



**King
Solomon
High School**



Information pack for candidates applying for the role of:

Learning Coach – Literacy & Reading

Permanent (or fixed term) – 39 weeks, 36 hours per week

Salary - LBR 5 Scale Point 12-15 (£26,880 to £28,080 actual salary)

Required: 1st September 2025



Welcome to King Solomon High School

Learning

Charity

Community



Dear Candidate,

I am delighted that you are considering applying for the role of Learning Coach for literacy & reading. This is an exciting new role to specifically support students who need support with reading and literacy. The Learning Coach for literacy & reading will lead interventions and support students in lessons.

King Solomon High School is brimming with potential and opportunities. If you are passionate about supporting young people to improve their life chances, and you are passionate about the importance of literacy, then this could be your ideal next career move.

We are a unique, inclusive and wonderful Jewish school in Redbridge, with students and staff from a range of religious and cultural backgrounds. We are an equal opportunities employer, and value diversity and inclusion. The successful candidate will have the opportunity to create transformational impact and will be supported in fulfilling their own career potential

Michele Phillips, Headteacher



History, ethos and values



King Solomon High School is a United Synagogue, orthodox Jewish school.

The school welcomes students of all faiths and of no faith. The school opened in 1993 to meet the growing demand for Jewish school places in East London, Essex and the surrounding areas. Currently, approximately 20% of students on roll identify as Jewish. We are a six-form entry school, and the only Jewish secondary school in Essex.

School values

- Learning
- Community
- Charity

School Motto

If I am not for myself who will be for me?

If I am only for myself, who am I?

If not now, when?

(Ethics of the Fathers 1:14)

Our motto encompasses the school's Jewish ethos and values, highlights our aim to develop every student as a rounded and grounded individual through a variety of learning and lived experiences, all infused with Jewish teachings and values. The King Solomon community experience shapes young people into informed, responsible and caring citizens.



Educational vision



The school's vision is to provide students with a world class educational experience and to be an example of best practice to other schools.

Curriculum intent

The King Solomon High School curriculum is underpinned by our Jewish ethos and our values of learning, charity and community.

Learning

The King Solomon High School curriculum

- is ambitious and designed to educate students in the best that has been thought and said in each subject and to build a cultural capital,
- introduces students to carefully sequenced core knowledge
- supports, challenges and stretches students of all abilities through mastery and depth, considering their learning needs,
- inspires intellectual curiosity and develops a lifelong love of learning,
- provides students with learning, skills and opportunities to pursue their ambitions,
- uses research-driven pedagogical methods to give students the most impactful educational experiences,
- provides curriculum breadth and ensures that the curriculum is accessible to all students.

Charity

The King Solomon High School curriculum

- provides students with a wider curriculum that develops them as empathetic and caring citizens.

Community

The King Solomon High School curriculum

- develops students' knowledge and understanding of Judaism and Jewish identity,
- develops students' understanding of the world, its people, cultures and religions,
- teaches students how to make healthy and safe personal choices and have healthy relationships.



Strategic priorities

King Solomon High School is brimming with potential. Students are keen to learn and contribute to the school, and much has been done over the last two years to lay the foundations for meaningful change. To move the school from requires improvement to good and then outstanding, we have been reviewing and improving all aspects of the school, implementing new and innovative systems that embody excellence, ambition and rigour.

Leadership and management	<ul style="list-style-type: none">• Develop a shared understanding of excellence.• Empower leadership and accountability at all levels.• Develop a strategic and joined up approach to school leadership.• Be outward facing and work with successful schools, leading thinkers and educational professionals.• Improve the aesthetics of the school so that it reflects our school's values, inspires students and embodies excellence.
Quality of education	<ul style="list-style-type: none">• Develop a curriculum that teaches students the very best of what has been thought and said in each discipline (powerful knowledge).• Develop a consistent approach to teaching practice inspired by Rosenshine, Lemov and informed by research on cognitive science.• Ensure we have a curriculum structure that offers students a broad and balanced education.• Develop a raising achievement strategy that focusses on revision, intervention, habits of attention and mindset.• Improve post-16 outcomes , outcomes for boys, disadvantaged students and students with SEND.• Develop and embed a reading curriculum and strategies to support students who need support with their reading.
Behaviour and attitudes	<ul style="list-style-type: none">• Empower teachers to lead from the front and take ownership of achieving excellent student behaviour and attention in their lessons.• Embed our 'prevention before sanction' approach to behaviour, which focuses on the consistent application of codified rules and systems.• Embed classroom behaviours (STAR/SLANT) that facilitate disruption free learning and support excellence.
Personal development	<ul style="list-style-type: none">• Provide all students with a range of enriching experiences and opportunities to explore their talents and interests.• Provide all students with meaningful opportunities to be responsible, reflective and active citizens.• Develop the school's formal and informal Jewish provision.



