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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**LITERACY
COORDINATOR**

SEPTEMBER 2025

Ilkley Grammar School
LITERACY COORDINATOR
Scale Pay Point 9 (Range 9 - 13)
Pattern of hours will be 37 hours each week
8.00am to 4.00pm with a 30-minute unpaid lunch each day and an early finish
of 3.30pm each week
(flexibility around the pattern of working hours may be available for the right candidate)
Term time only plus 5 days

Thank you for requesting details for the post of Literacy Coordinator. We are looking for a colleague to join our Inclusive Learning team at this successful, oversubscribed comprehensive Academy.

The successful applicant will have high expectations and an unwavering commitment to all staff, students and stakeholders.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. We have a comprehensive wellbeing offering for staff to access across the school year. The school also closes earlier for students on Wednesdays to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Monday 16th June 2025
Provisional interview is scheduled for w/c 16th June 2025

Please be aware that we reserve the right to close early, and so early applications are encouraged.

If you do not receive an invite to interview by Wednesday 18th June, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

INCLUSIVE LEARNING DEPARTMENT

Ilkley Grammar School is committed to providing an inclusive environment where every student can flourish and achieve their Personal Best. As part of our Inclusive Learning team, the Literacy Coordinator will play a vital role in supporting students with literacy needs, and barriers to learning, including those with special educational needs and disabilities (SEND). This role is central to our mission of ensuring equality of access to the curriculum and wider school life.

Our SEND policy and information report outline how we, as a school will ensure that the necessary and appropriate provision is made for any student who has special educational needs and how these are communicated to those who work with them.

The school will ensure that teachers are able to identify and provide for those students who have special educational needs. This, through the use of reasonable adjustments and inclusive quality first teaching will enable equality of access to the curriculum and the wider activities of the school, so far as is reasonably practical.

We are fully committed to including all stakeholders in collaborative decision-making processes and working in coproduction with the students themselves and their families.

Our School-Led Resourced Provision (SRP) was expanded in October 2024 and has been commissioned for 24-places for students with an Autistic Spectrum Condition. The SRP provides:

- A nurturing environment which will enable the student to feel part of our school community whilst receiving additional support for their individual needs.
- The opportunity to access an enhanced level of support within the SRP that is personalised and bespoke to their individual needs.
- Support to access the mainstream school curriculum with additional out of class support and intervention for particular subjects according to their individual needs. We have high aspirations of our students to be able to access as much of the mainstream curriculum with their peers as is possible.
- Adaptation to the school curriculum and school environment to accommodate the individual needs of the student, for example:
 - The personalisation of a planned curriculum.
 - Opportunities to access a quiet and safe environment as appropriate.
 - Support during unstructured times of the day.
 - Personalised considerations for options studies at GCSE or equivalent level.
- Individual and small group interventions addressing:
 - Social skills
 - Language and communication
 - Behaviours
 - Individual strengths and interests
 - Problem solving
- Flexibility to accommodate students who may experience heightened levels of anxiety who require additional adult support for the development of their emotional literacy and emotional regulation skills.
 - A peer group experiencing similar needs
 - Regular and agreed communication with parents/carers
 - Collaboration with multi-agency support
 - Access to extra-curricular activities

PRIME OBJECTIVES OF THE POST:

The Literacy Coordinator will lead and deliver targeted literacy interventions, including phonics-based programmes. The candidate will also take a lead on delivering parts of our bespoke Inclusive Curriculum pathway options such as Functional Skills English, to support students who are not yet meeting age-related expectations. The role involves working with students across Key Stages 3 and 4, both in-class and in small groups, to develop reading, writing, and communication skills.

RESPONSIBLE TO THE ASSISTANT HEADTEACHER: INCLUSION & PERSONALISATION, THE POST HOLDER WILL:

Key Accountabilities:

- Plan and deliver, and evaluate structured literacy interventions tailored to individual student needs, including baseline, mid-point and ongoing assessment to evaluate impact of planned interventions
- Support with the design of a clearly sequenced and coherent intervention curriculum that enables students to access the right support, in the right place, at the right time.
- Stay abreast of current research on 'best bets' and impactful strategies (e.g. EEF), including phonics and reading programmes.
- Deliver phonics-based programmes to support decoding and reading fluency.
- Deliver Functional Skills English qualifications (Entry Level to Level 2) for students requiring additional pathways to support their next steps.
- Liaise with teachers to ensure interventions, temporary withdrawal from the curriculum, and reintegration are clearly communicated.
- Monitor and track student progress across interventions, reviewing effectiveness, evaluating impacts and providing timely feedback to senior colleagues.
- Use MIS platforms (e.g. Arbor) to record, monitor, and review interventions.
- Contribute to the development of whole-school literacy strategies and inclusive teaching practices.
- Support students who require assistive technology training as an enabling tool to overcome barriers to literacy and/or to support students with specific special educational needs.

You will also need to become familiar with:

- Experience delivering phonics interventions and understanding of synthetic phonics.
- Experience teaching Functional Skills English and familiarity with its assessment framework.
- Knowledge of the KS2 and KS3 English curriculum and assessment practices.
- Understanding of effective strategies for supporting students with SEND and literacy barriers, in line with the SEND Code of Practice and IGS's inclusive ethos.

Ways in which the school can support you include:

- Access to CPD in phonics and Functional Skills delivery.
- Regular collaboration with the SENCO and English department.
- Opportunities to visit other schools and trial new intervention strategies.
- Support from a committed and experienced Inclusive Learning Department.
- Training on the use of relevant digital platform and in-school systems.

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall

- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

Agreed by:

Post Holder:

Print name.....

Signature.....

**ILKLEY GRAMMAR SCHOOL
PERSONNEL SPECIFICATION
Literacy Coordinator**

Qualifications	Essential/D esirable E/D	How Identified
<input type="checkbox"/> Minimum 5 GCSE including English & Maths (Grade C/4 or above)	E	Application form and selection process
<input type="checkbox"/> HLTA qualification or equivalent	D	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> Accredited training in phonics delivery	D	
<input type="checkbox"/> Any additional qualification relating to children with special educational needs	D	
Experience	Essential/D esirable E/D	How Identified
<input type="checkbox"/> Experience of working with secondary school age children and those with SEND	E	Application form
<input type="checkbox"/> Understanding of children's needs and problems	E	
<input type="checkbox"/> Commitment to safeguarding and promoting the welfare of children	E	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high-pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience delivering Functional Skills English or similar qualification/programmes of study	D	
<input type="checkbox"/> Experience of working in a school-based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/D esirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
<input type="checkbox"/> Any Training in the area of Learning Support, Health, Child Care, Youth Work or relevant practical skills	D	
Skills	Essential/D esirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good literacy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair.	E	
<input type="checkbox"/> Able to work independently and collaboratively	E	
<input type="checkbox"/> Strong communication and interpersonal skills	E	
<input type="checkbox"/> Good problem solver	E	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	