Literacy Leader – JOB DESCRIPTION

Objective
Develop and implement a vision for improving standards of literacy across the school. Through expert co-ordination, the progress of all students’ literacy proficiency will improve across all aspects of the curriculum.

Reporting to
Director of English

Responsible for
Leading, managing and developing literacy across the school

Liaising with
Curriculum Lead, Leadership Team, teaching/support staff, feeder primary schools, LA representatives, external agencies and parents

Terms and conditions
STPC

Disclosure
Enhanced

Main Duties

Operational/Strategic planning:

- Develop a strategic vision for literacy development
- Devise a whole school literacy policy in consultation with a range of stakeholders
- Ensure that schemes of learning and resources support the development of literacy in subject areas
- Lead, develop and enhance the literacy teaching practice of others.
- Co-ordinate literacy interventions for students
- Liaise and collaborate with subject leaders and SENCO regarding student literacy difficulties. Create appropriate action plans.
- Support colleagues with selecting appropriate resources and techniques to support students with literacy difficulties. Provide training as needed.
- Support the Assistant Headteacher for Teaching and Learning with evaluation of literacy practice across academy through lesson observations and learning walks.
- Evaluate the effectiveness of the Whole School Literacy Policy and Literacy Development Plan. Revise as needed.
- Lead the creation of a structured transition from KS2 to KS3, ensuring all KS3 teaching responds to the Literacy needs of the pupils on entry.

Curriculum Provision:
To liaise with the Curriculum Team Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme that complements the school’s strategic objectives.

Curriculum Development:

- To support curriculum development within English
- To keep up to date with national developments in English and teaching practice and methodology, and ensure they are embedded where appropriate.
- To ensure that Literacy is contextualised against real life scenarios and linked cross curricular.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To promote Fundamental British Values and SMSC.
Teaching:
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- Plan work in accordance with department schemes of learning.
- Ensure all lessons are stimulating and accessible to all our students.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Take account of students’ prior level of attainment and use them to set targets for future improvements.
- Adopt most appropriate teaching strategies to meet student learning needs.
- Set work for students absent from school for long-term health or disciplinary reasons.
- Maintain good discipline by adherence to the advice given to staff in the induction handbook, faculty handbook and elsewhere.
- Set high expectations for students’ behaviour by establishing a purposeful working atmosphere in accordance with the school’s behaviour code and assertive discipline policies.
- Set appropriate and demanding expectations for students’ learning, motivation and presentation of work.
- Promote good attendance and monitor in accordance with the school’s attendance policy.
- Work in collaboration with Teaching Assistants attached to any teaching group.
- Provide a stimulating environment by taking responsibility for the assigned teaching space and all equipment.

Staff Development and Recruitment/deployment of staff:
- Be a role model of professionalism and good practice.
- To work with the Curriculum Team Lead and Leadership Team to ensure that staff development needs are identified and appropriate programmes are designed to meet such needs.
- To contribute to Monitoring & Evaluation procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure effective and efficient deployment of classroom support.

Quality Assurance:
- To ensure the effective operation of quality control systems.
- To help to establish common standards of practice and develop the effectiveness of teaching Literacy across the school.
- To contribute to the school procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to those within English.
- To participate in the monitoring and evaluation of English and Literacy in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required within English and the delivery of Literacy across the school.

Management Information:
- To ensure maintenance of accurate and up-to-date information concerning Literacy on the management information system.
- To assist in the use of analysis and evaluation of performance data.
- To help to produce reports within the quality assurance cycle.
- To assist in the production of reports on examination performance, including the use of Progress 8 and pupil premium.

Communication:
- To help ensure that all staff within the school are familiar with its Literacy aims and objectives.
- To ensure effective communication, as appropriate, with the parents of students.
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

Marketing and Liaison:
- To contribute to school liaison and marketing activities i.e. the collection of material for press releases and the school newsletter.
- To contribute to the development of effective transition with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events in partner schools and the wider community.
- To actively promote the development of transition links with external agencies.

Management of Resources:
- To identify resource needs and ensure the efficient/effective use of physical resources.
- To co-operate with other subject areas to ensure a sharing and effective use of resources to the benefit of the school and the students.
Pastoral System:

- To monitor and support the overall progress and development of students within English.
- To help monitor students’ attendance together with the students’ progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- To contribute to the PSHE, Citizenship and Enterprise according to the School Policy.
- To assist in the implementation of the Behaviour Management System within the programme/subject area so that effective learning can take place.

Additional Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Other specific duties to actively promote the school’s corporate policies.
- To be aware of and work in accordance with the school’s child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To continue personal development as agreed.
- To actively engage in the staff review and development progress.
- To undertake any other duty as specified by the Headteacher not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous and provide a welcoming environment to visitors and telephone callers.

Poltair School will endeavour to make any necessary, reasonable adjustments to the job and the working environment to enable access to employment opportunities for disable job applicants or continued employment for any employee who develops a disabling condition.

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All teachers are expected to maintain/exceed the Teacher’s Standards relevant to their pay scale.

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, commensurate with the grade and job title.