Behaviour & Attitudes



King Solomon High School has rigorous systems in place to support students in meeting our high expectations of behaviour. However, there are still improvements to be made in ensuring that all staff embody and enact new behaviour systems. The newly appointed Assistant Headteacher will play a key role in supporting staff to develop their practice.

Key aspects of our behaviour systems

- 'Prevention before sanction'. This means that we focus on the consistent application of habits and routines to prevent poor behaviours from occurring in the first place.
- Our approach to behaviour is 'warm/strict' and we believe that 'sweating the small things' prevents more serious behaviours from occurring
- Year 7-11 students line up in the mornings and are collected by their form tutor.
- We operate a daily detentions system.
- We have a commitment to disruption free learning.
- Teachers use 'meet and greet' and 'end and send' routines to ensure that lessons start and end in a focused and calm way.
- STAR expectations and a countdown system are part of classroom expectations.
- There is a 'Behaviour Playbook' in place to ensure that all staff have a practical guide to implementing the school's behaviour policy.

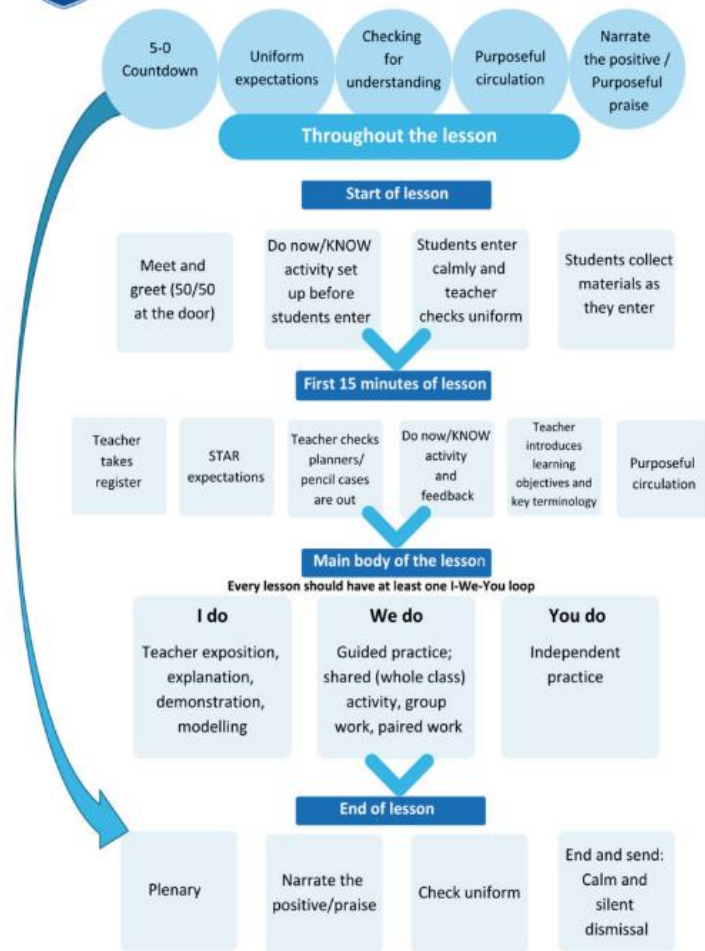
Safeguarding and promoting the welfare of children is the responsibility of all staff. We have a strong culture of safeguarding, and all staff are proactive in reporting any concerns about a student's welfare. We recognise the vital role mental health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms.

The King Solomon High Classroom Practice Guide

The official teacher's codified blueprint for high quality teaching and learning at King Solomon High School



Classroom procedures and pedagogy flowchart



Teaching & Learning

This year the school launched the Classroom Practice Guide to embed best practice teaching strategies into everyday teaching and learning.

