



Role: Literacy Lead
Department: Real Independent Schools
Location: All R.E.A.L Education sites
Accountable to: Head of Area - Quality of Education

Function of role

To work alongside the Curriculum Leads and wider staff team to embed and raise standards in Literacy within teaching and learning throughout the organisation. To lead, manage and develop Literacy throughout the schools and hubs. To lead the working party ensuring best practice across identified areas of the curriculum. To impact on the educational progress of all learners in the schools. To lead on and monitor school wide literacy initiatives in the schools. To support all staff to operate at their optimum effectiveness in the delivery of literacy within the curriculum for all learners so that they can achieve their full potential.

Accountabilities

- Ensure that teachers and support staff are clear about Literacy objectives and the use of Literacy as being integral to teaching and learning in all subjects.
- Provide curriculum vision and identify areas for curriculum development.
- Leading, developing and enhancing the teaching practice of other staff.
- To develop and communicate literacy strategies/policies and interventions to the wider school community.
- Support and guide colleagues to maintain high expectations and select the most appropriate teaching and learning methods and resources to meet the needs of the full range of learners.
- Establish and implement a clear policy for Literacy and to assess the impact on teaching and learning.
- To work in conjunction with the SLT and subject leads to evaluate the teaching and learning of Literacy in schools and hubs through the implementation of quality assurance processes.
- Use this analysis to identify effective practice and areas for improvement and, in conjunction with the Senior Leadership Team, take action to further improve the quality of teaching and learning across the school.
- Lead on CPD opportunities for Literacy alongside induction for new staff.
- Ensure the effective and efficient management of learning resources for Literacy.
- To support class teachers in the planning of lessons which effectively integrate appropriate resources and provision for Literacy.
- To promote a love of reading across the organisation.
- To ensure that all staff can assess and access information linked to learner's starting points in reading.

- Monitor and evaluate reading data across the school to identify trends in learner performance and progress, and issues for development in Literacy.
- Identify and cultivate students' interests by creating opportunities for students to interact for many purposes with many types of literature.
- Build school-home-community connections – work in partnership with parents to support learning.
- Give frequent language and literacy experiences – through daily opportunities for students to read, write, listen, and speak in meaningful, purposeful contexts, both individually and in groups
- Monitor learner standards and achievement against Literacy annual targets
- To work with Learning Managers to Identify learners requiring Literacy intervention strategies, to monitor their impact and report to senior leaders.
- To look for opportunities with a wider network of teachers and schools.
- Have knowledge and understanding of all safeguarding procedures on a day to day basis, adhering to these where appropriate through the Designated Safeguarding Officer, and be aware of all policies and practice in relation to the safety of young people and vulnerable adults
- Be responsible for all aspects of learner health and safety, informing the designated Learning Manager of any accidents or identified risks, and using the significant incident reporting form appropriately. Support the Learning Manager to ensure venues used are appropriate and risk assessed, and that Health and Safety guidance supplied by the company is adhered to.
- To support the Learning Manager with the collection and collation of pupil information including learner profiles, pen pictures, risk management procedures and special educational needs and suitably differentiate your delivery to meet the identified needs.
- To support all designated Learning Managers with the completion of all assessments, pupil tracking documents, progress reports and feedback reports to commissioning bodies e.g. Education, Health and Care plans, KS3 & KS4 transition planning, and post 16 opportunities.
- Be responsible for your own continuous professional development, ensuring that a minimum of 6 hours CPD are completed each academic year (please note that Inset days do not count towards 6 hours CPD).

Performance indicators

- Able to meet annual performance management criteria to a good or outstanding standard.
- Adherence to the accountabilities and responsibilities in this job description, and adherence to organisational policies and procedures.
- Able to demonstrate outcomes thinking through regular support and supervision.
- Achievement of positive outcomes for young people.

Key values and ethos of organisation

Trust, Innovation, Achievement

Person Specification

Knowledge	<u>Essential</u>	<u>Desirable</u>	<u>How</u>
Awareness of current internal and external verification frameworks in curriculum areas and Ofsted inspection frameworks		X	I
Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children's Act 2004, Children and Families Act 2014, Apprenticeship, Skills and Children Learning Act 2009)		X	I
Demonstrate some knowledge regarding teaching practice for young people with additional needs	X		I
Demonstrate good curriculum knowledge of Literacy	X		A,I
Experience			
Have a recognised qualified teacher status (this can be through a variety of routes e.g. BEd, PGCE, GTP, NQT)	X		A,I
Experience of developing effective resources for children and young people with additional needs.	X		A,I
Demonstrate experience of working with young people or vulnerable adults with additional needs within an education setting.	X		A,I
Skills			
Able to demonstrate effective communication	X		A,I
Demonstrate a wide variety of ICT skills (e.g. an understanding of google cloud and associated applications, microsoft packages and esafety)	X		A,I
Demonstrate effective record keeping with an awareness of the Data Protection Act and sharing information protocols	X		A,I
Can demonstrate recognised skills in working with young people or vulnerable adults with additional needs	X		A,I

Education and Training			
To hold a minimum Level 6 qualification in a relevant curriculum area	X		A
To be able to produce evidence of previous curriculum specific CPD (e.g. up to date developments on curriculum)	X		A
Qualities			
Must hold a full UK Driving Licence, have access to a road worthy vehicle and have Business Insurance.	X		A
Be committed to adhering to the organisation's policies, procedures and practices.	X		A, I
Be committed to delivering holistic family interventions.	X		I
Be driven to provide positive outcomes to children, young people and vulnerable adults.	X		A, I
To support the core values of Trust, Innovation and Achievement.	X		I
Comply with necessary Enhanced DBS and Social Media checks.	X		I

A - Application Form

I - Interview

T - Test

Where internal employees do not meet particular essential criteria but have proven outstanding performance the organisation reserves the right to further progress their application