



Twyford Church Of England Academies Trust

"I have come that you might have life and have it to the full" John 10 v10

Ada Lovelace Church of England High School

Job Description

Job Title:	Whole School Literacy Coordinator
Grade:	L1 – L5
Line Manager:	Trust Lead for Literacy
Supervisory Responsibility:	As directed by Line Manager

Main purpose of Post

To achieve outstanding outcomes through the effective development and implementation of whole school literacy systems and practices utilising the English Department as a beacon of best practice

Outcomes

Achievement

- Progress in reading for the Literacy cohort (students with low literacy on entry) is effectively monitored and areas of weakness are identified and addressed
- Progress of Literacy cohorts is outstanding across subject areas
- Progress of HAPS in English and additional subjects with a large component of literacy is outstanding
- Progress of the EAL cohort in all subjects is effectively monitored and areas of weakness are identified and addressed
- English HoD supported to ensure areas of strength are built upon and area of weakness are identified and addressed and a culture of continuous improvement established across the department

Teaching

- All staff are confident and consistent in the delivery of reciprocal reading strategies, whole school writing strategies and oracy strategies
- Business and Literacy lessons in the Pastoral Programme are confidently delivered by all teaching staff to offer students development in their approaches to independent reading.
- Literacy lessons taught in KS3 are outstanding delivering, rapid progress
- English curriculum and assessment frameworks are clear and support outstanding progression

Wider Learning

- Leadership of the Ada Lovelace Library enriches the culture of reading across the school
- English and Literacy wider learning offer promotes student progress and progression and is a beacon of best practice

Leadership

- Leadership of literacy provision across school: ensuring coherence of departmental and pastoral strategies for the development of students as effective readers, writers and speakers; supporting the implementation of consistent strategies across the curriculum and pastoral curriculum
- All departments implement effectively the reading and writing strategies required to achieve outstanding outcomes at GCSE

Specific responsibilities and tasks

Achievement

Progress in reading and spelling for the literacy cohort is effectively monitored and areas of weakness are identified and addressed

- Ensure effective system is in place for the identification of individual and cohort cause for concerns
- Oversee delivery of the Literacy Intervention strategy in line with the Trust Literacy Intervention strategy
- Line manage Literacy Intervention specialist teacher to ensure effective delivery of the KS3 Literacy Support programme and monitor progress of each class

Progress of Literacy cohorts is outstanding across subject areas

- Literacy cohorts perform in line with or better than the wider cohort at each assessment point
- Identify areas of underperformance in key departments and as appropriate ensure precise literacy based improvement plans are drawn up and delivered
- Lead and support HoDs in key departments to manage precise literacy interventions as required (at individual or group level)
- Lead and support HoDs/HOYs/teachers/TAs/teachers to manage precise intervention strategies to support low literacy students

Progress of HAPs in English and additional subjects with a large component of Literacy is outstanding

- Ensure in conjunction with the HOD that the English curriculum offers a high degree of challenge and stretch ensuring that our most able students make outstanding progress and are fully prepared for the rigours of A level study in English
- Monitor and evaluate the achievement in English of the HAPs identifying and sharing strengths and providing detailed improvement plans as appropriate
- Provide training and support programmes for English NQTs and ECTS in teaching methods and practices to challenge the most able

Progress of the EAL cohort in all subjects is effectively monitored and areas of weakness are identified and addressed

- Develop EAL intervention strategies having evaluated EAL resources and best practices
- Lead and support HoDs/HOYs/TAs/teachers to manage precise intervention strategies to support EAL students

English HoD supported to ensure areas of strength are built upon and weakness are identified, addressed and a culture of continuous improvement is established across the department

- Meet regularly with the HOD and SLT link to ensure all aspect of provision in English are effectively monitored and evaluated

- Support the HOD to identify and share best practice in teaching including curriculum and assessment design and the delivery and development of high quality teaching resources
- Support the HOD to identify cause for concerns in student outcomes and design and deliver support programmes
- In collaboration with the English HOD develop and implement strategies to ensure that there is no ISV between boys and girls
- In collaboration with the English HOD ensure that internal moderation processes and practices are outstanding using best practice from GCSE exam boards.

Teaching

All staff are confident and consistent in the delivery of reciprocal reading strategies, whole school writing strategies and oracy strategies

- Develop whole school good practice guidance/exemplars in relation to whole school literacy routines most importantly in writing and reading
- Deliver staff training in all aspects of whole school literacy best practice
- Ensure best practice in discussion and debate is routinely shared within and across departments
- Support the HoDs to evaluate and improve the delivery of whole school literacy through coaching and lesson observations including department lesson looks /paired observations/learning reviews

Business and Literacy lessons in the Pastoral Programme are confidently delivered by all teaching staff to offer students development in their approaches to independent reading.

