students across all key stages
- To manage and implement the graduated approach to intervention by assessing, planning, doing and reviewing all programmes and interventions.
- To lead, monitor and evaluate the impact of intervention programmes through ensuring baseline assessments are conducted and reviewed as and when necessary.
- To timetable the programmes for the specific students, where needed.
- To monitor and report on the impact of the interventions to.
- To communicate to relevant staff and parents the progress made of students who are undertaking the intervention programmes.
- To follow up successful monitoring visits to lessons following intervention programmes.
- To provide regular communication with parents/carers of students progress and delivery parent workshops
- Perform duties in line with Health & Safety rules and to take remedial action where hazards are identified. Where hazards are serious report to line manager immediately.
- Mentoring students– setting, monitoring and reviewing targets.
- Manage own work on a day to day basis and participate in performance management appraisal reviews in line with the school policy.
- To attend staff briefings and meetings in accordance with the calendar.
- To participate in INSET (Professional Development Days)and other professional development opportunities.
- Undertake a half hour duty each week.

Specific areas of responsibility allocated will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the school. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher.

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Name:	Signature:
Date:	



**COX
GREEN
SCHOOL**

Specialist Literacy Lead

Person Specification: Specialist Literacy Lead

	Essential	Desirable	How to be tested
Qualification criteria: <ol style="list-style-type: none"> 1. 5 good GCSEs Inc. English and Maths Grade C or above (or equivalent). 2. Educated to Degree level 3. Eligible to work in the UK. 4. St John's Ambulance First Aid/Red Cross First Aid or equivalent or prepared to undertake training. 5. TEFL qualification 	✓ ✓ ✓ ✓	✓	Application form & evidence
Experience: <ol style="list-style-type: none"> 6. Experience of working with children or young people with physical disabilities and/or learning/behavioural/emotional and social difficulties. 7. Experience of devising, implementing and revising relevant intervention programmes for people with numeracy/ literacy/social and emotional and/or physical therapy programmes for people with physical and sensory difficulties. 8. Experience of monitoring and evaluating student progress and administration of appropriate testing. 9. Experience of administrative work, youth work, social work, counselling, coaching, teaching, mentoring 10. Experience of designing and delivering alternative curricular programmes 11. Experience of communicating with staff, external agencies and parents/carers 12. Experience of working under a pressurised environment with competing deadlines. 13. General understanding of the national curriculum and other learning programmes and strategies (e.g. literacy and numeracy) 14. Good oral and written communication skills. 	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	Application form & interview
Vision and Strategy: <ol style="list-style-type: none"> 15. Vision Aligned with Cox Green School of high aspirations and high expectations of self and others. 16. A commitment to maximising the academic, personal, social and emotional development of all students. 	✓ ✓		Interview
Behaviours, Skills and Abilities: <ol style="list-style-type: none"> 17. The ability to enthuse & inspire others and has a 'can do' attitude. 	✓		Interview

18. A passion for and relentless determination that every student develops and succeeds.	✓		
19. Excellent listening, communication skills and high levels of emotional intelligence.	✓		
20. Strong organisational and time-management skills and ability to work under pressure.	✓		
21. Resilience and optimism to lead through day-to-day challenges in a busy school environment.	✓		
22. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.	✓		
23. An ability to help implement necessary routines and patterns to establish good behavior management within a school.	✓		
24. The ability to work well under pressure and to be decisive.	✓		
25. Ability to use IT systems including databases and Microsoft Office products.	✓		
26. Ability to pay attention to detail when completing administrative tasks.	✓		
27. High levels of honesty and integrity, confidence and self motivation.	✓		Interview
28. Ability to plan, prioritise and organize own and others' work schedule and case loads.	✓		
29. Ability to communicate fluently in accurate spoken and written English.	✓		
Other:			
30. This post is subject to an enhanced DBS disclosure.	✓		References
31. Must be committed to safeguarding the welfare of children.	✓		Interview
32. Good Physical fitness with the ability to undertake physical handling/techniques/activities.	✓		