



Job Description

Job Title	Lead Practitioner (Reading)	Grade	L9-12
School	Oaks Park High School		
Reports to	SLT Line Manager		
Responsible for	Raising standards of reading across the school		
Liaising with	Headteacher/Deputy & Assistant Headteachers, SENCo/Pastoral Leaders/Curriculum Team Leaders/ relevant support staff/ LA /staff and parents.		
Knowledge/Skills/Expertise			
<ul style="list-style-type: none"> ● This role is ideally suited for an outstanding and committed teacher who has the ability to lead and inspire colleagues in developing students' reading skills through the use of phonics code and is ready for a wider leadership opportunity working within the extended leadership team. ● The post initially will be focused on raising standards of reading at KS3, although the precise scope and role will reflect the school priorities at the time. These will be negotiated with the SLT Line Manager. 			
Main Areas of Responsibility and Accountability			
<ul style="list-style-type: none"> ● Planning for the implementation of support to address gaps found in students who are at risk of reading failure, preventing access to the curriculum ● Using phonics code to develop the knowledge and language comprehension necessary to read and communicate ● Delivering training to staff on phonics code and developing the use of phonics to support all areas of the curriculum provision at KS3 and KS4 ● Providing a rigorous and sequential approach through the Reading Curriculum to develop students' fluency, confidence and enjoyment in reading ● Training secondary teachers to be skilled in primary techniques to develop reading skills to ensure a consistent whole school approach ● Manage and lead a team delivering the Reading Curriculum to enable the highest standards of provision and delivery ● Supporting the primary transition programme to promote a successful start to KS3 learning ● Ongoing assessment of progress to enable early identification of any child who is at risk at falling behind in their reading ● For those identified as at risk, ensure that effective reading interventions are in place and these activities are of high quality and of high priority to all stakeholders, including parental engagement ● Monitor and report on the impact and effectiveness of the reading programme e.g. Lexia, with a particular focus on those students' whose reading is below what is expected for their age, mid-year arrivals and those who are new to the English education system or those whose first language is not English (KS3-5) ● Work closely with the SENCo and Inclusion team to ensure provision is appropriate and meeting the needs of the most vulnerable students 			



- Be a model of excellent practice; maintaining a clear focus on outstanding delivery to learners and ensuring best practice
- Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues in the team
- Audit department practices and policies in reading and understanding, advising Curriculum Teams on how best to address reading issues within each subject area
- Develop high quality teaching materials and schemes of learning to be used by all colleagues to develop reading fluency and comprehension
- Work in collaboration with the English Department and Library to analyse ARR data and build a greater understanding of the reading make-up of our school, designing and implement relevant intervention where required
- Use local and national statistical data and other information in order to provide a comparative baseline for evaluating pupils' progress and attainment as a means of judging the effectiveness of the reading curriculum
- Produce bi-annual data analysis report in order to monitor progress and measure success, looking at next steps for improvements and development of the Reading Curriculum
- Support the Oaks Park Early Careers Teaching programme by providing expertise to develop phonics code knowledge.

Standards:

- To set a good example in terms of dress, punctuality and attendance.
- To be professional when dealing with visitors, staff, students, outside agencies.
- To attend team and staff meetings as required.
- To be proactive in matters relating to health and safety.
- To implement and promote the School's policies and procedures relating to all areas of employment and service delivery.
- To play a full part in the life of Oaks Park and support its aims and ethos and to encourage students to follow this example.
- To participate in induction training, staff reviews process and professional development opportunities.
- To comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description.
- To undertake professional duties that may be reasonably assigned by the Headteacher
- It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.

Other Specific Duties:

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



Person Specification

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School	Oaks Park High School		

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualifications & Experience		
Qualified Teacher Status	E	A
Degree	E	A
Experience of delivering phonics training in the primary or secondary sector	E	A
Established and evidenced practice as an outstanding teacher over a prolonged period	E	I R
Knowledge & Understanding		
High level knowledge of effective reading strategies	E	I R
Excellent knowledge and understanding of what high quality teaching and learning is	E	A I R
Knowledge, understanding and leadership accountability within the school organisation	E	A
Leadership & Management		
Proven record of:		
<ul style="list-style-type: none"> ● the ability to motivate and inspire both staff and students 	E	A I R
<ul style="list-style-type: none"> ● the ability to assimilate information, consult and delegate effectively 	E	I R
<ul style="list-style-type: none"> ● highly effective organisational and management skills 	E	I R
<ul style="list-style-type: none"> ● raising standards of student attainment in line or above national average 	E	A I R
Highly effective use of data to evaluate student and department performance in raising standards	D	I R
Evidence of improving teaching and learning through the implementation of best practice, change and innovation	D	A I R
Teaching & Learning		
High level learning and teaching skills.	E	I R
Proven record of promoting high student progress for all priority key groups	E	I R



Experience of providing effective feedback to colleagues on professional performance	D	R
Experience of conducting lesson observations	D	A R

Personal		
High quality interpersonal skills, with the ability to communicate effectively with individuals and a variety of audiences	E	I R
Ability to build productive relationships with students, staff, parents and governors	E	I R
Ability and willingness to empathise and listen and to be self-critical and reflective	E	I R
Possess enthusiasm, integrity, creativity, flexibility, emotional resilience and be hard-working	E	I R
Understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education	E	I R
Safeguarding		
Motivation to work with children and young people	E	I R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	I R
Emotional resilience in working with challenging behaviours	E	I R