



Job Description		
Role Title	Typically reports to	
Lead practitioner Literacy	Deputy Headteacher	
JE Code	Grade	Date of profile
	Lead Practitioner scale - LP1-LP5	
Purpose of the role (job statement)		
<p>A lead practitioner should be an exemplar of teaching skills, lead the improvement of teaching skills, as well as take a leadership role in developing, implementing, and evaluating strategies to contribute to the overall development of literacy and reading.</p> <p>A lead practitioner for Literacy will work to develop both the strategic vision for literacy across the school alongside a clear plan on how this can be successfully implemented and monitored.</p> <p>Main purpose of the job:</p> <ul style="list-style-type: none"> • Ensure the effective implementation of the whole school's literacy strategy. • To implement and monitor the reading interventions across the school using a tiered approach. • Provide strong and dynamic leadership, support and training including the supervision and performance management of teaching staff in the school. • Modelling outstanding planning, assessment, and teaching in order to support staff across the school to achieve high quality literacy and reading teaching, • To liaise effectively with colleagues to ensure consistency of approach in the teaching of reading across the school. 		
Main Duties and Responsibilities: -		
<p>Duties and responsibilities in addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher</p> <p>Leadership</p> <ul style="list-style-type: none"> • To support the transition of Year 6 pupils into Ks3 in relation to English and literacy. • Strategically lead on whole school literacy and reading. • Motivate, support, challenge and inspire colleagues to provide outstanding provision for our pupils, leading to outstanding outcomes. • Work alongside curriculum leaders to ensure literacy is embedded in all subjects. • Provide training to develop disciplinary literacy. • Work alongside the Librarian and SENDCo to coordinate the assessment of reading ages. • Analyse and evaluate reading age data, ensuring intervention is in place to support pupils at various stages of reading. • Coordinate the tutor time reading programme. 		

- Liaise with key staff to develop whole school strategies to support pupils with most significant literacy barriers.
- Plan, implement and monitor the teaching of targeted literacy interventions.
- Train staff to ensure targeted literacy intervention addresses the specific needs of our pupils.
- Plan, implement and monitor a range of strategies to promote a love of reading across the academy.
- Use quality assurance methods to ensure all work associated with the role has the desired impact.
- Develop a coherent, shared vision for learning through teamwork, collaboration and sharing of best practice, ensuring a consistent approach to teaching.
- Seek out best practice through networks and research, to share with colleagues

Professional development of colleagues

- Prepare and run professional development courses for staff
- Design programmes of support for individuals as and when required
- Provide and develop high quality reading and literacy support materials.
- Support colleagues in developing strategies to deepen learning for able pupils and vulnerable pupils.
- Keep colleagues up to date with developments in best practice identified through networks and research
- Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)

Professional development of self

- Be proactive in seeking out networks and research in order to identify best practice and latest developments
- Develop coaching skills and abilities

Supporting pupil attainment and achievement

- Support or lead strategies for accelerating the progress for all pupils and for particular individuals or groups of underachieving pupils with a focus on reluctant readers.
- To use local and national statistical data and other information to provide a comparative baseline for evaluating learners' progress and attainment as a means of judging the effectiveness of the interventions or strategies and as a basis for improving teaching and learning.
- To monitor and assess the effectiveness of learning activities and provide timely and constructive feedback to support pupils' learning.
- Use data analysis to identify trends in attainment and to identify individuals/groups that are under attaining or are at risk of doing so. Identify patterns of attainment.

Quality Assurance

- To help implement college quality procedures and to adhere to those.



- To contribute to the process of college self-review in line with agreed college procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.

Other Specific Duties

- To support the college in meeting its legal requirements for worship.
- To actively promote the college's corporate policies.
- To continue your own personal development as agreed.
- To comply with the college's Health and Safety policy and undertake risk assessments as appropriate, including in relation to visits off-site.
- To undertake supervisory duties as outlined in the annual schedule.
- To organise for appropriate work to be done by students for known absences from duty.
- To undertake any other duty specified by STPCD not mentioned in the above.



Person Specification

Area	<p align="center">Criteria</p> <p align="center">Requirement - E = Essential - D= Desirable</p> <p align="center">Assessment by Application =A Interview process = I</p>	R	A
<p align="center">Skills Knowledge Aptitudes</p>	<ul style="list-style-type: none"> ● Knowledge of current educational developments within reading and literacy ● Ability to use comparative data to establish benchmarks, target resources and raise achievement. ● Experience of working with staff to develop practice and raise standards. ● Experience of leading and developing an intervention programme 	<p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>A I</p> <p>A I</p> <p>A I</p> <p>AI</p>
<p align="center">Qualifications and Training</p>	<ul style="list-style-type: none"> ● Qualified Teacher Status ● Good degree 	<p>E</p> <p>E</p>	<p>A</p> <p>A</p>
<p align="center">Experience</p>	<ul style="list-style-type: none"> ● Excellent classroom practitioner with evidence of impact at KS3 and 4 ● Proven track record of good examination outcomes at KS4 ● Excellent behaviour management ● A good understanding of current thinking about reading and literacy. ● Experience of lesson observations and giving robust feedback ● Knowledge of the uses of ICT as a teaching and learning tool ● An effective communicator – verbal and written, to individuals, and groups ● Able to foster an open, fair and equitable culture, enthuse and motivate people ● Experience of leading innovative curriculum development ● Taught (preferably across the ability range) at KS3 and KS4 ● Using ICT in teaching ● Excellent record of attendance and punctuality. ● Experience of sharing good practice so that classroom practice develops. 	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p>	<p>A I</p>
<p align="center">Disposition</p>	<ul style="list-style-type: none"> ● Passion for teaching and learning ● Totally professional at all times ● Reflective and self-evaluative ● Commitment to working with students of all abilities and all backgrounds. ● Excellent organisational and time management skills and an ability to prioritise. ● A thorough knowledge and understanding of how children learn, develop and progress through life stages and events ● Commitment to modelling and living out the college values of aspiration, care, community, integrity, perseverance and respect 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A I</p>
<p align="center">General</p>	<ul style="list-style-type: none"> ● Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools. ● Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil. ● Good understanding of and commitment to child protection procedures ● Be prepared to develop and learn in the role 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p>



Conditions of Service

National Joint Council

Signature of post holder		Date	/ /
Signature of headteacher		Date	/ /

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

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.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.