



**Internal Advert**

**TLR 2A**

**Literacy Strategy Lead**

**Permanent**





## Literacy Strategy Lead

### Permanent Position

- Starts: May 2024

### Pay Scale

- TLR 2a
- This cannot be in addition to an existing TLR

### Rationale

In the Foreword of the EEF's guidance report: Improving Literacy in Secondary Schools, (2019), the then Chief Executive, Sir Kevan Collins wrote:

"Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. The most recent estimates suggest that low levels of literacy cost the UK economy at least £20 billion a year. In secondary schools, the challenge of improving literacy is fundamental. Literacy is key to academic success across the curriculum, and is more important than ever as curriculum reforms place new demands on students and teachers."

The guidance document outlines seven research based recommendations for improving literacy in secondary schools:

1. Prioritise disciplinary literacy across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex writing tasks
5. Combine writing instruction and reading in every subject
6. Provide opportunities for structured talk
7. Provide high quality literacy interventions for struggling students

Research collated by The National Literacy Trust has found that the impact of school closure has found a significant difference in educational outcomes between those from more and less advantaged backgrounds (DfE, 2021). For example, a national study of reading assessments carried out in autumn term 2020 after the first lockdown found that secondary pupils showed a learning loss of up to 2 months in reading, while a later analysis concluded that disadvantaged pupils experienced, on average, 1 month more learning loss in reading than their peers - equivalent to undoing a third of the progress made to close the attainment gap over the last decade.

In order for us to implement the recommendations we are extending the previous temporary role to a permanent Literacy Strategy Lead



## **Job Description**

To work with the Deputy Head for Curriculum and Teaching and Learning to fully integrate the seven literacy recommendations by the EEF into the Teaching and Learning Framework in order to continue to raise standards in reading, writing and oracy across the curriculum.

## **Person specification**

We are looking for a current member of the teaching staff who has:

- A desire to raise standards in all aspects of literacy across the curriculum
- A knowledge and interest in up to date research in the area of literacy
- Experience of intervention with students who experience difficulties with literacy
- The ability to lead CPD for colleagues in the school
- Excellent interpersonal skills; the ability to inspire and motivate others to work as a team for the benefit of the students

## **Application**

If this role appeals to you, then you should apply with a letter that addresses the following points:

- What strategies that have been implemented this year have you found most successful for improving literacy?
- What strands from the EEF's 'Improving Literacy in Secondary Schools' guide do you feel we have strongly improved on and which do you feel are our next priorities?
- The school is targeting a 3 strand approach for improving literacy, which started with reading. The next 2 are writing and then oracy. How would you target improving writing across the school, focusing on extended writing practice in subjects.
- What interests you about becoming a literacy lead? What other initiatives would you introduce whilst in post?

We look forward to receiving your application. Please use the Supporting Statement section of the application form to write your letter of application, which you should address to Matilde Warden, the Deputy Headteacher.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.