This year we have focussed on developing the following.

- Replacing worksheets with booklets.
- Checking for understanding using hinge questions and mini whiteboards.
- Developing reading and literacy strategies.
- All departments are renewing all lessons so that they follow an I do, we do, you do model.
- Adaptive teaching to support all students and in particular students with special, educational needs.



KS4 academic results

King Solomon High School is an academically successful school with GCSE Attainment and progress above national averages.

The school's current Progress 8 score for 2024 is 0.36 (above average).



GCSE results	2024
A8	49.23
P8 (provisional)	0.21
9 to 7	25%
9 to 5	61%
9 to 4	75%
9 to 1	99%
Eng & Maths 9 to 5	49%
Eng & Maths 9 to 4	70%
Ebacc Entries	23%
Strong Ebacc (5+)	15%
Standard Ebacc (4+)	19%



Reasons to work at King Solomon High School



Be part of the success story

- Having been judged as requires improvement by Ofsted, staff will be part of the success story when we move to good and outstanding.
- Our students are fantastic, polite and caring young people. They deserve a world class educational experience. Join us to be part of their future.

Ambition & excellence

- We are ambitious for every student and member of staff.
- We strive for excellence and to be an example of best practice in all that we do.

Staff and student wellbeing

- We are a caring and supportive Jewish community school.
- We have an early finish every Friday at 1.20pm, as part of our Jewish ethos and to promote a work life balance.
- We have a sensible approach to meetings and most meetings for main scale teachers are streamlined into a Tuesday.
- The school is closed on Jewish holidays.
- All staff have access to a private employee wellbeing programme with free counselling and arrange of support services.

Transport links

- The school is a 4 minute walk from Fairlop underground station on the central line. We are well served by several bus routes, and we have a staff car park.

Career development

- We are committed to inspiring ambition and to supporting staff in their career development.

The role



The role: Learning Coach – Literacy & Reading

Contract: Permanent and full time

Hours: 36 hours per week, approximate hours 8.15am – 4.15pm Monday to Thursday and 8.00am to 2.30pm on Fridays (there is some flexibility around these times).

Salary: LBR 5 Scale, Point 12-15 (£26,880 to £28,080 actual salary)

Line managed by: SENCO

Safeguarding statement

King Solomon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and be familiar with the school's safeguarding policy. Child protection screening will apply to this post.

Equality statement

King Solomon High School is committed to equality of opportunity and values its diverse staff and student community. All staff are required to adhere to the school's equal opportunities policy. We have a zero-tolerance approach to discrimination, harassment and bullying.

Staff code of conduct statement

King Solomon High School has high standards and expects all staff to behave in a professional manner at all times. All staff are expected to adhere to the school's staff code of conduct policy.



Learning Coach – literacy & reading

Key responsibilities

The Learning Coach for literacy & reading will work within the Learning Support Team, which consists of a SENCo, SEND administrator, four learning coaches and an LSA

- Work within the SEND department to undertake literacy & reading based activities with either individuals or groups of students.
- Conduct reading age tests.
- Support a case load of students who struggle with literacy and reading, through interventions and in-class support.
- Be the school's phonics lead (training can be provided).
- Promote good attendance, behaviour and participation in lessons of all students.
- Work to establish a supportive relationship with the children and parents concerned.
- Promote and help build students' self-esteem.
- Work with teachers to implement in class strategies for students with literacy needs.
- Track and monitor student progress.



Job description

Team Work

- Work with a team of Learning Coaches, the SENCO and other staff to support students with SEND to make achieves excellent outcomes.
- Assist in administrative duties to support the SEND department.
- Provide support for individual students for them to fully participate in all lessons and activities within the school.
- Work flexibly and proactively within a team of three other Learning Coaches, a SENCO, a SEND Administrator and a Senior Assistant Headteacher.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for students to reach their true potential.
- All Learning Coaches may be required to support students with physical needs this includes assisting with toileting (training will be provided).

Intervention & Support

- Promote resilience and harness students' independence in order to prepare them for learning post 16 and adulthood.
- Lead literacy interventions, including phonics, LEXIA, and any other applicable interventions in line with students' reading age data, EHCP and learning profiles.
- Support students with literacy needs in collaboration with other relevant departments and external agencies.
- Plan, carry out and review interventions with small groups.