- Training is delivered to Pastoral teams around supporting students with independent reading eg. book choices, reciprocal reading strategies
- Carry out observations of practice in B&L tutor time sessions and monitor / evaluate the programme to refine it

Literacy lessons taught in KS3 are outstanding delivering rapid progress

- Work with Literacy Leads across the Trust to develop and refine the KS3 Literacy Intervention curriculum resources and best practice in their delivery.
- Monitor the delivery of the teaching of this programme

English curriculum and assessment frameworks are clear and support outstanding progression

- Support the HoD to evaluate and improve the curriculum and assessment framework in line with the strategic vision outlined by the Trust English and Literacy leadership team
- Support the HoD to provide training and support for the English leadership team in the context of both the Language and Literature GCSE
- Support the HoD to provide training and support for the English leadership team in lesson and curriculum planning as appropriate
- Support the HoD to ensure all KS4 schemes of work for each of the three differentiated tiers are clear and provide an appropriate framework for the design of outstanding lessons
- Ensure that there is appropriate curriculum stretch and challenge for our most able English students
- Agree in conjunction with the HOD the strategy for the development of KS4 resources (including use of Copia, additional online resources and text books as appropriate) to promote the priorities of the English department together with whole school literacy strategies
- Meet regularly with the Trust English and Literacy leadership team to discuss and agree new initiatives, review and improve practice and through observation of outstanding practice across the Trust inform the developments required at Ada Lovelace

Wider Learning

Leadership of the Ada Lovelace Library enriches the culture of reading across the school

- Library leadership is developed to promote a love of reading through house assemblies, opportunities for student leadership and events
- KS3 Library lessons are developed to engage all KS3 students with the Library and their own reading development
- Reading interventions such as a paired reading programme is set up in the Library and managed alongside English staff.

English and Literacy wider learning offer promotes student progress and progression and is a beacon of best practice

- English and Literacy Wider Learning Programme stretches and challenges the most able students
- Lead and administer Y10 workshops for Jack Petchey Youth Speaks Out and support finalists through Regional and National finals
- Leadership of the wider reading strategy
- Theatre studies embedded into the Ks3 programme in English and a wider curriculum offer is developed including a school play, theatre trips, writing competitions etc
- The school magazine 'Make the Leap' promotes literacy and provides students with an opportunity to write and edit material
- Development and leadership of wider reading initiatives across the school

Leadership

Leadership of literacy provision across school: ensuring coherence of departmental and pastoral strategies for the development of students as effective readers, writers and speakers; supporting the implementation of consistent strategies across the curriculum and pastoral curriculum

- A distinctive staff culture is created where the following message is confidently and relentlessly conveyed... 'we are all teachers of Literacy'
- Lead training programmes for all staff in the successful implementation of Trust and school literacy systems and practices
- Lead the in-school Literacy Working Party to develop practice and empower staff
- Post-holders within the all departments are well supported to carry out their roles in embedding Trust and school whole school literacy priorities
- Pastoral curriculum tutor times and workshops are delivered utilising Trust Literacy strategy
- Learning reviews and deep dives to evaluate and improve whole school literacy systems and practices
- Orchestration of the wider learning offer across the school to promote Trust literacy – public speaking, debating, trips, writing competitions, reading challenges, theatre studies
- Prior attainment of students on entry evaluated, analysis of reading comprehension scores and CATS verbal reasoning scores. Patterns are identified and action plans agreed and implemented for individuals and cohorts including the rapid improvement in students' reading skills

All departments implement effectively the reading and writing strategies required to achieve outstanding outcomes at GCSE

- Agree with HoD, Trust English and literacy leadership team the reading and writing strategies to prioritise at GCSE and ensure these strategies are effectively communicated to, and delivered by, key stakeholders
- Lead the whole school training programme to ensure GCSE specific reading and writing strategies are effectively embedded within departmental systems and routines

Additional responsibilities

- Membership of the T&L team with commitment to whole school training, coaching and departmental learning reviews

- Membership of GCSE raising achievement strategic group in collaboration with SLT through focussed support of underachieving students and the development of their literacy and retention/recall skills
- Liaise with SEN and pastoral teams to ensure that 'Nurture Literacy' strategy achieves maximum outcomes for the students
- Responsibility for institutional behaviour management of relevant floor – cuckoo, stairwells, break/lunch change over supervision, after school 'clear out', before school monitoring
- Provide significant personal contribution to the wider life of the school
- Support the Trust Literacy Lead with staff training and development in literacy

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- Public Examination results - Headline target figures (KS3 and 4)
- % of students on target in internal /external assessments
- External Evaluation Systems
- Internal VA measures
- Progression of students to English related courses across the Trust

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree in English • Qualified Teacher Status • Proven track record of securing outstanding exam results at KS4 over at least a 3 year period. • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery at Middle Leadership level • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum evaluation and design • Successful experience of managing whole school change and improvement • Successful experience of team leadership & management of staff • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses. • An understanding of how whole school literacy impacts on student achievement at all levels • Clear vision for how to embed a whole school reading strategy to engender a love of reading and quickly improve reading comprehension on entry • An understanding of how to improve literacy skills of EAL students • An understanding of recent curriculum and teaching/learning developments 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities. • Successful experience as an English subject leader at a high achieving secondary school • Experience of curriculum development and monitoring delivery at whole school level

	<ul style="list-style-type: none"> • An ability to develop effective curriculum resources in English to meet the needs of the full ability range. • An understanding of the strategies required to motivate and enthuse all students across the age and ability range as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively. • A commitment to the principles and practices of Assessment for Learning • An ability to use ICT programmes and packages to promote learning • An understanding of the role of whole school literacy within the wider curriculum. 	
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate & model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for English and cross curricular literacy • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Has a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and inter-personal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>.

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.

Applications are welcomed from exceptional candidates with strong experience.

In the case of existing Heads of English, there may be opportunity for further pay progression and CPD within the NPQ framework.

For applicants with experience over fewer key stages, aspects of the role and remuneration may be adjusted accordingly.