Monitoring, Tracking & Reviews

- Observe students with literacy difficulties in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan, contributing to student learning plans.
- Regularly review and analyse reading, academic and behaviour & safeguarding data to support appropriate selection of interventions.
- Complete tracking data and records of involvement with each student, evidencing the graduated response.
- Collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students with your specialism.
- Provide evidence to support relevant access arrangements for exams. Work directly with students to facilitate access arrangements, such as acting as a reader/scribe.
- Utilise data systems analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.

Working with Professionals

- Work with other professionals and external agencies.
- Liaise with other educational settings, parents and students to deliver effective transitions from primary school.



Job description

In-class support

- Provide in-class support for students when directed to do so by the SENCO.

Support for Teachers

- Provide relevant updates, advice and guidance on strategies to effectively support students with literacy difficulties.
- Adapt classroom resources as required to support specific students.

Parent communications

- Establish effective and manageable communication with parents and carers.
- Support parents with strategies to use at home to enhance their child's education.
- Set high expectations with parents and carers for student behaviour and attendance.

Record Keeping & Confidentiality

- Keep meticulous and accurate records as required by the SENCO and senior leaders for example- record of students' progress, engagement and development within the classroom and in interventions.

Professional Development

- Undertake appropriate training in relation to the role of Learning Coach.
- Keep up to date with relevant research and findings on literacy within young people and how best to support students with this need, both academically and socially.
- Attend relevant training sessions, with the desire to continuously improve your practice and share best practice.



Job description

General requirements of all staff

- Adhere to all school policies.
- Work cooperatively with colleagues and under the direction of your line manager.
- Seek support and guidance where needed.
- Always maintain confidentiality.
- Work to promote the safeguarding of all students.
- Promote equality, diversity and inclusion.
- Complete work to a high standard.
- Support and promote the vision of the school.
- Support the school's Jewish ethos.
- Attend school events as required.
- Keep up to date with developments, changes, best practice and legislation in relation to your role.

Reasonable requests

Main duties and responsibilities are outlined in the job description. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher and/or line manager. 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.

Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. This will be communicated in advance and necessary arrangements will be made depending on staff member's role.

Review Arrangements

These responsibilities may be amended at any time in the future by the Headteacher in order to respond to the changing demands and needs of the school, national initiatives and statutory legislation. The Headteacher/Deputy Headteacher will consult with the postholder at the appropriate time.



Person specification

Qualifications & experience

- A degree in English/humanities/or other relevant subject
- GCSE English and Maths at grade 5 above.
- Experience of working with students with special educational needs in a primary or secondary school setting, including students with literacy needs.
- Experience of planning support and interventions for students with special educational needs, and specifically with literacy needs.
- A good working knowledge of interventions to support students with literacy needs.
- Experience of phonics support/intervention (or a willingness to be trained).
- Experience of working with parents in supporting the needs of young people with SEND.
- Excellent command of the English language, both written and verbal.
- Proficient use of IT systems.
- Proficient use of Microsoft applications, e.g. Word, PowerPoint, Excel (and/or Google packages).

Skills & attributes

- Ability to work proactively with attention to detail.
- Highly developed interpersonal skills including influential skills.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance.
- Ability to manage conflicting priorities, make decisions and resolve issues in potentially stressful situations.
- Ability to work to high standards and with rigor.
- Commitment to equal opportunities.
- Commitment to the school's Jewish ethos.
- Commitment to improving the lives of children.
- Commitment to safeguarding.

Application process



1. Complete the London Borough of Redbridge application form (CVs are not accepted).
2. Complete a personal statement of no more than two sides of A4 outlining how you meet the person specification. Please cover all the points of the person specification as this will be used for shortlisting purposes. **Please complete your personal statement on a separate document and not in the application form.**
3. Email your application form and personal statement to recruitment@kshsonline.uk
4. This vacancy will close on Friday 11th July 2025 at 8:30am. We may interview suitable candidates as we receive applications. We therefore encourage suitable candidates to apply as soon possible. We reserve the right to close the advert at any point before the closing date.
5. Candidates wishing to visit the school or wishing to speak to a member of the Senior Leadership Team before applying should contact recruitment@kshsonline.uk



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